

EQUALITY IMPACT ASSESSMENT

Policy, practice, process or service title:	B2.1.8 Examination Invigilation Procedure
Policy, practice, process or service lead/ owner:	Quality Assurance Lead
Others involved in EqIA assessment group	Academic Liaison Manager, Student Association Development Lead, Head of Faculty Administration, Student Support
Policy, practice, process or service implementation date:	02/09/2024

1 Framing the policy, practice, process or service

1.1 Briefly describe the outcomes, aims and purpose of the policy, practice, process or service:

The key outcome of this procedure is to support invigilators to uphold the integrity of the examination process and ensure all candidates have an equal opportunity to demonstrate their abilities across all examination centres.

1.2 Is the policy, practice, process or service new or being changed, reviewed or stopped?

This is an updated version of the original procedure that better reflects our current practice and activities and in accordance with Awarding Bodies.

1.3 Who is affected by this policy, practice, process or service?

This procedure provides guidance to all staff involved by identifying lines of responsibility and key stages of the examination process which will benefit students by ensuring parity of experience across all examination centres.

1.4 Are there any other SRUC policies that may be affected by this policy, practice, process or service?

List here any other policies that may be affected by changes you make to this policy, practice, process or service, so that any equality impacts found here can be shared with those policy, practice, process or service leads. You may need to consider where there might be cumulative impacts across several policies, practices, processes or services.

This procedure is related to and should be read in conjunction with B2.1.7 Examination Rules for Candidates and SOP 3.2 Conducting External Exams. Although this procedure refers to Reasonable Adjustments it has no impact on B2.1.3 Reasonable Adjustments Procedures.

2 Evidence relevant to the policy, practice, process or service including consultation

The information you gather in this section will:

- help you to understand the importance of your policy, practice, process or service for different equality groups,
- inform the depth of equality impact assessment you need to do (this should be proportional to the potential impact on equality groups), and
- provide justification and an audit trail behind your decisions, including where it is agreed an equality impact assessment is not required.

2.1 Evidence: Set out in the table what you know about the experiences of people in terms of each equality group. Consider the diversity within each group (e.g. experiences of people from different religions or faiths) as well as the differences between groups. There may also be cumulative barriers experienced by people when you look at more than one group together (e.g. experiences of women of different minority ethnic groups, so the intersectional impact of sex and race).

You can add more rows to present the evidence if required.

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
Age	No evidence of any impact	There are no age issues or areas to be considered related to this policy.
Disability	Student Support PLSPs, Reasonable Adjustments	This procedure has been amended to encompass Comfort and Rest Breaks to support individuals who may require breaks to aid physical or mental discomfort. The NSS Results Dashboard - Power BI provide data regarding the amount of students who have declared sex and disability but there is no evidence relating to impact of this procedure. Potential for discrimination is currently mitigated through compliance training for staff and compulsory SRUC student induction training for students Induction_1: Equality, Diversity and Inclusion SRUC Moodle .
Race	No current evidence of any impact	The procedure is written without reference to race. Potential for discrimination is currently mitigated through compliance training for staff and compulsory SRUC student induction training for students Induction_1: Equality, Diversity and Inclusion SRUC Moodle .
Sex	No evidence of any impact	The procedure is written without reference to sex however wording has been amended to encompass Comfort and Rest Breaks to support any individual who may require breaks to aid physical discomfort. The NSS Results Dashboard - Power BI provide data regarding the amount of students who have declared sex and disability but there is no

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
		evidence relating to impact of this procedure. Potential for discrimination is currently mitigated through compliance training for staff and compulsory SRUC student induction training for students Induction_1: Equality, Diversity and Inclusion SRUC Moodle.
Gender Reassignment	No evidence of any impact	This procedure has been amended to encompass Comfort and Rest Breaks to support individuals who may require breaks to aid physical or mental discomfort. The procedure is written using gender neutral words. The procedure provides scope for individuals to have additional requirements met via Reasonable Adjustments and Comfort and Rest Breaks. Potential for discrimination is currently mitigated through compliance training for staff and compulsory SRUC student induction training for students Induction_1: Equality, Diversity and Inclusion SRUC Moodle.
Sexual orientation	No evidence of any impact	The procedure is written without reference to sexual orientation. Potential for discrimination is currently mitigated through compliance training for staff and compulsory SRUC student induction training for students Induction_1: Equality, Diversity and Inclusion SRUC Moodle.
Religion or Belief	No evidence of any impact however of note Exam conduct and ID checks - Heriot-Watt University (hw.ac.uk)	The procedure is written without reference to any religion or belief. The procedure provides scope for individuals to have additional requirements met via Reasonable Adjustments and Comfort and Rest Breaks. Of note and future interest is the subject of face coverings and ID which can currently be mitigated via reasonable adjustments. Potential for discrimination is currently mitigated through compliance training for staff and compulsory SRUC student induction training for students Induction_1: Equality, Diversity and Inclusion SRUC Moodle.
Pregnancy or maternity	Equality Act 2010 (legislation.gov.uk)	This procedure has been amended to encompass Comfort and Rest Breaks to support individuals who may require breaks to aid physical or mental discomfort. The procedure provides scope for individuals to have additional requirements met via Reasonable Adjustments and Comfort and Rest Breaks. Potential for discrimination is currently

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
		mitigated through compliance training for staff and compulsory SRUC student induction training for students Induction_1: Equality, Diversity and Inclusion SRUC Moodle.
Marriage or civil partnership	No evidence of impact	N/A – only relevant in employment.

