



Equality Impact Assessment: SCQF Third Party Credit Rating

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):

Scottish Credit and Qualifications Framework Third Party Credit Rating Policy

B. Reason for Equality Impact Assessment (delete as applicable):

New Policy

C. Person responsible for the policy area or practice:

Name: **Philippa Ward**

Job title: **Academic Policy Officer**

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

D. An Impact Assessment should be carried out if any of the following apply to the policy/practice:

- It 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. Equality Groups

To which equality groups is the policy/practice relevant and why? (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 partnership¹

All. This Policy may be used by individuals falling into any of the listed equality groups.

Add notes against the following statements where applicable/relevant:

- On any available information about the needs of relevant equality groups **N/A**
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed **Not aware of any gaps**
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups **It does not lead to discrimination, harassment, victimisation or less favourable treatment of any group.**
- If the policy/practice contributes to advancing equality of opportunity² **The SCQF Third Party Credit Rating Policy aims to broaden opportunity by increasing the number of learning programmes that can be included in the Scottish Credit and Qualifications Framework.**
- If there is an opportunity in applying this policy/practice to foster good relations: **Yes: this Policy provides an opportunity for the University to foster good relations with organisations seeking Third Part Credit Rating for their learning programmes.**
- If the policy/practice create any barriers for any other groups? **This Policy should not create barriers, although it should be noted that the University will only provide a Third Party Credit Rating service for those organisations where there is alignment with University strategies, and where a clear rationale can be provided for the relationship. Due Diligence is performed by the University in advance of entering into a Third Party Credit Rating agreement to allow it to assure itself of the good standing and credibility of the organisation requesting Credit Rating, and that there will be no reputational risk to the University as a result of its association with the organisation.**
- How the communication of the policy/practice is made accessible to all groups, if relevant? **The Policy and associated documentation can be provided in alternative formats if required.**
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice? **This Policy outlines the University's governance arrangements for the SCQF Third Party Credit Rating process. It was therefore developed by groups of staff involved in overseeing the process.**
- 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: **None**

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.

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

F. Equality Impact Assessment Outcome

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). **Senate Curriculum and Student Progression Committee (CSPC) and Senate Quality Assurance Committee (QAC) will continue to monitor the implementation of this Policy via reports received from relevant Boards of Studies (CSPC) and School Annual Quality Assurance and Enhancement Reports (QAC).**
2. When will the policy/practice next be reviewed? **2018/19**

H. Publication of EqIA

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

I. Sign-off

EqIA undertaken by: **Philippa Ward, Academic Policy Officer, Academic Services**

Accepted by: **Nichola Kett, Head of Quality Assurance and Enhancement Team**

Date: **01 December 2016**

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