**Equality Impact Assessment Form**

**1. Equality Impact Relevance Check**

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| Name of policy, practice, activity or proposed decision:  **Amend the feedback policy by replacing the “three week” turnaround commitment with “fifteen working days, excluding University holidays.”**  **To establish the principle that the upload deadline for module marks should be no less than fifteen working days following the end of the relevant examination diet** | | | | | | | |
| Purpose/Aim of above: To provide sufficient time for staff to mark and process work over the Christmas period to ensure quality and consistency.  To ensure staff are able to take advantage of the University Christmas holiday to rest and maintain their wellbeing and family commitments.  To change the feedback policy to change the turnaround period from “3 weeks” to “15 working day (excluding University holidays)”. This will support this aim | | | | | | | |
| Faculty or Professional Services area responsible: ESEC/Dean for Teaching Quality Enhancement | | | | | | | |
| Could any aspect of the policy/practice /activity/proposal impact on individuals or groups with a protected characteristic (PC) or on a specified institutional strategic priority/Equality Outcome (EO)?  Positive: the policy change could positively impact on staff, particularly female staff, who traditionally have childcare and family commitments during the Christmas holiday period. The intention of the policy is to ensure that they can carry out the work required to mark and process grades, and prepare for the Spring semester within working hours. Currently staff report this is not the case.  Negative: there is a small number of students who change modules or take on an additional module in spring semester when their grades are released. By delaying the grade release by a few days, these students may find that seminar group times in the new modules have limited availability and may not accommodate their caring responsibilities or disability requirements.  Negative: those students suffering from anxiety may find the longer waiting period for grades adversely affects their health. | | | | | | | |
| Protected Characteristics (PC)/Equality Outcome (EO) | Is there likely to be an impact? | | | What is the nature of the impact on the individual or group with the pc? | | | |
| Yes | No | Unknown | Positive | Negative | Neutral | Unknown |
| Age (PC) |  | x |  |  |  |  |  |
| Disability (PC)/Accessibility and Inclusion | x |  |  |  | Those wishing to move modules at the start of spring semester may face restricted availability of seminar groups |  |  |
| Gender Re-assignment (PC) |  | x |  |  |  |  |  |
| Marriage and civil partnership (PC) |  | x |  |  |  |  |  |
| Pregnancy and Maternity (PC) |  | x |  |  |  |  |  |
| Race (including ethnicity, nationality and skin colour) (PC) |  | x |  |  |  |  |  |
| Religion or belief (PC) |  | x |  |  |  |  |  |
| Sex (PC) |  | x |  |  |  |  |  |
| Sexual orientation (PC) |  | x |  |  |  |  |  |
| Caring responsibilities (PC) | x | x |  | This move will benefit those with caring responsibilities on staff but may detriment those with caring responsibilities as students, if they wish to change modules after results become available and find seminar groups which suit their caring responsibilities are already full |  |  |  |
| Mental health and wellbeing (EO) |  | x |  |  |  |  |  |
| Experience of being in the care system (“care experienced”) |  | x |  |  |  |  |  |

If the answer is YES or UNKNOWN to any of the above then an Equality Impact Assessment Action Plan must be completed and you should proceed to Section 2. If the answer is NO to all the protected characteristics/equality outcomes then proceed to Section 3.

**2. Equality Impact Assessment Action Plan**

Will this policy practice/activity/proposal help the university to meet the 3 parts of the Positive Equality Duty or fulfil its strategic equality priorities/Equality Outcomes? Please expand on your reasoning in each section and summarise the evidence you have considered?

1. Eliminate discrimination, harassment, victimisation or any other prohibited conduct? Consideration should be given here to the potential for discrimination relating to the full range of characteristics listed above.

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| It will eliminate indirect discrimination for female staff and those with caring responsibilities who are more adversely affected than others by the current working practices during the Christmas holiday period. There is no formal evidence of this issue but anecdotal evidence is annually cited by staff at both Faculty Learning and Teaching Committees and UAQSC where the issue has been raised by staff in both 2018 and 2019. |

1. Advance equality of opportunity between those who share a protected characteristic and those who do not share it?

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| --- |
| N/A |

1. Foster good relations between those who share a protected characteristic and those who do not share it?

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| It will foster better relationships between staff who have protected characteristics and others. There are those staff who feel it is “normal” to work over the Christmas holiday period to turnaround marking in the required period and they may clash with those who feel it is inappropriate. By removing this pressure, relationships at this time of year can be improved. |

1. **Assist the University to achieve its published** [**Equality Outcomes 2017-2021**](https://www.stir.ac.uk/media/stirling/services/policy-and-planning/documents/EqualityOutcomes20172021.pdf)

*e.g. enhancing mental health and wellbeing, improving gender balance across the institution, improving intercultural awareness*

This would enhance the mental health and wellbeing of staff who report feeling exhausted by the lack of a clear break during the Christmas period.

***Action Plan:***

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| --- | --- | --- | --- | --- |
| ***Action/ Change Required*** | ***Responsibility*** | ***Timescale*** | ***Resources Required*** | ***What issue/ problem will this action address?*** |
| * Clearly communicate to staff and students the change to the timescale for receiving grades and feedback and the rationale * Ask faculties to be as flexible as possible with students who have had to change modules in light of later uploaded grades to accommodate them in specific tutorial groups if required to accommodate caring responsibilities * Accessibility & Inclusion will specify on ARUAA’s in future if a student requires consideration of specific seminar slots | Dean TQE and Internal comms  Dean TQE/ESEC  Accessibility & Inclusion | Beginning of autumn semester and re-enforced during semester  Spring 2021  Autumn 2020 (new ARUAA’s only) | N/A  N/A | Anxiety about change  Detriment to those with caring responsibilities not being able to secure appropriate tutorial slots |

**3. Monitoring and Review**

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| How and when will impact of the actions noted above be monitored? Who will be responsible for this? Where will findings of the impact be reported? | | | |
| Equality Impact Assessment completed by | …............Alison Green......................................... (Signature 1)  ….................Jacqui Lenaghan................................ (Signature 2) | Date |  |

*Once the EIA has been submitted to Edna Docherty,* [*hd2@stir.ac.uk*](mailto:hd2@stir.ac.uk)*, it will be published on the University website by Policy and Planning.*