



## Equality Impact Assessment Guidance and Template

This form is intended to help you decide whether an Equality Impact Assessment (EqIA) is needed and, if it is, to carry out the assessment of impact.

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement 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](http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment)

EqIA is part of the University's general equality duty under the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The Equality Act 2010 specifies the following 'protected characteristics': age, disability, race (including ethnicity and nationality), religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage or civil partnership. This form uses 'equality group' to mean persons who share a relevant protected characteristic.

The University has a general equality duty to have due regard to the **needs** to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

Under the Scottish Regulations, the University has a specific duty – subject to relevance and proportionality - to assess the impact of applying proposed new or revised policies and practices against the needs above. 'Policy and practice' should be interpreted widely to include the full range of the University's policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services – essentially everything we do.

This form is a tool to help with screening and EqIA and is designed to lead you through the process through asking pertinent questions and giving examples. However, the law does not dictate a particular form for EqIA. The requirement is to actively consider how a policy or practice will meet the general equality duty, and take any necessary action. Wherever practicable, EqIA should be built into standard processes and tailored to the nature of the policies or practices involved.

It is, however, necessary to publish EqIA where the policy or practice is applied, so all EqIAs – in whatever format - should be sent to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk) for publication.

The form includes: some details about the policy/practice; a screening analysis to indicate whether full EqIA is required; and then a number of questions to enable full EqIA.

Answers should be recorded after the questions and the form can be expanded and supplemented as required. Answers may be as long or short as is necessary and relevant, bearing in mind that the effort involved in EqIA should be proportionate to the relevance of the policy or practice to equality.

Once completed, this form will be the record of the screening and, where applicable, the EqIA of the policy or practice. All full EqIAs are published.

A. Policy or Practice (name or brief description): <b>Guidance for Students and Schools/Subject Areas – External Examiners Summary Reports at Student Staff Liaison Committees 2013/14</b>
B. Reason for screening (delete as applicable): <ul style="list-style-type: none"><li>• <b>Proposed new policy/practice</b></li></ul>
C. Person responsible for the policy area or practice: Name: <b>Gillian Mackintosh</b> Job title: <b>Academic Policy Officer</b> School/service/unit: <b>Academic Services, Academic Registry</b>
D. Screening Analysis <ol style="list-style-type: none"><li>1. Does the policy or practice affect primary or high level functions of the University? <b>Yes</b></li><li>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)? <b>Yes</b></li><li>3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? <b>Yes</b></li></ol> <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: <b>Yes</b>  Record notes about the screening process or outcome here. <b>The Equality Impact Assessment (EqIA) carried out by Gillian Mackintosh on behalf of Academic Services.</b> <b>The EqIA will be carried out before the guidance is published on the Academic Services website for use in academic year 2013/14.</b>
F. Sign-off  Screening undertaken by: <b>Gillian Mackintosh, Academic Policy Officer.</b>  Accepted by (name): <b>Linda Bruce, Head, Quality Assurance Team, Academic Services</b>  Date: <b>19 June 2013</b>

## G. Equality Impact Assessment

1. Overview. Indicate the current status of the policy/practice or the stage of development/review. Also note any general comments here regarding the relevance and significance of the policy/practice to equality. Which aspects of the policy/practice are particularly relevant (which should be the main focus for EqIA)? On what aspects of equality does the policy/practice particularly impact?

**Following the publication of the UK Quality Code Chapter B7 there is now an expectation that students are involved in the consideration of External Examiner reports and responses. The Guidance was developed in partnership with the Edinburgh University Students Association to support both students and Schools in this process.**

**The Senatus Quality Assurance Committee (QAC) has approved the Guidance for Students and Schools/Subject areas – External Examiner Summary Reports at Student Staff Liaison Committees.**

2. To which equality groups is the policy/practice relevant? Policies/practices applying to substantial groups of students or staff will be relevant to all equality groups, which should be noted. However, also indicate any equality groups for which the policy/practice is particularly relevant, and why.

The protected characteristics under the Equality Act are (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 partnership<sup>1</sup>

**The guidance is applicable to all students and staff involved in Student Staff Liaison Committees but does not have specific impact on or requirements for any of the protected characteristics.**

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 with equality groups or individuals, equality monitoring data, service monitoring data, information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.

**There is no formal evidence as such regarding the needs of relevant equality groups, however Edinburgh University Students Association, current School Directors of Quality; a group of Academic and Administrative staff supporting Student Staff Liaison Committees were consulted during the development of the guidance.**

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<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.

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? **Yes**
6. Does the policy/practice contribute to advancing equality of opportunity<sup>2</sup>? 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?
- No**
7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not<sup>3</sup>? Will it help to tackle prejudice and/or promote understanding?  
**No**
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?  
**There is no evidence or expectation.**
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)?  
**There is no evidence or expectation**
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?  
**The practice does not create any barriers for any other groups. The guidance 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?  
**At present there is no formal mechanism in place, however we will continue to work with Edinburgh University Students Association, current School Directors of Quality; a representative group of Academic and Administrative staff in the review of this guidance.**
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? If so, note these here.  
**There are no further points to note.**

## **H. Equality Impact Assessment Outcome**

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

<sup>3</sup> This question does not apply to the protected characteristic of marriage or civil partnership.

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised policy or practice. This requires considering taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

**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.**

#### **I Action and Monitoring**

1. Specify the actions required to implement the findings of this EqIA.  
**No further actions required.**
2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).  
**By continuing to include EUSA and representative Schools in the further development and review of this guidance.**
3. When will the policy/practice next be reviewed?  
**Semester 2 2014.**

#### **J. Publication of EqIA**

EqIAs are published on the Equality and Diversity website.

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

#### **J. Sign-off**

EqIA undertaken by: **Gillian Mackintosh, Academic Policy Officer.**

Accepted by (name): **Linda Bruce, Head, Quality Assurance Team, Academic Services**

Date: **19 June 2013**

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