



Equality Impact Assessment Guidance and Template

This form is intended to help you decide whether an Equality Impact Assessment (EqIA) is needed and, if it is, to carry out the assessment of impact.

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment

EqIA is part of the University's general equality duty under the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The Equality Act 2010 specifies the following 'protected characteristics': age, disability, race (including ethnicity and nationality), religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage or civil partnership. This form uses 'equality group' to mean persons who share a relevant protected characteristic.

The University has a general equality duty to have due regard to the **needs** to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

Under the Scottish Regulations, the University has a specific duty – subject to relevance and proportionality - to assess the impact of applying proposed new or revised policies and practices against the needs above. 'Policy and practice' should be interpreted widely to include the full range of the University's policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services – essentially everything we do.

This form is a tool to help with screening and EqIA and is designed to lead you through the process through asking pertinent questions and giving examples. However, the law does not dictate a particular form for EqIA. The requirement is to actively consider how a policy or practice will meet the general equality duty, and take any necessary action. Wherever practicable, EqIA should be built into standard processes and tailored to the nature of the policies or practices involved.

It is, however, necessary to publish EqIA where the policy or practice is applied, so all EqIAs – in whatever format - should be sent to equalitydiversity@ed.ac.uk for publication.

The form includes: some details about the policy/practice; a screening analysis to indicate whether full EqIA is required; and then a number of questions to enable full EqIA.

Answers should be recorded after the questions and the form can be expanded and supplemented as required. Answers may be as long or short as is necessary and relevant, bearing in mind that the effort involved in EqIA should be proportionate to the relevance of the policy or practice to equality.

Once completed, this form will be the record of the screening and, where applicable, the EqIA of the policy or practice. All full EqIAs are published.

<p>A. Policy or Practice (name or brief description):</p> <p>Policy and procedure regarding confirmation of examination results for undergraduate entry</p>
<p>B. Reason for screening (delete as applicable):</p> <p>Proposed new policy, replacing previous "<i>Policy regarding undergraduate applicants appealing grades during confirmation</i>"</p>
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Rebecca Gaukroger</p> <p>Job title: Head of Admissions</p> <p>School/service/unit: Student Recruitment and Admissions</p>
<p>D. Screening Analysis</p> <ol style="list-style-type: none">1. Does the policy or practice affect primary or high level functions of the University? Yes2. Is the policy or practice relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' set out in the introduction above)? Yes3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? Yes <p>If the answer to any of these questions is 'Yes', an EqIA should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.</p>
<p>E. Screening outcome</p> <p>Equality Impact Assessment required: Yes</p> <p>Record notes about the screening process or outcome here.</p> <ul style="list-style-type: none">• If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out. <p>As part of the development process an EqIA will be carried out by Gillian Simmons, Senior Policy and Project Officer, Student Recruitment and Admissions</p>
<p>F. Sign-off</p> <p>Screening undertaken by (name(s) and job title(s)): Gillian Simmons, Senior Policy and Projects Officer</p> <p>Accepted by (name): Rebecca Gaukroger</p> <p>Date: 7 February 2014</p>

If EqIA is not being carried out, delete the remainder of this form and send the completed form to equalitydiversity@ed.ac.uk.

G. Equality Impact Assessment

Before assessing the policy/practice, ensure that you have a clear understanding of the purpose of the policy or practice, the context, the intended beneficiaries and the results aimed for.

In answering the questions below:

- Bear in mind that the extent of EqIA should be proportionate to the relevance of the policy/practice to equality. It may not be practicable or necessary to answer every question or address every potential scenario.
- Focus mainly on aspects of the policy/practice that are most relevant to the question, to ensure most attention is given to the most important areas.
- Relate answers to consideration of the available evidence and address any gaps or disparities revealed, where feasible without disproportionate effort. For new policies, assess potential impact.
- Describe any action identified to address any issues highlighted.
- Where there is potential for adverse impact, but the policy/practice will still be applied, indicate the rationale for that decision.

Initial/partial EqIA: in some circumstances - particularly for new policies/practices – there may be limited information on which to base EqIA. In these cases, the EqIA should be carried out to the extent possible and should identify arrangements for monitoring/investigation of equality impact and for fuller EqIA in future.

Wholly positive impact: Some policies/practices may be viewed as having only positive equality impact. For these, consideration should still be given to ensure that no adverse impact is overlooked and to ensure that full advantage is taken of the positive impact, e.g. through effective communication. However, the effort involved in carrying out EqIA should not be excessive.

1. Overview. Indicate the current status of the policy/practice or the stage of development/review. Also note any general comments here regarding the relevance and significance of the policy/practice to equality. Which aspects of the policy/practice are particularly relevant (which should be the main focus for EqIA)? On what aspects of equality does the policy/practice particularly impact?

The “Policy and procedure regarding confirmation of examination results for undergraduate entry” is a new policy, replacing the previous “Policy regarding undergraduate applicants appealing grades during confirmation”. The scope of the new policy is broader, encompassing confirmation of all examination results rather than simply those which have been subject to appeal, and providing a more specific timeframe in which confirmation must be received.

Because the main UK examination results are provided directly via UCAS, it is likely that the policy will impact applicants taking non-standard examinations most, and these may be members of protected characteristic groups such as older applicants or overseas applicants. However, this is not a new requirement. Applicants taking non-standard examinations have always had to provide evidence to confirm that they have met any conditions attached to their offer. Therefore, any impact will be minimal.

Similarly, applicants with disabilities or ill-health may be more likely than average to need to appeal their examination results, particularly in Scotland where new SQA appeals arrangements will restrict the reasons why an appeal can be made. Therefore it may be that the policy has more impact on disabled applicants than on applicants who do not have

a disability. However, this would have been the same under the previous policy.