2.2 Consultation and stakeholder involvement: Speaking to people who will be affected by your policy, practice, process or service can help clarify the impact it will have on different equality groups. Describe below what you learned from the consultation/ involvement. Consultation can take time so make sure that you build this into your policy, practice, process or service review/ development timeline.

Note who you consulted with, when you consulted with them, and what they told you about the impact of your proposed policy, practice, process or service.

Staff consulted on the procedure included Student Support (Academic Liaison Managers and Support Tutors), Lecturing and Head of Faculty Administration, SRUCSA and Head of Department. Significant discussions took place regarding implementing a procedure which addresses the requirements of many campuses with regard to rooming and staff resources.

On scrutinising the [NSS Results Dashboard - Power BI](#) there were no student comments regarding invigilation of exams. There were however comments of reasonable adjustments being made to accommodate exam timetable overload.

2.3 Record here if you need to undertake a full equality impact assessment based on your evidence above.

Outcome of Step 2 following initial evidence gathering and relevance to equality characteristics	Yes/ No (Y or N)	Next steps
There is no relevance to equality	N	Proceed to sign off (step 5) to agree with decision makers that no EqIA is required based on current evidence
There is relevance to some or all of the equality groups	Y	Proceed to Step 3: complete full EqIA
It is unclear if there is relevance to some or all of the equality groups		Proceed to Step 3: complete full EqIA

3 Impact on equality groups and changes to policy, practice, process or service

You must consider the three aims of the general duty for each protected characteristic. The following questions will help:

- **Is there potential for discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010?** How will this be mitigated?
- **Is there potential to advance equality of opportunity between people who share a characteristic and those who do not?** How can this be achieved?
- **Is there potential for developing good relations between people who share a relevant protected characteristic and those who do not?** How can this be achieved?

3.1 Does the policy, practice, process or service have any impacts (whether intended or unintended, positive or negative) on any of the equality characteristics? In the tables below, record the impact of the policy, practice, process or service, as it is planned or as it operates, might have on each equality characteristic and describe what changes in policy, practice, process or service or actions will be required to mitigate that impact or to take advantage of a positive impact.

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
All	Potential for discrimination		X		All interaction between staff and students should be conducted with dignity and respect in keeping with our Equality, diversity and inclusion Policy
	Potential to advance equality of opportunity	X			Students to be signposted to procedure and awareness raised during Welcome Week. Mitigation via SRUCSA or other areas of Student Support Services i.e., Pastoral / Academic, for support through the process – they can provide advice on the interpretation of the policy.
	Potential to foster good relations	X			Students to be signposted to procedure and awareness raised during Welcome Week. Potential to foster good relations between SRUCSA, Student Support Services as they can provide advice on the interpretation of the policy.
Age	Potential for discrimination			X	The procedure does not identify age as being an advantage, disadvantage, barrier or constraint to staff or students.
	Potential to advance equality of opportunity			X	
	Potential to foster good relations			X	
Disability	Potential for discrimination			X	Positive - The procedure refers to Reasonable Adjustments, Comfort and Rest Breaks which can be put in place for all students if required.
	Potential to advance equality of opportunity	X			

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you
	Potential to foster good relations	X			Mitigation via SRUCSA or other areas of Student Support Services i.e., Pastoral / Academic, for support through the process – they can provide advice on the interpretation of the policy.
Race	Potential for discrimination			X	The procedure does not identify race as being an advantage, disadvantage, barrier or constraint to staff or students as adjustments, ie removal of face covering for cultural reasons and viewing of by same sex, can be made via reasonable adjustments. Mitigation via SRUCSA or other areas of Student Support Services i.e., Pastoral / Academic, for support through the process – they can provide advice on the interpretation of the policy.
	Potential to advance equality of opportunity	X			
	Potential to foster good relations	X			
Sex	Potential for discrimination			X	The procedure does not identify sex as being an advantage, disadvantage, barrier or constraint to staff or students as adjustments, ie student favouring same sex to accompany to toilets, can be made via reasonable adjustments. Mitigation via SRUCSA or other areas of Student Support Services i.e., Pastoral / Academic, for support through the process – they can provide advice on the interpretation of the policy.
	Potential to advance equality of opportunity	X			
	Potential to foster good relations	X			
Gender Reassignment	Potential for discrimination			X	Positive - The procedure refers to Reasonable Adjustments, Comfort and Rest Breaks which can be put in place for all students if required. Mitigation via SRUCSA or other areas of Student Support Services i.e., Pastoral / Academic, for support through the process – they can provide advice on the interpretation of the policy.
	Potential to advance equality of opportunity	X			
	Potential to foster good relations	X			
Sexual	Potential for discrimination			X	Positive - The procedure refers to Reasonable

