**Equality Impact Assessment Form**

**1. Equality Impact Relevance Check**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Name of policy, practice, activity or proposed decision: To delay the upload date for autumn semester grades by one week | | | | | | | |
| 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 the | | | | | | | |
| 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 one week, these students may find that seminar group times in the new modules have limited availability and may not accommodate their caring responsibilities.  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 |  |  |  | x |  |
| Gender Re-assignment (PC) |  | x |  |  |  |  |  |
| Marriage and civil partnership (PC) | x |  |  | Staff with family responsibilities will have more time to spend with their families |  |  |  |
| 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 | This move may detriment those with caring responsibilities as students as, if they are one of the small number of students who change modules in response to their grades they may not get the seminar slots in the modules they need to meet their caring responsibilities as their change of module will be delayed. |  |  |
| Mental health and wellbeing (EO) | x |  |  | Students suffering from anxiety disorder may struggle with having to wait longer for their autumn grades |  |  |  |
| 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.

|  |
| --- |
| N/A |

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

|  |
| --- |
| N/A |

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

|  |
| --- |
| N/A |

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:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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; the rationale and support available to those with a concern. | *Dean TQE and Internal comms* | Beginning of autumn semester and re-enforced during semester | N/A | Anxiety about change |
| 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 | Dean TQE/ESEC | Spring 2021 | N/A | Detriment to those with caring responsibilities not being able to secure appropriate tutorial slots |
| Ensure support is available to students who are anxious or have practical concerns in faculties and through SSS during the first week of semester | SSS/faculty managers | Spring 2021 | N/A | Anxiety and practical issues |

**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?  The Dean TQE will review the impact of these changes during Spring semester 2021 and will report the findings to ESEC. | | | |
| Equality Impact Assessment completed by | ….......................................................... (Signature 1)  ….......................................................... (Signature 2) | Date |  |