



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

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.

A. Policy/Practice (name or brief description): Programme and Course Approval and Management Policy

B. Reason for Equality Impact Assessment (Mark **yes** against the applicable reason):

- Proposed new policy/practice
- Proposed change to an existing policy/practice
- Undertaking a review of an existing policy/practice **YES**
- Other (please state):

C. Person responsible for the policy area or practice:

Name: **Nichola Kett**

Job title: **Academic Policy Manager**

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

D. What is the reason for carrying out an Impact Assessment of the policy/practice?:

- The policy / practice affects primary or high level functions of the University **YES**
- 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) **YES**
- It is one which interested parties could reasonably expect the University to have carried out an EqIA **YES**

E. Aims and practices

What are the main aims of the new policy / regulation / guidance, or the changes to the existing policy / regulation / guidance? **This assessment covers the combining of the Programme and Course Approval and Management Policy, the Non-Credit Bearing Online Course Approval: Procedure for External Release Policy and the Board of Studies Terms of Reference.**

What changes to practices will they introduce? **No major changes to existing policy or practice are proposed – the project is focussing on making the information easier to find and use, rather than on changing policy or process.**

F. Are these changes are likely to have particular impacts (whether positive or negative) for students (or staff) with particular protected characteristics? **Yes, all students are affected by course and programme design and approval and the decision of Boards of Studies, which can also involve any member of staff.**

If you answer yes, state these impacts and which protected characteristic groups they are most likely to affect. **Depending on the nature of the course or programme, there may be an impact on any of the protected characteristic groups.**

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

The Policy continues to require that students are involved in curriculum development (proportional to the activity taking place). Examples of how students can be involved in curriculum development have been developed within guidance and will be discussed at a Board of Studies Convenors and Secretaries Network event. Student involvement has been widened from providing an opportunity allowing for representation from students with protected characteristics to providing an opportunity allowing for representation of students with a range of backgrounds and characteristics. Accompanying guidance has been developed which provides staff with different examples of how they might do this. The Policy also continues to require evidence of the consideration of the Accessible and Inclusive Learning Policy and for designing courses and programmes to be accessible so they do not present any unnecessary insurmountable barriers to students with protected characteristics.

Please summarise the main sources of evidence you have utilised, and what the evidence has told you. **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 Policy.**

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? **2021/22**

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: 3 September 2018

Retain a copy of this form for your own records and send a copy to equalitydiversity@ed.ac.uk