2. To which equality groups is the policy/practice relevant? Policies/practices applying to substantial groups of students or staff will be relevant to all equality groups, which should be noted. However, also indicate any equality groups for which the policy/practice is particularly relevant, and why.

The protected characteristics under the Equality Act are (delete any that are not relevant):

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership¹

This policy is not intended to apply to any specific group of applicants, but it could potentially be relevant to the following protected characteristic groups:

Age – because applicants who are outside mainstream school education are more likely to be taking non-traditional qualifications and are therefore more likely to need to provide confirmation evidence of their results to the University

Race / Nationality – because overseas applicants are more likely to be taking qualifications where the results are not provided to the University by UCAS, and will therefore need to provide confirmation evidence of their results directly to the University

Disability – because applicants with a disability or illness are probably more likely than average to appeal their examination results, and therefore fall within the scope of this policy

In answering the questions below consider each of these equality groups. As part of this, consider diversity within, as well as between groups (e.g. different disabilities, different racial groups). Consider the implications of combinations of protected characteristics e.g. issues of relevance to women may vary once race, religion and age are taken into consideration. Also consider the impact on those with caring/family responsibilities (which tends to impact more on women).

3. What evidence is available about the needs of relevant equality groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research with equality groups or individuals, equality monitoring data, service monitoring data, information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.

Statistical data is available on the number and percentage of undergraduate applicants to the University who have declared a disability in their application and who have received a conditional offer which would require confirmation when results are received. Similar data is available regarding the age of applicants, and whether they have received a conditional offer.

¹ 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.

Data is not available regarding Race until after an applicant has become unconditional, although we do have data on overseas students and the countries they are applying from.

Using this data, we will be able to monitor the equality profile of applicants who provide confirmation of a successful appeal by each of the deadlines set out in the policy, and see whether there is a greater than expected impact on any protected characteristic group(s).

Where are the gaps in evidence? If there is insufficient information to properly assess the policy, how will this be addressed? If information cannot be gathered now, consider building monitoring into the plans for implementation/review of the policy/practice. Note: the resources put into collecting evidence should be proportionate to the relevance of the policy/practice to equality.

If an unexpected level of impact is found when the data is analysed, it may be necessary to undertake some qualitative research to better understand the reasons why.

4. Might the application of this policy/practice lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for particular equality groups or give rise to indirect discrimination?

The policy is not likely to lead to any discrimination, harassment or victimisation. It is not expected that it will result in less favourable treatment for any particular equality groups, nor that it will give rise to indirect discrimination.

Improved information about the procedure for providing confirmation of successful appeals, and about the outcome which will result following each deadline, is intended to provide clarity for applicants who have not achieved the conditions of their offer and who wish to appeal their examination results.

5. Are reasonable adjustments built in where they may be needed?

No reasonable adjustments have been identified as a result of this policy, but every effort will be made to make any adjustments required by an applicant with a disability in order to make use the procedure set out in the policy.

6. Does the policy/practice contribute to advancing equality of opportunity²? Will it help to:

- remove or minimise disadvantage
- meet the needs of different equality groups
- encourage increased participation of particular groups
- take account of disabled people's impairments?

By clarifying the procedures for confirmation of examination results or the successful outcome of an appeal, the new policy will provide a clearer and more transparent process which will benefit all those who use it, including those from protected characteristic groups.

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not³? Will it help to tackle prejudice and/or promote understanding?

² This question does not apply to the protected characteristic of marriage or civil partnership

³ This question does not apply to the protected characteristic of marriage or civil partnership.

No.

8. Is there evidence (or an expectation) that people from different equality groups have different needs or experiences in relation to the policy/practice? If so, what are they?

See Section 2 above.

9. Is there evidence (or an expectation) of higher or lower uptake by any equality group(s)? If so, give details of the differences and the reasons for these (if known)?

There is no evidence that this policy will be used by members of any one equality group more than any other, but it is possible that applicants with disabilities or illness may require to use it more than others.

10. Is any equality group excluded from participating in or accessing the service or functions? If so, why?

No equality group is excluded from using this policy.

11. Does the policy/practice create any barriers for any other groups? For example, because of the time when the service is delivered or because of restricted income? Is the communication of the policy/practice accessible to all groups?

No barriers are created to other equality or under-represented groups through the implementation of the policy.

12. How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice?

Equalities groups have not been involved in the development of this policy. However, future monitoring of this policy will specifically consider whether members of any equality group require to use the process disproportionately more than others, and if so, a further investigation will take place as to the reasons why.

Are there any other points to note regarding the potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations? If so, note these here.

H. Equality Impact Assessment Outcome

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised policy or practice. This requires considering taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

Having considered the answers in section G, select one of the four options below to indicate how the development/review of the policy/practice will be progressed. Delete the options that do not apply.

Option 1: No change required – the assessment is that the policy/practice is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.

State the reasons for this conclusion and the evidence used, if not already included in section G.

The reasons for this conclusion are set out in section G.

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA.

The implementation of the policy will be monitored over time

2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

Quantitative data will be used to identify whether members of any equality group use the policy more than others.

3. When will the policy/practice next be reviewed?

The policy will be reviewed in January 2017.

J. Publication of EqIA

EqIAs are published on the Equality and Diversity website.

There is a statutory requirement to publish EqIAs within a reasonable period. However, in some circumstances there may be valid reasons to limit what is published or to delay publication.

Can this EqIA be published in full, now? Yes/~~No~~

If No – please specify when it may be published or indicate restrictions that apply.

J. Sign-off

EqIA undertaken by (name(s) and job title(s)):

Gillian Simmons, Senior Policy and Projects Officer

Accepted by (name): Rebecca Gaukroger

[This will normally be the person responsible for the policy/practice named in C above. If not, specify job-title/role.]

Date: 7 February 2014