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you
orientation	Potential to advance equality of opportunity	X			Adjustments, Comfort and Rest Breaks which can be put in place for all students if required. Mitigation via SRUCSA or other areas of Student Support Services i.e., Pastoral / Academic, for support through the process – they can provide advice on the interpretation of the policy.
	Potential to foster good relations	X			
Religion or Belief	Potential for discrimination			X	The procedure does not identify religion or belief as being an advantage, disadvantage, barrier or constraint to staff or students as adjustments, ie prayers, clothing, fasting etc, can be made via reasonable adjustments.
	Potential to advance equality of opportunity	X			
	Potential to foster good relations	X			
Pregnancy or maternity	Potential for discrimination			X	Positive - The procedure refers to Reasonable Adjustments, Comfort and Rest Breaks which can be put in place for all students if required. Mitigation via SRUCSA or other areas of Student Support Services i.e., Pastoral / Academic, for support through the process – they can provide advice on the interpretation of the policy.
	Potential to advance equality of opportunity	X			
	Potential to foster good relations	X			
Marriage or civil partnership (in employment only)	Potential for discrimination			X	Not applicable
	Potential to advance equality of opportunity			X	
	Potential to foster good relations			X	

3.2 Think about and describe below how your assessment impacts on your policy, practice, process or service review or development timeline including but not limited to:

- Procurement criteria: do you need to include specific equality criteria as part of the technical specification ?
- Communication plan/ products: do you need to communicate with people affected by this policy, practice, process or service in a specific format (e.g. audio, subtitled video, different languages)?
- Cost: do you propose any actions because of this assessment which will incur additional cost?
- Resources: do the actions you propose require additional or specialist resource to deliver them?

3.3 Record the outcome of this assessment below having considered the potential or actual impacts of your policy, practice, process or service on equality groups. Choose from one of the following (mark with an X or delete as appropriate):

Note: You must take action to remove barriers or take advantage of positive opportunities BEFORE the policy, practice, process or service goes live.

Please select (X)	Implications for the policy, practice, process or service
	No major change: Your assessment demonstrates that the policy, practice, process or service is robust. The evidence shows no potential for unlawful discrimination and that you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review.
	Adjust the policy, practice, process or service: You need to take steps to remove any barriers, to better advance equality of to foster good relations. You have set actions to address this and have clear ways of monitoring the impact of the policy, practice, process or service when implemented.
X	Continue the policy, practice, process or service: The policy, practice, process or service will continue despite the potential for adverse impact. You have justified this with this assessment and shown how this decision is compatible

	with our obligations under the public sector equality duty. When you believe any discrimination can be objectively justified you must record in this assessment what this is and how the decision was reached.
	Stop and remove the policy, practice, process or service: The policy, practice, process or service will not be implemented due to adverse effects that are not justified and cannot be mitigated.

4 Monitoring the policy, practice, process or service impact and further actions

It is important to continue to monitor the impact of your policy, practice, process or service on equality groups to ensure that your actual or likely impacts are those you recorded. Your monitoring information will also inform a future review of the policy, practice, process or service.

4.1 Record in the table below how you intend to monitor the impact of this policy, practice, process or service on equality groups. In the table below you should:

- list the relevant measures,
- Identify who or which team is responsible for implementing or monitoring any changes
- Where the measure will be reported to (e.g. committee, ELT, Board) and how often.

Measure	Lead department/ individual	Reporting (where/ frequency)
Analyse Invigilation Records, noting applicable incidents and take corrective action.	Programme Leaders/ALM	Programmes to report incidents to Quality throughout the Academic Year.
Analyse Mitigating Circumstances records, noting applicable applications and take corrective action.	Quality Lead	Quality Lead to monitor throughout AY.
Analyse reasonable adjustments reports, noting applicable corrective action and applying to future procedures.	Student Support Lead/ALM	Lead(s)/ALM to monitor throughout AY and report to Quality.

4.2 Record further actions or changes required after the policy, practice, process or service is implemented in the table below. Make it clear if there are no outstanding actions.

Action	Lead department/ individual	Action target date
No outstanding actions		

5 Sign off and future review

Equality impact assessments must be signed off by the relevant Head of Service/ Department, even where an EqIA is not required. Also note here when you plan to review the policy, practice, process or service and accompanying EqIA which should be no later than 5 years from policy, practice, process or service implementation.

5.1 Senior Responsible Owner/ Committee sign off.

Job/ Committee title: Learning and Teaching Committee
Date: 13/09/2024

5.2 Equality impact assessment review date.

Date: 01/07/2027

Important: You must send the final version of this equality impact assessment to:

- the Equality Diversity & Inclusion Lead.
- the Communications team for publication on SRUC’s equality page on the external website.



Document control		
Document control:	V0.1	
Date policy, practice, process or service live from:	[DATE]	
Review/ Approval Group:	[project board if relevant or delete]	
Last reviewed:	Date	
Review cycle:	[No more than three years]	
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V0.1		