



Equality Impact Assessment

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| <p>A. Policy/Practice (name or brief description):</p> <p>Policy on Undergraduate Progression Boards College Progression Boards for Optional Study Abroad: Terms of Reference</p> |
| <p>B. Reason for Equality Impact Assessment (delete as applicable):</p> <ul style="list-style-type: none">Proposed new policy/practice |
| <p>C. Person responsible for the policy area or practice:</p> <p>Name: Sara Welham/Stuart Fitzpatrick</p> <p>Job title: Head, Governance and Regulatory Team/Academic Policy Officer</p> <p>School/service/unit: Academic Services</p> |
| <p>D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:</p> <ul style="list-style-type: none">affects primary or high level functions of the University Yesis relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? NoIt is one which interested parties could reasonably expect the University to have carried out an EqIA? Yes |
| <p>E. Equality Groups</p> <p>To which equality groups is the policy/practice relevant and why?</p> <ul style="list-style-type: none">AgeDisabilityrace (including ethnicity and nationality)religion or beliefsexsexual orientationgender reassignmentpregnancy and maternitymarriage or civil partnership¹ <p>These policies apply to how progression decisions are made consistently for all undergraduate students and therefore could have an impact on any of the protected characteristic groups.</p> <p>Add notes against the following statements where applicable/relevant:</p> <ul style="list-style-type: none">On any available information about the needs of relevant equality groups: Progression data is available for various protected characteristic groups and is monitored via the University's equality committees. The Curriculum and Student Progression Committee also has a role in reviewing student progression. |

¹ 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.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed: **Academic Services is discussing with Student Systems what reports could be considered to monitor the impact of new policies (such as these) on the protected characteristic groups.**
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups: **We have no evidence of this for these new policies.**
- If the policy/practice contributes to advancing equality of opportunity² **This work, in addition to the work to systematise the reporting of progression decisions using EUCLID, could contribute to advancing equality of opportunity. It should lead to more robust progression data, which would allow us to make more use of it to monitor the progression of different categories of students (including some of the protected characteristics).**
- 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 policy 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? **CSPC has widespread representation, including from Edinburgh University Students Association (EUSA), to gain input into the development of policies and regulation and their review and monitoring. Relevant regulations are checked with the Student Disability Service and those with responsibility for the provision of particular services, who have insight into the needs of particular groups, for example College Office and Student Administration.**
- 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: **N/A**

F. Equality Impact Assessment Outcome

Option 1: No change required – the assessment is that the policy/practice is/will be robust.
These policies ensure standard practice for Progression Boards.

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. **None needed**
2. When will the policy/practice next be reviewed?
The policies will be reviewed as part of the ongoing work of Academic Services in support of the academic regulatory framework. Reviews are proposed for 2017/18.

H. Publication of EqIA

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

I. Sign-off

EqIA undertaken by: **Sara Welham, Head, Governance and Regulatory Team, Academic Services**, with input from the UG Progression Board Task Group

Accepted by: **Tom Ward, Director of Academic Services**

Date: 23.3.15

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

² This question does not apply to the protected characteristic of marriage or civil partnership