

## Equality Analysis template

Screening	Please provide explanatory comments
1. What activity is being analysed?	Assessment Handling Processes
2. Who likely to be affected by the activity?	Academic and Professional Support Staff
3. Who led the analysis?	Heather Mitchell, Education Service Manager
4. Who contributed to the analysis?	Programme Support Staff, Faculty of Management Executive Group
5. What information has been used to inform the analysis?	Feedback from Faculty of Management staff
Analysis	Please provide explanatory comments
<b>6. How does the activity promote good relations/equality/inclusion in relation to:</b>	
6.1 Age	N/A
6.2 Disability	Recognition that additional support may be required for those staff who have any disability that may pose challenges in relation to the processes.
6.3 Gender Reassignment	N/A
6.4 Marriage and civil partnership <sup>1</sup>	N/A
6.5 Pregnancy and maternity (including paternity)	N/A
6.6 Race (colour, ethnic or national background)	N/A
6.7 Religion or belief (including non-belief)	N/A
6.8 Sex (Female/Male)	N/A
6.9 Sexual orientation	N/A
<b>7. Does the activity have an actual or potential adverse impact in relation to?</b>	
7.1 Age	N/A
7.2 Disability	Requirement to support staff with certain disabilities, i.e. dyspraxia, dyslexia, dyscalculia. Electronic PLUS hard copy submission of students' assignments, sorting hard copies in alphabetical order by student name. Support for students in relation to assessments is provided by ALS as required.
7.3 Gender Reassignment	N/A
7.4 Marriage and civil partnership <sup>2</sup>	N/A
7.5 Pregnancy and maternity (including paternity)	N/A
7.6 Race (colour, ethnic or national background)	N/A
7.7 Religion or belief (including non-belief)	N/A
7.8 Sex (Female/Male)	N/A
<b>8. Comment on the good practice identified</b>	

The Faculty of Management (FM) revised their assessment handling procedures during 2016/17 and prepared a suggested Assessment Handling Procedure document, to commence in 2017/18. A series of meetings were organised to inform all FM staff of this procedure and to invite feedback, giving staff the opportunity to raise any concerns.

Generally the procedure was well received and the few concerns that were raised by staff were addressed and the procedure was amended accordingly. However, one member of staff queried whether an Equality Analysis (EA) had been carried out in relation to the procedure, which it had not at the time as basically the procedure document simply laid out the practices that had been followed in the Faculty for some time. However, the issue was raised at FM Executive Group and it was agreed to carry out an EA to consider possible equality implications of the procedure.

Current good practice already exists within FM in that additional support is provided by the programme support team in relation to the assessment handling processes for those staff who require it.

For example, a member of the academic team who requires additional support with sorting hard copy submission of coursework/assignments alphabetically by student name or numerically by student reference number – this support is provided by the Programme Support Officer (PSO) for the programmes/assessments that the academic is involved with. The FM Director of Operations has also honoured requests from academic staff for alternative computers and/or software to assist them with handling assignments.

The following requests that have been made by some FM academic staff are supported by the FM PSOs:

- Hard copy and electronic submission of assessments as the staff member has Dyspraxia and Dyslexia and finds it helpful to have both, as well as to have hard copy submissions sorted alphabetically. The academic returns typed feedback attached to the hard copies and a spreadsheet of marks, which are cross-checked on spreadsheet and hard copies by the PSO who queries any discrepancies prior to returning assignments to the students, enters the marks into Grade Centre, publishes online and sends announcements to the students.
- Hard copy submission of some assessments as the staff member suffers from migraines, which can be brought about by reading and marking assessments online only.
- Assistance with formatting of exam papers as the staff member has Dyspraxia and can find this challenging.
- Having a laptop that can be loaned to staff who travel on business at a time when they also have to mark assessments, to avoid them having to take paper copies on their travels.

Any further concerns that may be raised by staff in relation to the Assessment Handling Procedure will continue to be addressed as and when they are received. New staff are informed of the procedure and any concerns raised will be addressed.

#### **9. Comment on the actions to mitigate actual or potential adverse impact**

N/A

<b>10. Decision/Feedback/Approval</b>					
10.1 What is the analysis outcome? (See Table 1 to assist here)	Please circle	Level 1	Level 2	Level 3	Level 4
10.2 Have you consulted with EDSG?	Yes – conversations & meeting with Equality & Diversity Adviser				
10.3 When will the analysis be reported to EDSG?					
10.4 Which Committee will approve the analysis?					
10.5 Date of approval					
10.6 When and how will the analysis be reviewed?	Annually (or more frequently if required) by the FM Education Service Manager and FM Executive Group.				

<sup>1</sup> Marriage and civil partnership are protected under the legislation but only for the need to eliminate unlawful discrimination in employment.

<sup>2</sup> Please see footnote 1