

## Stage 1: Rapid Impact Checklist

**Document title: Academic Appeals Procedure**

**Author & School/Service: James Nicholson, Director of Student Services**

**Reason for the Equality Impact Assessment:**

Proposed new document	
Proposed change to existing document	x
Review of existing document	x

Other (please state):

**Could any protected characteristics be affected by this proposal?<sup>1</sup>**

Yes	No
x	

**If yes, which protected characteristic groups could be affected?**

Age	x	Disability	x
Gender reassignment		Pregnancy and maternity	x
Race/ethnicity		Religion or belief (including lack of belief)	
Sex		Sexual orientation	

**Will the proposal have any impact on:**

	Yes	No
Discrimination?	X	
Equality of opportunity?	X	
Relations between groups?		x

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<sup>1</sup> 'Proposal' is used as shorthand for any policy, procedure, strategy or proposal that might be assessed.

**Will the proposal have an impact on the physical environment? For example, will there be impacts on:**

Living conditions?	
Working conditions?	
Pollution or climate change?	
Accidental injuries or public safety?	

**If the answer to any of the above is 'yes', please proceed to complete the Comprehensive Equality Impact Assessment.**

## Comprehensive Equality Impact Assessment (CEIA)

### Details of document

Document title	Academic Appeals Procedure
Document owner	James Nicholson
School/Service	Student and Academic Services

### Aim of the document

What are the aims and objectives of the document?

To provide students with a mechanism to appeal against the outcome of Programme Assessment Boards on administrative maladministration or mitigating circumstances that were not known at the time of the board that had an impact on the students' ability to complete their studies.

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?

It provides an avenue to capture unknown and/or undeclared circumstances such as ill health, or caring responsibilities.

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

Disabled students, students with childcare responsibilities (normally women), students who are pregnant, and students with circumstances that may or may not be as a result of a protected characteristic. The SA and students (with a variety of protected characteristics) on Learning and Teaching Committee and Senate have the opportunity to provide feedback and contribute to the procedure.

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

Any person student who has Mitigating Circumstances that impacted on their academic progress.

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

Age	x	Race	
Disability	x	Religion or Belief	
Gender Reassignment		Sex	
Pregnancy & Maternity	x	Sexual Orientation	
Marriage & Civil Partnership			

Further details: Age by virtue as a person becomes older they may acquire medical concerns or issues not covered by disability.

How does the document fit into the broader strategic aims of the University?
Student retention; better 'customer service' for applicants and current students; provides for information, advice and guidance; addresses issues of equity where information is declared after the fact; addresses issues of supporting the University community with a diverse range of backgrounds and experiences.

**Consideration of available data**

(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?
For the past five years there has been no statistical significance of those with the highlighted protected characteristics being disadvantaged in applying for an academic appeal.

What do we know from existing data which is available externally?
There is no data available for academic appeals on a national or local basis.

Are there any apparent gaps in knowledge?
No

**Impact of document**

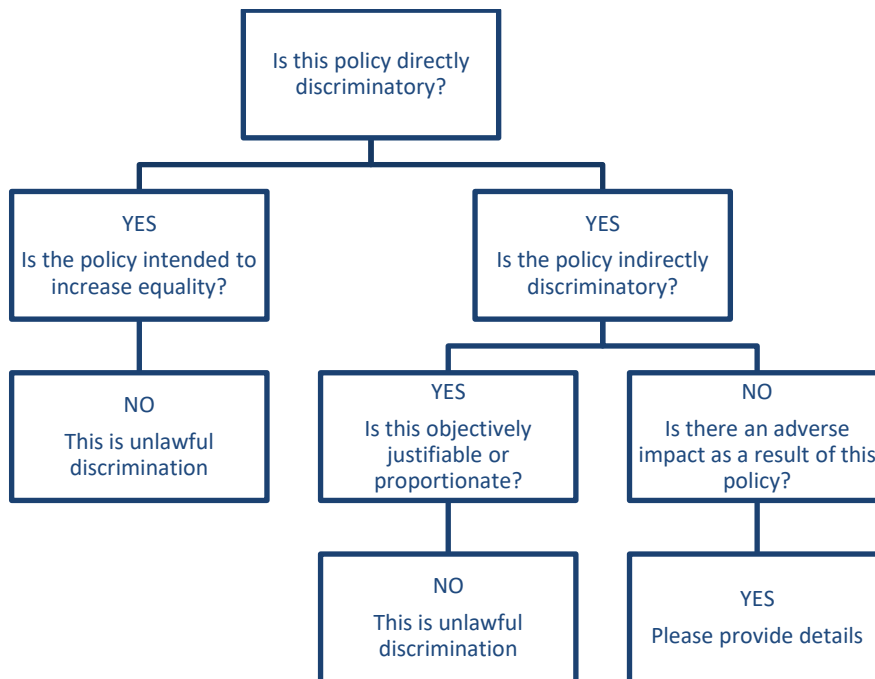
Could this document lead to any positive, negative, intended or unintended impact on the University or any of its stakeholders?

There is potential for positive impact for all students in accessing information, advice, guidance and services.

Could there be a differential<sup>2</sup> impact on any protected characteristics? Could any differential impact be adverse?

No

Please consider the following:



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

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

**Consultation**

What did this equality analysis conclude?
The policy, as currently written, is fit for purpose and provides a clearer explanation of the processes and procedures in applying for an academic appeal.

Is any action required to be taken in response to the findings from the consultation?
None.

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.

James Nicholson, Director of Student and Academic Services	<b>CEIA owner</b>
	<b>Line manager</b> (if appropriate)

**Committee approval**

Which Committee has this document gone before for approval?
Senate
Date of Committee meeting: 29 January 2025

Following Committee consultation, what is the decision for this document?

Reject the document		Approve and publish the document	X
Amend the document		Other (please give details below)	

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