



## Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, 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](http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment)

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

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

**Assessment and Feedback Principles policy**

**B.** Reason for Equality Impact Assessment (Mark **yes** against the applicable reason):

- Proposed new policy/practice **YES**
- Proposed change to an existing policy/practice
- Undertaking a review of an existing policy/practice
- Other (please state):

**C.** Person responsible for the policy area or practice:

Name: **Secretary to Senate Education Committee**

Job title: **Academic Policy Officer**

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? (add notes against the following applicable equality group/s)

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation

- gender reassignment
- pregnancy and maternity
- marriage or civil partnership<sup>1</sup>

**The Assessment and Feedback Principles policy will apply to all taught courses at the University of Edinburgh, and therefore may impact on any student taking a taught course, and the staff that support and/or teach on these. The policy is relevant to all equality groups.**

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:

**The University's Equality Diversity Monitoring and Research Committee (EDMARC) provide reports which analyse student and staff data on relevant equality groups.**

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:

**N/A – There are no gaps that are preventing the proper assessment of the policy.**

- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:

**There is no indication that the policy would lead to the discrimination, harassment, victimisation, or less favourable treatment for particular equality groups. The University is sensitive to this issue when developing policies and practices.**

- If the policy/practice contributes to advancing equality of opportunity<sup>2</sup>

**This policy ensures a holistic approach to the management of assessment and feedback. The policy will ensure consistency in assessment and feedback practices, and provide students with an expectation of what they will experience with regard to assessment and feedback practice.**

**The policy specifically states that assessment and feedback will be inclusive, equitable and fair, including the following points:**

- **Assessment shall be developed taking into account diverse student learning needs and approaches;**
- **As far as possible, assessments shall be designed to minimise the need for individual learning adjustments;**
- **Students shall have the opportunity to experience a range of assessments across their programme;**
- **Assessment outcomes should be equitable; where outcomes are unequal, assessment methods shall be reviewed and revised accordingly.**

**The policy is aimed at reducing the risks associated with poor performance in assessment and feedback.**

<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.

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

- If there is an opportunity in applying this policy/practice to foster good relations:

**There are numerous regulations within the policy which provide opportunity to foster good relations between staff and students, including:**

- **Our assessment and feedback practices will involve conversation with students**
  - **Students shall be supported to undertake assessments and to develop assessment and feedback literacy;**
  - **Students shall have the opportunity to engage in dialogue (with teaching staff) and contribute to the development of assessment and feedback practices.**
- **Our feedback on assessment will be constructive, developmental and timely**
  - **All feedback shall facilitate student learning by helping students evaluate and develop their performance;**
  - **Students shall be given sufficient time to reflect and act upon feedback between assignments, where this is practical;**
- **Our assessment and feedback will make appropriate use of learning technologies**
  - **Learning technologies shall be used in ways that respect and support the development of students as data subjects and data citizens;**
  - **Learning technologies shall be used with due consideration of the effects of potential biases and limitations of algorithmic systems and/or automated components on which the technology may be based.**

**Students will be seen as partners, or co-creators in assessment, and this is expected to be a beneficial way to foster good relations in implementing the policy.**

- If the policy/practice create any barriers for any other groups?

**There is no indication that the policy would create barriers for any groups. The University is sensitive to this issue when developing policies and practices. The policy aims to ensure a more equitable and inclusive assessment and feedback experience for students.**

- How the communication of the policy/practice is made accessible to all groups, if relevant?

**The Strategy will be made available in alternative formats when requested.**

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

**The Senate Education Committee formulated a Task Group of Curriculum Transformation to undertake the review. The Task Group has undertaken extensive research and taken the following into account when developing the proposed approach/policy:**

- a. **Insight from a range of student feedback sources, including from National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES) data, and focus groups conducted by the Task Group;**

- b. Insight from the LEAF evaluation and ELDER processes;
- c. Good practice examples of assessment and feedback from across the University;
- d. External benchmarking of other universities' approaches to assessment and feedback, particularly of those institutions that perform well on external indicators, such as the NSS and Teaching Excellence Framework (TEF);
- e. Discussion at SEC on 10<sup>th</sup> March 2022.

In addition, an initial draft of the Assessment and Feedback Principles policy was presented to the Directors of Teaching Network and the Curriculum Transformation Programme Reference Group. A series of small group discussions were held with Directors of Teaching. Detailed comments were received from a number of colleagues which have been taken into account when formulating the paper.

- 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:

**Applying the Assessment and Feedback Principles policy should help advance equality in assessment and feedback and promote good relations in this area.**

#### F. 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

**Option 1:** No change required – the assessment is that the policy/practice is/will be robust.

**This policy ensures a standard approach to assessment and feedback across the University and seeks to ensure an equitable student experience.**

#### 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).

**There are no actions required to implement the findings of the EqIA.**

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

**The University is considering the best approach for reviewing the newly formulated Assessment and Feedback Principles policy. Once this is known, it will be incorporated into the schedule for policy review maintained by Academic Services.**

#### H. Publication of EqIA

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

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

I. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Olivia Hayes, Academic Policy Officer, Academic Services**

**(Ongoing management to be undertaken by Secretary to Senate Education Committee)**

Accepted by (name):

Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance

Date: 04.08.2022

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