# Edinburgh College Equality Impact Assessment (EIA) Recording Form

Please refer to the notes and examples in the EIA Guidelines to help complete this record.

## Title of Activity/Proposal/Policy/Practice

Edinburgh College Assessment (Assessment and Appeals Procedure, Assessment, Verification and Academic Appeals for Students, Alternative Assessment Arrangements Procedure).

## Type of Policy/Practice

Revised

## EIA Team and Lead Member of Staff (names of all people involved in this EIA)

Quality Assurance Manager, Quality Assurance Team Leader, Curriculum Leader; Quality and EDI Lead.

## Date

26/02/25

## Step 1 – Plan your process

Considering the aims of the policy/proposal and the people who will be involved.

### What are the aims and purposes of the activity/ decision/ new or revised policy or procedure?

**See Note 1**

These procedures set out the roles and responsibilities of those involved in planning and conducting assessments and making assessment decisions. This provides guidance on how to conduct these activities effectively, to meet awarding body requirements. It also sets out the procedure to be followed when a student wants to appeal an assessment decision.

Assessment is the process of evaluating an individual’s learning. The College is committed to providing students with the best possible opportunity to succeed in assessment within the academic standards set (see Edinburgh College Assessment Policy).

These procedures also provide guidance for students at Edinburgh College, with an overview of assessment to support them in their studies.

These procedures also outline the process for recommending, implementing, evidencing and verifying Alternative Assessment Arrangements (AAA) for both internal and external assessments and examinations to support students with an additional support need and/or a disability in accordance with Edinburgh College’s equality, access and inclusion policies and the requirements of all Awarding Bodies.

### Who will be affected?

**See Note 2**

* Lecturing staff
* Support staff
* Students
* Senior Management Team

### Who will be consulted?

**See Note 3**

* Senior Management Team
* Quality Assurance
* Quality Enhancement
* Student Experience

## Step 2 – Consider the Evidence

What is the evidence we need and how can we gather it?

What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups? Evidence could be quantitative, qualitative, or anecdotal. Do we have enough evidence to judge what the impact may be?

**See note 4**

These procedures are written to ensure compliance with external awarding bodies. External awarding body paperwork was reviewed to ensure that our policies and procedures met the required standards.

Meetings were organised with a range of internal teams to discuss and review internal procedures and procedures were updated as a result.

Procedures were also reviewed through external awarding body system reviews qualification verification activities. These were confirmed as compliant against set criteria.

## Step 3 – Assessing the impact

This involves:

* Considering relevant evidence relating to people who share a protected characteristic
* Assessing the impact of applying a decision of a new or revised policy or practice against the needs of the Public Sector Equality Duty (PSED) and each protected characteristic.

How will the policy / decision help the College to comply with the Public Sector Equality Duty?

### Eliminating discrimination, harassment, and victimisation

Assessment Procedures are based on FEVARCS principles (Fair, equitable, valid, authentic, reliable, consistent, and sufficient). An established appeals process is available for students where they believe that assessment procedures have not been followed correctly.

### Advancing equality- Removing disadvantage, meeting diverse needs, encouraging participation

Student guidance was created, providing an easy-to-understand overview of assessment, verification, and appeals processes.

Assessment procedures are supported by alternative assessment arrangements – this is a separate procedure which sets out all arrangements, roles, and responsibilities to ensure that students with an identified support need have an equal opportunity to demonstrate their skill, knowledge and understanding (this ensures a level playing field for every student).

### Fostering good relations - Tackling prejudice and promoting understanding

Staff roles and responsibilities are detailed and defined in the procedures; these documents are publicly available.

Assessors engage with a range of CPD opportunities to standardise and enhance current practices; Assessor Essentials Quality Induction Assessor and Verifier awards.

The professional relationship between an assessor and verifier promotes fairness in assessment approaches and decision making. This is also subject to external scrutiny by awarding bodies.

#### Key Questions to ask:

1. What potential positive/neutral/negative impacts can be identified?
2. What does evidence demonstrate about positive/neutral/negative impacts for different protected characteristic groups? E.g., statistics on participation, progression or outcomes, feedback, or complaints
3. Does the policy/procedure/practice/decision account for the needs of people with different protected characteristics? How is this demonstrated?
4. Does it affect some groups differently? Is this proportionate?

