



Equality Impact Assessment

A. College Annual Quality Assurance and Enhancement Report Template
B. Reason for screening (delete as applicable): <ul style="list-style-type: none">• Undertaking a review of an existing policy/practice
C. Person responsible for the policy area or practice: Name: Dr Linda Bruce Job title: Academic Policy Manager School/service/unit: Academic Services
D. Screening Analysis <ol style="list-style-type: none">1. Does the policy or practice affect primary or high level functions of the University? Yes.2. Is the policy or practice relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' set out in the introduction above)? Yes.3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? Yes. <p>If the answer to any of these questions is 'Yes', an EqIA should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.</p>
E. Screening outcome Equality Impact Assessment required: Yes Record notes about the screening process or outcome here.
F. Sign-off Screening undertaken by (name(s) and job title(s)): Dr Linda Bruce, Head of Quality Assurance Team, Academic Services. Accepted by (name): Sara Welham, Head, Governance and Regulations Team, Academic Services. Date: 29.7.14

G. Equality Impact Assessment

1. Overview. Indicate the current status of the policy/practice or the stage of development/review.

The report template has been revised for use in academic year 2014/15. Colleges report on themes identified by Schools in their consideration of student data and actions taken as a result. Colleges also report on actions taken at College level, and identify actions for University level. The data used by Schools are relevant to several protected characteristics under the Equality Act, although the nature of student data collected by the University does not cover all protected characteristics. Schools are asked to report on differences in student performance in a way that is relevant to several protected characteristics. There is a specific section on Widening Participation.

Approved for application in 2014/15. Equality aspects as covered by the Equality Impact Assessment were taken into account during the revision process.

The policy is particularly relevant to gender, ethnicity and age, and to other considerations of equality not covered by the protected characteristics. The policy aims to identify any issues relating to student achievement, the quality of the student learning experience, and actions to enhance provision. Good practice is identified through the reporting process and disseminated across Schools.

2. To which equality groups is the policy/practice relevant?

The policy covers all students. In terms of the availability of evidence from student data held by the University, the relevant protected characteristics are age, disability, race and gender.

3. What evidence is available about the needs of relevant equality groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research

Among the data Schools are asked to reflect on is equality monitoring data produced annually by the University.

4. Might the application of this policy/practice lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for particular equality groups or give rise to indirect discrimination? **No.**

5. Are reasonable adjustments built in where they may be needed? **N/A**

6. Does the policy/practice contribute to advancing equality of opportunity¹? Will it help to:
 - remove or minimise disadvantage
 - meet the needs of different equality groups
 - encourage increased participation of particular groups
 - take account of disabled people's impairments?

By identifying and reporting on issues arising from differences in student performance, and on issues identified by students through various means of student engagement, there is the potential to contribute to advancing equality of opportunity.

¹ This question does not apply to the protected characteristic of marriage or civil partnership

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not²? Will it help to tackle prejudice and/or promote understanding? **Potentially – see answer to G7 above.**
8. Is there evidence (or an expectation) that people from different equality groups have different needs or experiences in relation to the policy/practice? If so, what are they?

Different needs with regards to effective learning may be identified through annual monitoring and reporting.
9. Is there evidence (or an expectation) of higher or lower uptake by any equality group(s)? If so, give details of the differences and the reasons for these (if known)? **No.**
10. Is any equality group excluded from participating in or accessing the service or functions? If so, why? **No.**
11. Does the policy/practice create any barriers for any other groups? For example, because of the time when the service is delivered or because of restricted income? Is the communication of the policy/practice accessible to all groups?

No barriers are created. The documents will be made available in different formats if necessary.
12. How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice?

Equality groups are not directly involved in the development of the policy.
13. Are there any other points to note regarding the 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.**

H. Equality Impact Assessment Outcome

Option 1: No change required – the assessment is that the policy/practice is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.

No change required as a result of EqIA. See section G.

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA.

No action required as a result of findings.
2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

The equality impact is monitored through the reporting process through School, College and University committees.
3. When will the policy/practice next be reviewed? **2014/15**

J. Publication of EqIA

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

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

J. Sign-off

EqIA undertaken by **Dr Linda Bruce, Academic Policy Manager, Academic Services.**

Accepted by **Sara Welham, Head, Governance and Regulations Team, Academic Services**

Date: 29.7.14

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