



## Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at [www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment](http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment)

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

<b>A.</b> Policy/Practice (name or brief description): Board of Studies Terms of Reference
<b>B.</b> Reason for Equality Impact Assessment (Mark <b>yes</b> against the applicable reason): <ul style="list-style-type: none"><li>• Proposed new policy/practice</li><li>• Proposed change to an existing policy/practice</li><li>• Undertaking a review of an existing policy/practice <b>YES</b></li><li>• Other (please state):</li></ul>
<b>C.</b> Person responsible for the policy area or practice:  Name: <b>Nichola Kett</b>  Job title: <b>Academic Policy Manager</b>  School/service/unit: <b>Academic Services</b>
<b>D.</b> What is the reason for carrying out an Impact Assessment of the policy/practice?: <ul style="list-style-type: none"><li>• The policy / practice affects primary or high level functions of the University <b>YES</b></li><li>• It is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance) <b>YES</b></li><li>• It is one which interested parties could reasonably expect the University to have carried out an EqIA <b>YES</b></li></ul>
<b>E.</b> Aims and practices  What are the main aims of the new policy / regulation / guidance, or the changes to the existing policy / regulation / guidance? <b>This assessment covers the simplification of the Boards of Studies Terms of Reference. The full contents of the previous version of the Terms of Reference have been incorporated within the Programme and Course Approval and Management Policy which has its own published EqIA. The remaining content covers very high-level aspects of Boards of Studies in line with the requirements of the 1966 Higher Education Act.</b>  What changes to practices will they introduce? <b>No major changes to existing policy or practice are proposed – the simplification exercise aims to move detailed information on the operational aspects of Boards of Studies to the Programme and Course</b>

**Approval and Management Policy as part of an exercise to make information on programme and course design easier to find and use.**

**F.** Are these changes are likely to have particular impacts (whether positive or negative) for students (or staff) with particular protected characteristics? **The simplification of the Boards of Studies Terms of Reference is not likely to have any particular impacts.**

If you answer yes, state these impacts and which protected characteristic groups they are most likely to affect.

**G.** If you have answered yes to Question F, what evidence has assisted you to assess the likely impact of these changes?

Please summarise the main sources of evidence you have utilised, and what the evidence has told you. **As part of the wider programme and course approval and management documentation simplification, colleagues from College Offices, the Institute for Academic Development, the Timetabling Unit, the Careers Services, Academic Services and the Students' Association have been involved in developing guidance to support the Programme and Course Approval and Management Policy, where the operational aspects of the Boards of Studies are now located.**

**H.** If you have identified that the changes are likely to have particular negative impacts for students (or staff) with particular protected characteristics:

- Is the policy / regulations justifiable and why? **N/a**
- Have you amended the policy / regulation etc in order to remove or minimise these unintended impacts, and, if so, how? **N/a**

**I.** If you have identified that the changes are likely to have particular positive impacts for students (or staff) with particular protected characteristics, what actions will the University take to maximise these benefits? **N/a**

**J.** Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision

**Option 1:** No change required – the assessment is that the policy/practice is/will be robust.

**K.** Action and Monitoring

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above). **The EqIA will be reviewed when the Policy is next reviewed.**
2. When will the policy/practice next be reviewed? **2024/25**

**L.** Publication of EqIA

Can this EqIA be published in full, now? **Yes**

**M.** Sign-off

EqIA undertaken by (name(s) and job title(s)): **Nichola Kett, Academic Policy Manager, Academic Services**

Accepted by (name): **Tom Ward, Director of Academic Services**

Date: 13 November 2018

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)