



## 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. Policy/Practice (name or brief description):</b> <b>Course Organiser: Outline of Role</b>
<b>B. Reason for Equality Impact Assessment (Mark <b>yes</b> against the applicable reason):</b> <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. Person responsible for the policy area or practice:</b>  Name: <b>Nichola Kett</b>  Job title: <b>Academic Policy Manager</b>  School/service/unit: <b>Academic Services</b>
<b>D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:</b> <ul style="list-style-type: none"><li>• affects primary or high level functions of the University <b>Yes</b></li><li>• 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. Equality Groups</b>  To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s) <b>This guidance applies to all staff who take on the role of Course Organiser and therefore could be relevant to any of the protected characteristic groups.</b> <ul style="list-style-type: none"><li>• Age</li><li>• Disability</li><li>• race (including ethnicity and nationality)</li><li>• religion or belief</li><li>• sex</li><li>• sexual orientation</li></ul>

- gender reassignment
- pregnancy and maternity
- marriage or civil partnership<sup>1</sup>

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups: **No**
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed: **None**
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups: **No**
- If the policy/practice contributes to advancing equality of opportunity<sup>2</sup> **No**
- If there is an opportunity in applying this policy/practice to foster good relations: **No**
- If the policy/practice create any barriers for any other groups? **No**
- How the communication of the policy/practice is made accessible to all groups, if relevant? **The information can be made available in different formats.**
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice? **The Curriculum and Student Progression Committee (CSPC) which owns the guidance has representation from across the University and Edinburgh University Students' Association. This is a minor review to take account of recent updates to a number of key academic processes which themselves were consulted upon.**
- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations: **No. This non-mandatory guidance aims to provide an outline of the main responsibilities of a Course Organiser, which will differ across the University. Course Organisers are appointed to the role by Heads of School or Directors of Teaching and would be able to discuss the responsibilities and practical application of the role.**

#### F. 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.**

#### G. 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).

<sup>1</sup> Note: only 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.

<sup>2</sup> This question does not apply to the protected characteristic of marriage or civil partnership

2. When will the policy/practice next be reviewed? **Academic Session 2019/20**

**H. Publication of EqlA**

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

**I. Sign-off**

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

Accepted by (name): **Adam Bunni, Academic Policy Manager and member of CSPC, Academic Services**

Date: **12 May 2017**

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