



Equality Impact Assessment Template

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

EqlA 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):

College of Science and Engineering – Policy and Procedure on the Use of Calculators in Examinations

This policy governs the use of calculators in examinations in the College of Science and Engineering, and sets out the criteria for which calculators are permitted to be used. It applies to all students taking examinations in the College, at undergraduate, postgraduate taught, and postgraduate research level.

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

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

C. Person responsible for the policy area or practice:

Name: Professor Tim Stratford

Job title: Dean of Learning and Teaching

School/service/unit: College of Science and Engineering

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 EqlA? **YES**

E. Equality Groups

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

- **Disability**

The proposed changes to the policy should advance equality of opportunity. The previous version of the policy specified only specific brands and models of calculators that were permitted to be used in examinations, with only two models which had been highlighted as recommended for students with dyslexia. These models have since been discontinued, and are no longer available for students to purchase.

Under the new version of the policy, any non-graphical, non-programmable calculator without text-storage or communication ability is permitted to be used in examinations that allow calculators. This will greatly broaden the range of calculators available for students, and will permit students with disabilities to choose an appropriate model of calculator that best suits their individual needs.

- **Other Equality Groups**

No impact has been identified on other equality groups.

Add notes against the following applicable statements:

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

Students with disabilities, or with specific learning needs such as dyslexia or dyscalculia, are likely to have differing considerations when choosing a calculator, such as the size and appearance of screens or buttons. As calculator models frequently change or become obsolete, a policy allowing all models that fit certain criteria will allow the most flexibility for students to choose the appropriate model to fit their needs.

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

We feel there is sufficient information to assess the policy.

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

We do not have reason to believe that implementation will lead to discrimination.

- **If the policy/practice contributes to advancing equality of opportunity¹**

As noted above, it is expected that changes to the policy will have a positive impact for students with disabilities.

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

None identified.

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

We do not believe the policy will create barriers for any other groups, and will also benefit other groups of students, for example, by allowing students on limited incomes to choose from a wider range of lower-cost and affordable models.

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

The updated policy will be published on the College Academic Affairs website, and circulate to Schools in time for information to be included in student facing guidance and handbooks for next academic year.

¹ This question does not apply to the protected characteristic of marriage or civil partnership

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

We will seek feedback from the Student Disability and Learning Support Service, as well as from Schools and the Examinations team, following next year's examination diet, to determine if any issues have been raised in relation to the policy.

- **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:**

None beyond that listed above.

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.

~~**Option 2:** Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.~~

~~**Option 3:** Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified~~

~~**Option 4:** Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.~~

G. Action and Monitoring

- 1. Specify the actions required for implementing findings of this EqlA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).**

The updated policy will be implemented for academic year 2024/25. Following next year's examination diet, feedback will be sought from Schools, the Examinations Team, and the Student Disability and Learning Support Service as to whether any issues have been highlighted in relation to the policy.

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

June 2025, following the end of the April/May examination diet.

H. Publication of EqlA

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

I. Sign-off

EqlA undertaken by (name(s) and job title(s)): Sarah Larios, Learning and Teaching Engagement Officer, College of Science and Engineering

Accepted by (name): Prof Tim Stratford, Dean of Learning and Teaching, College of Science and Engineering

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

Date: 28 May 2024

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