



## Equality Impact Assessment

<p><b>A.</b> Policies or Practice (name or brief description.)</p> <p><b>Work-based Placement Learning Policy</b></p>
<p><b>B.</b> Reason for screening (delete as applicable):</p> <ul style="list-style-type: none"><li>• <b>Undertaking a review of an existing policy/practice</b></li></ul>
<p><b>C.</b> Person responsible for the policies area or practice:</p> <p>Name: <b>Marion Judge</b></p> <p>Job title: <b>Academic Policy Officer</b></p> <p>School/service/unit: <b>Academic Services</b></p>
<p><b>D.</b> 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"><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>No</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.</b> Equality Impact Assessment</p> <p>To which equality groups is the policy/practice relevant and why? (delete any that are not relevant):</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>The Work-based Learning Policy could apply to any student. It can reasonably be expected that any member of the student population might fall under a protected characteristic as defined in the Equality Act.</b></p> <p>Add notes against the following statements where applicable/relevant:</p>

<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.

- On any available information about the needs of relevant equality groups:  
**The policy notes that students may undertake work-based placement learning as part of their study, and therefore this opportunity must be available to students with protected characteristics. The policy requires consideration of the Accessible and Inclusive Learning Policy and of the needs of students to have taken place to support their placements.**
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:  
**We are not aware of any gaps. Schools monitor data in relation to students undertaking work-based placement learning but given the potentially small numbers of students in protected characteristic groups on placements, there will be limits on the conclusions that can reliably be drawn from data.**
- 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.**
- If the policy/practice contributes to advancing equality of opportunity<sup>2</sup>  
**Yes, it should lead to consistent consideration of students on work-based learning placements, including any requirements under the Equality Act.**
- 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?  
**Academic Services will communicate the new Policy in its annual update of new policies. 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?  
**The original policy and code of practice were developed by a task group of the Quality Assurance Committee (QAC) and considered and approved by QAC. QAC has widespread representation, including from Edinburgh University Students Association, to gain input into policy development.**
- 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: **No**

#### F. Equality Impact Assessment Outcome

**Option 1:** No change required – the assessment is that the policy/practice is 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). **No specific actions are necessary to implement the EqIA findings. The policy itself outlines how practice will be monitored (see the first bullet point in E above).**

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

2. When will the policy/practice next be reviewed? **The policy will be reviewed as part of Academic Services' regular three to five year monitoring cycle of update and review.**

**H. Publication of EqIA**

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

**I. Sign-off**

EqIA undertaken by: **Marion Judge, Academic Services**

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

Date: **20.5.15**

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