**See Note 6**

### Protected Characteristics

| **Protected characteristic** | **Potential Positive Impact (Yes or no)** | **Details of Expected Positive Impact** | **Potential Negative Impact (Yes or no)** | **Details of Expected Negative Impact** |
| --- | --- | --- | --- | --- |
| Age | **No** | Peer support facilitates the sharing of experience and knowledge, and this can support learners of all ages in better preparing for assessment.  Formative assessment is used to let students engage with technology and varied assessment approaches and environments. | **Yes** | Older students may struggle with technology-based assessment. Younger students may be comfortable with mobile devices which may not be suitable for assessment purposes. |
| Disability | **Yes** | The College has a well-established system in place through alternative assessment arrangements. | **Yes** | Some students may not want to disclose disabilities for fear of being disadvantaged. Support needs may not be identified quickly enough, impacting progress on their course and could lead to early withdrawal. Awarding body requirements stipulate evidence of support need and the application of support arrangements – there may be challenges in collating evidence of this type. |
| Gender reassignment | **Yes** | Students can request an extension if required. There is a separate policy available for students to advise them about the name change process. | **Yes** | Some students may not want to disclose their trans status. The assessment scheduling may be impacted by medical or other appointments. Some students may wish to be addressed by a chosen name which is different to the name registered with the awarding body. |
| Marriage/civil partnership (relevant in employment law) | **Yes** | No specific positive impact. | **No** | No known negative impact has been identified. |
| Pregnancy and maternity | **Yes** | Students can request an extension if required. | **Yes** | The assessment scheduling may be impacted by medical or other appointments. There may also be other symptoms which could impact attendance and engagement with assessment.  Following birth, there may be other barriers to continuing with studies (financial concerns, childcare). |
| Race | **Yes** | Clear course entry requirements are identified. | **Yes** | Language could be a barrier; therefore, it is important that clear information is provided regarding language requirements at the application/recruitment stage. |
| Religion or belief | **Yes** | Students can request an extension if required. A diversity calendar can be consulted. | **Yes** | Timing of assessment – course teams may not consider the timing of major religious events and festivals when planning assessment schedules. |
| Sex | **Yes** | Established Internal Verification process. Any unconscious bias could be highlighted through the internal verification process. | **Yes** | Despite the rigorous check, there still may be a possibility that the unconscious bias is not highlighted. |
| Sexual orientation | **Yes** | Established Internal Verification process. Any unconscious bias could be highlighted through the internal verification process. | **Yes** | Despite the rigorous check, there still may be a possibility that the unconscious bias is not highlighted |

### Other Characteristics

| **Other Characteristics**  **See note 7** | **Potential Positive Impact (Yes or no)** | **Details of Expected Positive Impact** | **Potential Negative Impact  (Yes or no)** | **Details of Expected Negative Impact** |
| --- | --- | --- | --- | --- |
| Social deprivation | Yes | The College offers a laptop loan scheme for students who may not have appropriate access to equipment at home. | Yes | Financial circumstances may impact the ability of students to attend campus for assessment. Access to equipment and a suitable environment at home could prevent fair access to assessment. |
| Care experienced people | Yes | Established wrap around support for care experienced students. | Yes | Students may have experienced a disrupted educational journey and may find standard assessment processes challenging. |
| People with caring responsibilities | Yes | Students can request an extension if required. | Yes | Students may be impacted by conflicting priorities and worries and concerns. |
| Any other groups that need to be taken in consideration? | Not applicable | Not applicable | No | Not applicable |

## Step 4 – Acting on the results of the assessment.

### What actions can be taken or amendments made to policy to reduce the negative impact?

**See note 8**

Encourage students to engage with teaching staff at an early stage to raise any concerns that may impact their ability to engage with the assessment process. Teaching staff should make any reasonable adjustments as required.

Assessors should engage in;

* A range of CPD opportunities to standardise and enhance current practices;
* Assessor Essentials
* Quality Induction
* Assessor and Verifier awards

Course teams should look at assessment schedules at course level to ensure that assessments are appropriately planned intervals to prevent overloading. Also consider any religious festivals and major events.

The College offers a laptop loan scheme for students who may not have appropriate access to equipment at home.

### Is there a need to address any gaps in evidence?

No gaps identified in this EIA process.

### How will equality be advanced/ good relations be fostered?

This will be achieved by promoting assessment that is student centred and based on FEVARCS principles (fair, equitable, valid, authentic, reliable, consistent, and sufficient), aligned with awarding body requirements.

### Who has been involved in carrying out this assessment?

* Quality Assurance Manager
* Quality Assurance Team Leader
* Curriculum Leader
* Quality
* EDI Lead

### If you cannot fully review the impact now, what else must be done, by/with whom and why?

Impact has been fully reviewed.

### Recommended decision

**See note 9**

Outcome 1: Proceed – no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken.

## Step 5: The monitoring and review stage

Plan actions to reduce negative impact, advance equality and monitor the impact of the policy, proposal, or decision

* Please indicate if there is any data which needs to be collected as part of the action to be taken and how often it will be analysed.
* Indicate how the person responsible will continue to involve relevant groups and communities in the implementation and monitoring of the policy, etc.
* How will the impact of the policy/procedure/decision be monitored?

**See Note 10**

| **Action to be Taken** | **Person Responsible** | **Completion/Review Date** |
| --- | --- | --- |
| Encourage students to engage with teaching staff at an early stage to raise any concerns that may impact their ability to engage with the assessment process. Teaching staff should make any reasonable adjustments as required. | Learning Development Tutors | August/September each year |
| Assessors should engage in;   * A range of CPD opportunities to standardise and enhance current practices; * Assessor Essentials * Quality Induction * Assessor and Verifier awards | Quality and Improvement Team | Completed each academic session |
| Course teams should look at assessment schedules at course level to ensure that assessments are appropriately planned intervals to prevent overloading. Also consider any religious festivals and major events. | Curriculum Teams | Completed by start of each new academic session |

Signature of Lead: Gavin Lang

Date: 26/02/25

## Step 6 – Review and Publication

**See Note 11**

Please send the completed EIA record to [equality@edinburghcollege.ac.uk](mailto:equality@edinburghcollege.ac.uk) for

* Review by Quality and Improvement;
* Publication in whole or in part on the College website.

### Date of review

04/04/2025

### Date of publication

08/04/2025

## End of Document