



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

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.

<p>A. Policy/Practice (name or brief description):</p> <p>PhD by Research oral examination by video link policy</p>
<p>B. Reason for Equality Impact Assessment (Mark yes against the applicable reason):</p> <ul style="list-style-type: none">• Proposed new policy/practice• Proposed change to an existing policy/practice• Undertaking a review of an existing policy/practice Yes (existing guidance moved to policy)• Other (please state):
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Susan Hunter</p> <p>Job title: Academic Policy Officer</p> <p>School/service/unit: Academic Services</p>
<p>D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:</p> <ul style="list-style-type: none">• affects primary or high level functions of the University• is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)?• It is one which interested parties could reasonably expect the University to have carried out an EqIA?
<p>E. Equality Groups</p> <p>To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)</p> <p>Relevant to all equality groups</p> <ul style="list-style-type: none">• Age• Disability• race (including ethnicity and nationality)

- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership¹

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:

PhD oral examination by video link has increased significantly during the Covid-19 pandemic and anecdotal evidence suggest this has worked well. Colleges will continue to monitor and provide evidence for future policy review.

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

The policy is intended to provide an option for remote examination where it is appropriate and no significant equality impacts are anticipated. It does not require remote examination in any circumstances. Colleges will assess equality implications when granting approval for remote oral examinations.

- If the policy/practice contributes to advancing equality of opportunity²

The policy fosters a more permissive approach to remote examination relative to previous guidance.

- If there is an opportunity in applying this policy/practice to foster good relations:
- If the policy/practice create any barriers for any other groups?

There is potential for the policy to create barriers for certain ethnic or national groups where digital poverty or reliable internet access is an issue. However, as the policy is intended to provide an option for remote examination and Colleges will assess whether this is appropriate, Academic Services does not anticipate any significant negative equality impacts.

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

The policy has been published as HTML web content.

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

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.

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

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.

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).

Monitoring will be carried out as part of scheduled policy review every three years, unless changes are indicated by annual review of Postgraduate Assessment Regulations for Research Degrees.

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

The policy will be reviewed in conjunction with annual review of assessment regulations.

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)): Susan Hunter, Academic Policy Officer

Accepted by (name): **Adam Bunni, Head of Academic Policy and Regulation**
[This will normally be the person responsible for the policy/practice named above. If not, specify job-title/role.]

Date:

Retain a copy of this form for your own records and send a copy to equalitydiversity@ed.ac.uk