



THE UNIVERSITY *of* EDINBURGH

Equality Impact Assessment Template

If you require this template in an alternative format, such as large print or a coloured background please contact HRHelpline@ed.ac.uk.

You'll find it useful, before filling in this assessment template, to complete the online course:

[Introducing Equality Impact Assessment](#)

This template is designed to be used alongside the:

EqIA [Guidance and Checklist](#)

EqIA [Policy Statement](#)

EqIA covers policies, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

A. Key Information	
Policy/practice name:	Exams – 2 session exam days
General background/aims of policy/practice:	We are proposing to return to two session exam days to ensure that all central examinations can be scheduled within the exam diet window. This was standard practice pre-pandemic and is the sector norm. The current practice is schedule “ad hoc” two session days as required, which means inconsistency in student experience across the diet
School/Dept:	Registry Services
Assessed by: (name & job title)	Marianne Brown, Head of Academic Planning, Registry Services
Sign off by: (name & job title)	Lisa Dawson, Academic Registrar
Sign off date:	
Review date:	

B. Reason for EqIA	(check one)
New policy/ practice is proposed	<input type="checkbox"/>
Change to existing policy/practice is proposed	<input checked="" type="checkbox"/>
Other (describe in Section D below)	<input type="checkbox"/>

C. Who will most impacted by this proposal?

Consider carefully how your proposal will impact both positively and negatively on people from different groups.

Consider the 9 protected characteristics as below in your proposal. There may be other identity characteristics that you wish to also include in your impact assessment. It is expected that you will consider all equality groups for impact. Please indicate below (with a tick) which groups you feel will be most affected by your proposal.

Age	<input type="checkbox"/>	Race (including ethnicity and nationality)	<input type="checkbox"/>	Marriage and civil partnership¹	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	Religion or belief (including no religion or belief)	<input type="checkbox"/>	Sex	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	Pregnancy and maternity	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Other characteristics	<input type="checkbox"/>				

D. Consideration of Impact

Show your considerations of how all of the above protected characteristics may be impacted. The following prompts will help you to reflect:

- What information and evidence do I have about the needs of relevant equality groups – is this sufficient to fully assess impact?
- Could this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, or create barriers or less favourable treatment for particular groups and how can you mitigate any negative impacts?
- Does this policy/practice contribute to advancing equality of opportunity and fostering good relations?

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

- How can communication of the policy/practice be made accessible to all relevant groups?

- What information and evidence do I have about the needs of relevant equality groups – is this sufficient to fully assess impact?

All taught students may be impacted by this change which would see the re-establishment of morning sessions as standard within the diet, and in some instances of two exam sittings in one day. This may be of concern to wide range of students (including across all protected characteristics) for a range of reasons, however most particularly those with adjustments. As part of the proposal, we have specified that students with adjustments assessed by the Disability and Learning Support Service (DLSS) will be respected within the scheduling process to mitigate any impact to students – e.g. to ensure they do not have back to back exams or exams on consecutive days. Where this is not possible within the scheduling constraints of the diet, discussions would be had between the Exams Office, Schools and DLSS to ensure appropriate mitigations in place, e.g. alternative assessments where applicable.

In the last two years, we have had to introduce “ad hoc” two session days in the diet in order to accommodate all exams. Our rationale to moving to a full diet of two sessions is improve consistency for students (e.g. of start times of exams) and to allow clearer communications to students about their exam diet. This aims to ease student concerns and anxiety about the diet.

The Exams Team will work with Schools to ensure a robust checking process for the exam timetable to try and mitigate instances where particular students have clustering of exams, or back to back exams. This aims to reduce the pressure on all students across the diet.

A consultation has been undertaken with DLSS, Schools and EUSA to understand views on this proposal and required mitigation strategies.

- Could this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, or create barriers or less favourable treatment for particular groups and how can you mitigate any negative impacts?

Scheduling of the exam diet will take into account student adjustments but beyond that will schedule according to “best fit” to ensure all exams can be accommodated. Student characteristics beyond adjustments will not be included in the process.

- Does this policy/practice contribute to advancing equality of opportunity and fostering good relations?

There is no impact towards advancing equality of opportunity/fostering good relations of this proposal.

- How can communication of the policy/practice be made accessible to all relevant groups?

This change in practice would be communicated centrally, with coordination with Schools to ensure local support available for students with concerns. It will be available through email but information also made available through Exams Team information site for on-going access.

E. Equality Impact Assessment Outcome Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision.	(check one)
Outcome 1: No change required – the assessment is that the policy/practice is/will be robust.	<input checked="" type="checkbox"/>
Outcome 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.	<input type="checkbox"/>
Outcome 3: Continue the policy or practice despite the potential for adverse impact, and which can be justified.	<input type="checkbox"/>
Outcome 4: Stop the policy or practice as there are adverse effects which cannot be prevented/mitigated/or justified.	<input type="checkbox"/>

F. Action and Monitoring Describe any actions you will take to address the findings of this EqIA. <ul style="list-style-type: none"> How can I involve equality groups or communities in the ongoing monitoring, review and potential future development, of this policy/practice? Describe how the policy/practice will be monitored going forward, to ensure that impact is frequently reviewed. Make sure you add a review date in Section A above.
The Exams Team, DLSS and Schools will continue to work closely together throughout the academic year to understand how changes are bedding in and if there are impacts which

have not been identified. We will continue to consult with EUSA to ensure student voices are being accounted for.

We will review the approach after year 1, and provide regular reporting across the first year to understand impact across student groups.

G. Publish

Send your completed EqIA to the HR EDI team (equalitydiversity@ed.ac.uk) to published, and keep a copy for your own records.