



## Equality Impact Assessment

A. Policy or Practice (name or brief description):

**Framework for Curricula**

**The Curriculum Framework – Models for Degree Types**

**The Curriculum Framework – Structure for Teaching and Assessment**

B. Reason for screening (delete as applicable):

- Other (please state): **updating existing policies into new templates**

C. Person responsible for the policy area or practice:

Name: **Sara Welham**

Job title: **Head, Governance and Regulatory Framework Team**

School/service/unit: **Academic Services**

D. Screening Analysis

1. Does the policy or practice affect primary or high level functions of the University? **Yes**
2. Is the policy or practice relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' set out in the introduction above)? **Yes**
3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? **Yes**

If the answer to any of these questions is 'Yes', an EqIA should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.

E. Screening outcome

Equality Impact Assessment required: **Yes**

Record notes about the screening process or outcome here.

**The screening of existing policies will be conducted in semester 1, 2014/15.**

F. Sign-off

Screening undertaken by: **Sara Welham, Head, Governance and Regulatory Framework Team**

Accepted by: **Ailsa Taylor, Secretary, Curriculum and Student Progression Committee**

Date: **10 December 2014**

## G. Equality Impact Assessment

1. Overview. Indicate the current status of the policy/practice or the stage of development/review. Also note any general comments here regarding the relevance and significance of the policy/practice to equality. Which aspects of the policy/practice are particularly relevant (which should be the main focus for EqIA)? On what aspects of equality does the policy/practice particularly impact?

**These are existing policies which were introduced following widespread consultation with students and staff of the University. They apply to course and degree programme curricula and were introduced to enhance consistency in the student experience.**

2. To which equality groups is the policy/practice relevant? Policies/practices applying to substantial groups of students or staff will be relevant to all equality groups, which should be noted. However, also indicate any equality groups for which the policy/practice is particularly relevant, and why.

**As the policies apply to curricula within the University they have an impact on all taught students. They could apply to any protected characteristic groups.**

The protected characteristics under the Equality Act are (delete any that are not relevant):

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership<sup>1</sup>

3. What evidence is available about the needs of relevant equality groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research with equality groups or individuals, equality monitoring data, service monitoring data, information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.

**The University's Equality and Diversity committee and the Curriculum and Student Progression Committee (CSPC) receive reports on student progression and award data, some of which relates to the protected characteristics groups.**

**Evidence is gathered from students via surveys and reviewed as part of the annual and periodic quality assurance and enhancement processes in Schools, Colleges and the University.**

Where are the gaps in evidence? If there is insufficient information to properly assess the policy, how will this be addressed? If information cannot be gathered now, consider building monitoring into the plans for implementation/review of the policy/practice. Note: the resources put into collecting evidence should be proportionate to the relevance of the policy/practice to equality.

**We believe there are no gaps in the evidence needed to assess these policies.**

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<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.

4. Might the application of this policy/practice lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for particular equality groups or give rise to indirect discrimination? **No**
5. Are reasonable adjustments built in where they may be needed?  
**Reasonable adjustments can be made to the assessment diets. These are outlined in the Taught Assessment Regulations and its equality impact assessment.**
6. Does the policy/practice contribute to advancing equality of opportunity<sup>2</sup>? Will it help to:
  - remove or minimise disadvantage
  - meet the needs of different equality groups
  - encourage increased participation of particular groups
  - take account of disabled people's impairments?

**This policy advances equality – as it ensures a standard approach across the University.**

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not<sup>3</sup>? Will it help to tackle prejudice and/or promote understanding? **No**
8. Is there evidence (or an expectation) that people from different equality groups have different needs or experiences in relation to the policy/practice? If so, what are they? **No**
9. Is there evidence (or an expectation) of higher or lower uptake by any equality group(s)? If so, give details of the differences and the reasons for these (if known)? **No**
10. Is any equality group excluded from participating in or accessing the service or functions? If so, why? **No**
11. Does the policy/practice create any barriers for any other groups? For example, because of the time when the service is delivered or because of restricted income? Is the communication of the policy/practice accessible to all groups? **See the answer to 5 above. The documents will be made available in different formats if necessary.**
12. How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice?  
  
**See Section 3 above.**
13. Are there any other points to note regarding the potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations? If so, note these here. **No**

#### **H. Equality Impact Assessment Outcome**

Option 1: No change required – the assessment is that the policy/practice is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.

**These policies apply to course and degree programme curricula and were introduced to enhance consistency in the student experience.**

<sup>2</sup> This question does not apply to the protected characteristic of marriage or civil partnership  
<sup>3</sup> This question does not apply to the protected characteristic of marriage or civil partnership.

### **I Action and Monitoring**

1. Specify the actions required to implement the findings of this EqlA.

**None needed.**

2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

**This will be reviewed as part of the ongoing work of Academic Services in support of the academic regulatory framework.**

3. When will the policies/practice next be reviewed? **2015/16 – this may vary depending on the outputs of the Vision for the Student Experience work.**

### **J. Publication of EqlA**

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

### **J. Sign-off**

EqlA undertaken by: **Sara Welham, Head, Governance and Regulatory Framework Team**

Accepted by: **Ailsa Taylor, Secretary, Curriculum and Student Progression Committee**

Date: **10 December 2014**

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