

Equality Analysis (EA)

Registry

Conduct of Examinations

A. Policy/practice details

1. The title of the policy being analysed.

Conduct of Examinations

This is covered primarily by QA28

(<http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA28.pdf>) and University Rule 2 (<http://www.bath.ac.uk/rules/exam.html>), both of which were extensively revised in 2010/11.

2. Please explain the main purpose of the policy being analysed.

As stated in QA28, the main purpose of the procedures and policies are to ensure that the arrangements for the University's formal examinations are "appropriate to the high academic standard of its teaching" and "that the examination experience of all students is fair and consistent".

3. Who will be affected?

Students taking examinations; members of staff setting examinations; invigilators overseeing arrangements during examinations; administrative staff involved in setting up examination arrangements, including scheduling.

4. Aspects of the policy that particularly impact on equality and diversity.

Students who consider themselves to have learning and/or support needs are advised to consult the Student Disability Advice (SDA) service and contact their Director of Studies as soon as possible (QA28 paragraph 4.5).

Considerable publicity is given to ensuring students are aware of the need to contact SDA in good time so that arrangements can be made. The SDA provides guidance to the student on appropriate arrangements for examinations and liaises with Faculty/School and Examinations Office staff in order to ensure appropriate arrangements are in place.

The Examination Schedule for each year is published well in advance (the 2013/14 academic year chart is already available at

<http://www.bath.ac.uk/catalogues/academic-year-charts/ay-chart->

[2013_14_grey.pdf](#) for example, and the detailed schedule is published in accordance with the timescales set out in University Rule 2, thus allowing students the maximum possible amount of time to make arrangements to sit examinations.

B. Analysis

5. Please indicate evidence used and the process by which you have arrived at your conclusions.

The Examinations Office database shows that of 60,177 person examinations taken in 2010/11, 575 were taken under special arrangements. This is consistent with recent years (eg 574 special arrangements in 2009/10, of a total of 57,508 examinations).

None of the academic review appraisals requested in 2010/11 were based on failure to set up appropriate examination arrangements.

However, a survey will be conducted after the 2012/13 Semester 1 examinations of service provision for students requesting alternative arrangements (any survey following Semester 2 examinations will be unlikely to yield sufficient numbers of responses).

6. Risk of adverse impact on protected groups.

	High impact	Medium impact	Low impact
Age			X
Disability	x		
Gender			X
Pregnancy/Maternity		x	
Race/ethnicity			X
Religion/belief		x	
Sexual Orientation			X
Transgender			X
Marriage/civil partnership			x

C. Mitigating potential adverse impact

7. Conclusions and recommendations for amendments to the policy/practice. *Please give an outline of the key actions based on any gaps, challenges, priorities and opportunities you have identified.*

The existing system appears to work well. Training for invigilators before each examination session was introduced in 2010/11 and has been well-received. When requests have been received by the Examinations Office for arrangements to accommodate issues not covered by the remit of the SDA, such as child-care arrangements or practice arising from religious beliefs, such arrangements have been made without unfairly (dis)advantaging either the student(s) requesting the arrangements or other students.

8. Timescale for implementation of changes or introduction of new policy.

N/a

D. Publication

9. Final reporter:

Lisa Isted

10. Date:

2 April 2012

11. Review date:

April 2014