

Comprehensive Equality Impact Assessment (CEIA)

Details of document	
Document title	Mitigating Circumstance Policy and Procedures
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School/Service	Academic Registry
CEIA prepared by	Susan Campbell

Guidance

The following are available to consult when preparing this CEIA:

- Student Services
- Abertay Students' Association
- SEZ
- Human Resources
- Occupational Health
- Policy Officer

Aim of the document

What are the aims and objectives of the document?

To recognise situations in which students are unable to successfully complete assessment due to circumstances beyond their control, and to support them in completing assessment, as appropriate to their situation.

How important is the document 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? Is there legislation in this area that the University must comply with?

It is important in that it seeks to support students to continue with their studies despite mitigating circumstances, which may or may not relate to protected characteristics.

Who is affected by the document and how have they been involved in the development of it? If unsure, have you spoken to those likely to be affected?

All students will be affected, as the policy will apply to all cases of mitigating circumstances. The Vice-President and the Advice & Welfare Co-ordinator of the Students' Association were members of the working group that developed the new policy, and several student members were involved in the first discussion of the proposed policy at Teaching and Learning Committee.

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

We would expect that students will benefit from the document, as it sets out a range of alternatives to allow them to continue with their studies, despite mitigating circumstances.

Is there any evidence or concern that any of the protected characteristic groups will have different experiences, issues or needs in relation to this document? (Please provide the rationale for your answer in the box below)

Age		Race	
Disability	x	Religion or Belief	

Gender Reassignment	x	Sex	
Pregnancy & Maternity	x	Sexual Orientation	
Marriage & Civil Partnership			
Further details: We would anticipate that mitigating circumstances could arise for issues relating to disability, gender reassignment or pregnancy/maternity, and so students may need to use these procedures specifically because of their protected characteristic. However, as the policy and procedures are designed to provide alternative ways forward for the student, no negative impact is expected.			

Consideration of available data regarding protected characteristics (listed above)

(Consider what data is available. Data can include surveys, focus groups, analysis of complaints made, feedback received, consultations, etc.)

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

We know from the pattern of applications over the last two academic years that students with disabilities and those who are pregnant or new mothers frequently use the mitigating circumstances processes. We have relatively little data on gender reassignment, and so cannot draw conclusions based on data; however, it is reasonable to anticipate that a student may experience mitigating circumstances directly arising from gender reassignment.

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

Are there any apparent gaps in knowledge?

None apparent.

Impact of document on Equality and Diversity

Could this document lead to any differential impact (positive, negative, intended or otherwise) on any protected characteristic?

We do not believe so, but will, of course, keep this under review as the policy and procedures are implemented.

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

Conclusion

What did this equality analysis conclude?

The conclusion is that the policy and procedures will take account of students' mitigating circumstances, whether these are related to protected characteristics or not. Whilst we know that students in some protected groups are more likely to use the procedures, but there is no indication that the procedures will affect them differently, or that the experience of using them will be different.

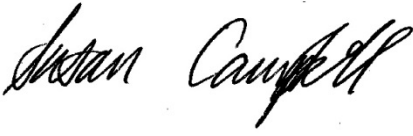
Is any action required to be taken in response to the findings from this EIA?

Academic Registry will monitor the implementation of the policy and procedures to ensure that there are no unanticipated consequences.

What is the recommendation for this document following consultation?			
Reject the document		Approve and publish the document	x
Amendment required		Other (please provide details below)	

Declaration

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

	EIA prepared by
	Line manager (if appropriate)

Once completed, this EIA should be appended to the document before being submitted for formal approval. The section below should be completed following formal approval.

Formal approval

Which committee has this document gone before for approval?
Date of formal meeting:

Following committee consultation, what is the decision for this document?			
Reject the document		Approve and publish the document	
Amend the document		Other (please give details below)	

If the committee requires that the document be amended, please list amendments below.

Please ensure that the document is compatible with the University's screen reading software. For further details refer to the EIA guidance available.