



## Equality Impact Assessment

<p><b>A. Policy/Practice (name or brief description):</b></p> <p><b>Student-Led Individually Created Courses (SLICCs)</b></p>
<p><b>B. Reason for Equality Impact Assessment (delete as applicable):</b></p> <ul style="list-style-type: none"><li>Proposed new policy/practice</li></ul>
<p><b>C. Person responsible for the policy area or practice:</b></p> <p>Name: <b>Tom Ward</b></p> <p>Job title: <b>Director, Academic Services</b></p> <p>School/service/unit: <b>Academic Services</b></p>
<p><b>D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:</b></p> <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>
<p><b>E. Equality Groups</b></p> <p>To which equality groups is the policy/practice relevant and why?</p> <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><li>gender reassignment</li><li>pregnancy and maternity</li><li>marriage or civil partnership<sup>1</sup></li></ul> <p><b>SLICCs may be created by students, any of whom could have any of the protected characteristics.</b></p> <p>Add notes against the following statements where applicable/relevant:</p> <ul style="list-style-type: none"><li>On any available information about the needs of relevant equality groups: <b>Students will be the creators of their learning experience and are well placed to take account of any needs they have stemming from their characteristics.</b></li><li>Any gaps in evidence/insufficient information to properly assess the policy, and how this will be addressed: <b>We are not aware of any gaps in evidence.</b></li></ul>

<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.

- 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> **SLICCs will provide a University-wide framework to enable students (undergraduate only during the pilot) to undertake self-directed study for credit. Students will be able to shape their own experience and could use the SLICCs to advance equality of opportunity.**
- If there is an opportunity in applying this policy/practice to foster good relations: **See previous answer**
- 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? **Students have attended workshops to understand SLICC creation and development. Other meetings have been held with staff. There will be widespread input into the monitoring and evaluation of SLICCs.**
- 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. **Given the flexible approach of the SLICCs, we do not think that SLICCs will raise any equality and diversity issues.**

#### 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).  
**Participating Schools will review the SLICCs using normal annual course quality review arrangements. In addition, the Convener of CSPC will work with IAD and the Careers Service to evaluate the pilot, and will present the findings of the evaluation to CSPC in autumn 2015.**
2. When will the policy/practice next be reviewed? **Autumn 2015**

#### 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 Framework Team**

Accepted by: **Tom Ward**

Date: **8.4.15**

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

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