

Academic Regulations for Postgraduate Taught Programmes: Equality Impact Assessment

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|-----------------|---|
| Audience: | Public |
| Applies to: | All Staff and Students |
| Classification: | Academic Governance |
| Category: | Equality Impact Assessment |
| Subcategory: | Academic |
| Author: | Director of Student and Academic Services |
| Owner: | Director of Student and Academic Services |
| Sign-Off Date: | 27 May 2025 |
| Review Date: | 31 August 2028 |

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Stage 1: Rapid Equality Impact Assessment Checklist

“Proposal” is used as shorthand for any policy document, practice or project that might be assessed.

Please provide a brief description of the proposal:

Academic Regulations for Undergraduate Programmes. Academic regulations establish the framework to ensure that engagement, progression, withdrawal and award decisions are applied impartially ensuring consistent treatment of students and upholding academic standards. They provide a structure for guaranteeing the integrity of the institution's academic processes. The regulations ensure that all students are assessed fairly and consistently, maintaining the quality and integrity of academic programmes.

Reason for the Equality Impact Assessment: Proposed changes/review of existing proposal

Could any protected characteristics be affected by this proposal: Yes

If Yes, which protected characteristic groups could be affected (select all that apply)?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Age | <input checked="" type="checkbox"/> Race (including ethnicity and nationality) |
| <input checked="" type="checkbox"/> Disability (including by association) | <input checked="" type="checkbox"/> Religion or belief (including lack of belief) |
| <input checked="" type="checkbox"/> Gender Reassignment | <input checked="" type="checkbox"/> Sex |
| <input type="checkbox"/> Marriage and Civil Partnership ¹ | <input checked="" type="checkbox"/> Sexual orientation |
| <input checked="" type="checkbox"/> Pregnancy or Maternity | |

Will the proposal have any impact on:

| | |
|---------------------------|-----|
| Discrimination? | No |
| Equality of opportunity? | Yes |
| Relations between groups? | No |

If the answer to any of the above is 'Yes':

| | |
|--------------------------------|-----|
| Is the impact only beneficial? | Yes |
|--------------------------------|-----|

¹Only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect

Stage 2: Comprehensive Equality Impact Assessment (CEIA)

Summary of the Proposal and Who will be affected?

What are the aims and objectives of the proposal?

Academic Regulations for Postgraduate Taught Programmes. Academic regulations establish the framework to ensure that engagement, progression, withdrawal and award decisions are applied impartially ensuring consistent treatment of students and upholding academic standards. They provide a structure for guaranteeing the integrity of the institution's academic processes. The regulations ensure that all students are assessed fairly and consistently, maintaining the quality and integrity of academic programmes.

How important is the proposal in terms of equality in the University? Does it relate to an area with known inequalities or where equality objectives have been set by the University?

Academic regulations establish the framework for ensuring consistent treatment of students and upholding academic standards

Who is affected by the proposal and how have they been involved in the development of it?

All students. Student representatives from part of the decision-making process at LTC and Senate.

Are any persons affected by the proposal likely to benefit from it and in what way?

All students as the academic regulations establish the framework for ensuring consistent treatment of students and upholding academic standards.

Is there any evidence or concern that any of the protected characteristic groups have different experiences, issues or needs in relation to this document? No

If Yes, which protected characteristic groups could be affected (select all that apply)?

- | | |
|--|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Race (including ethnicity and nationality) |
| <input type="checkbox"/> Disability (including by association) | <input type="checkbox"/> Religion or belief (including lack of belief) |
| <input type="checkbox"/> Gender Reassignment | <input type="checkbox"/> Sex |
| <input type="checkbox"/> Marriage and Civil Partnership ² | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> Pregnancy or Maternity | |

Please provide further details:

How does the proposal fit into the broader strategic aims of the University?

The Academic Regulations establish the framework to ensure that engagement, progression, withdrawal and award decisions are applied impartially ensuring consistent treatment of students and upholding academic standards. They provide a structure for guaranteeing the integrity of the institution's academic processes. The regulations ensure that all students are assessed fairly and consistently, maintaining the quality and integrity of academic programmes.

Consideration of available data

What do we know from existing data already held by the University?

There are no apparent equality issues, although numbers are small for some protected characteristics.

What do we know from existing data which is available externally?

HESA data on PGT students does not provide enough granularity to review by protected characteristics.

Are there any apparent gaps in knowledge?

N/A

Impact of Proposal

Could this proposal lead to any positive, negative, intended or unintended impact on the University or any of its stakeholders?

Academic regulations establish the framework for ensuring consistent treatment of students and upholding academic standards

Could there be a differential² impact on any protected characteristics? Could any differential impact be adverse?

None apparent. The Academic Regulations provide a framework to ensure that progression, withdrawal and award decisions are applied consistently for all students and maintaining the quality and integrity of academic programmes.

² Differential impact = where the positive or negative impact on one particular protected characteristic is likely to be greater than on another.

Please consider:

Is this policy directly discriminatory? If yes, is it intended to increase equality? If no, this is unlawful discrimination.

Is this policy indirectly discriminatory? If yes, is this justifiable or proportionate? If no, this is unlawful discrimination.

If this policy is not indirectly discriminatory but could have an adverse impact on any of the protected characteristics, you must provide details of how the University will act to address this.

Is this policy unlawfully discriminatory? If you find that it is, you must decide how the University will act lawfully.

Consultation

What did this equality analysis conclude?

N/A

Is any action required to be taken in response to the findings from the consultation?

N/A

What is the recommendation for this proposal following consultation?

Approve the proposal

If selected Other, please provide more information:

Declaration

I confirm that this equality analysis represents a fair and reasonable view of the implications of the proposal for all protected characteristic groups, and that appropriate actions have been identified to address the findings.

| Signature | Date | Individual |
|------------------|-------------|-------------------|
| James Nicholson | 27/05/2025 | CEIA owner |

Action and Monitoring

N/A

Equality Impact Assessment Outcome

What is the recommended outcome for this proposal?

Outcome 1: No change required – the assessment is that the proposal will be robust.

Definitions

For the purposes of this policy document and related policy documents, terms are defined in the Policy Document Library Glossary.

Related Policy Documents and Supporting Documents

| | |
|----------------|--|
| Legislation | Equality Act 2010; Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 |
| Strategy | Abertay University Strategic Plan and all sub-strategies |
| Policy | Equality and Diversity Policy; Policy Document Governance Policy |
| Procedures | Policy Document Governance Procedure |
| Guidelines | Equality Impact Assessment Guidance |
| Local Protocol | N/A |
| Forms | N/A |