



## Equality Impact Assessment

A. Policy/Practice (name or brief description):

**Taught Assessment Regulations 2016/17**  
**Postgraduate Assessment Regulations for Research Degrees 2016/17**

B. Reason for Equality Impact Assessment (delete as applicable):

**Changes proposed following the annual assessment regulations review.**

C. Person responsible for the policy area or practice:

Name: **Ailsa Taylor and Susan Hunter (on behalf of the Senatus Curriculum and Student Progression Committee)**

Job title: **Academic Policy Officers**

School/service/unit: **Academic Services**

D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:

- affects primary or high level functions of the University **Yes**
- is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? **Yes**
- It is one which interested parties could reasonably expect the University to have carried out an EqIA? **Yes**

E. Equality Groups

To which equality groups is the policy/practice relevant and why?

- Age
- Disability: **reasonable adjustment covered in regulations 19 (taught) and 9 (research); special circumstances covered in regulation 43 (taught)**
- race (including ethnicity and nationality): plagiarism aspects – advice elsewhere, links given in the guidance; **language ability – proof reading reference provides a source of potential advice in regulations 30 (taught) and 19 (research)**
- **religion or belief: scheduling of exams regulation 25.2 (taught)**
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity (**special circumstances regulation 43 – taught**)
- marriage or civil partnership<sup>1</sup>

**The regulations are relevant to all protected characteristics. The regulations highlighted above illustrate which measures are put in place to prevent possible negative impacts on particular groups and to promote opportunities to eliminate discrimination.**

Add notes against the following statements where applicable/relevant:

- On any available information about the needs of relevant equality groups: **The assessment regulations are checked with the Student Disability Service.**

<sup>1</sup> Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed: **We are not aware of any gaps in evidence. CSPC receives annual reports on student progression and award.**
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups: **No, consistency of student treatment underpins the assessment regulations.**
- If the policy/practice contributes to advancing equality of opportunity<sup>2</sup> **By providing consistency the regulations treat different groups equally, which will help to remove or minimise disadvantage. The provision of special circumstances committees, reasonable adjustments, and the scope within examination arrangements can meet the needs of particular groups and encourage their participation.**
- If there is an opportunity in applying this policy/practice to foster good relations: **No**
- If the policy/practice create any barriers for any other groups? **No barriers are created.**
- How the communication of the policy/practice is made accessible to all groups, if relevant? **The regulations will be made available in different formats if necessary.**
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice? **The assessment regulations are revised annually by the Senatus Curriculum and Student Progression Committee (CSPC). CSPC has widespread representation, including from Edinburgh University Students' Association (EUSA), to gain input into the development of policies and regulation, and their review and monitoring. Relevant regulations are checked with the Student Disability Service and those with responsibilities for the provision of particular services, for example Student Systems, Student Administration, College offices.**
- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations: **N/A**

#### F. Equality Impact Assessment Outcome

**Option 1: No change required – the assessment is that the regulations are robust.**

#### G. Action and Monitoring

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above). **No further action needed.**
2. When will the policy/practice next be reviewed? **Annual review.**

#### H. Publication of EqIA

Can this EqIA be published in full, now? **Yes**

#### I. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Ailsa Taylor, Academic Policy Officer and Susan Hunter, Academic Policy Officer**

Accepted by (name): **Adam Bunni, Head of Governance and Regulatory Team, Academic Services**

Date: **9<sup>th</sup> May 2016**

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)

<sup>2</sup> This question does not apply to the protected characteristic of marriage or civil partnership