Equality Impact Assessment Template

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): Learning Design Service
B. Reason for Equality Impact Asessment (Mark **yes** against the applicable reason): • Proposed new policy/practice - **Yes** • Proposed change to an existing policy/practice • Undertaking a review of an existing policy/practice • Other (please state):
C. Person responsible for the policy area or practice: Name: Jon Jack Job title: Learning technology team Manager School/service/unit: Educational Design and Engagement

D. An Impact Assessment should be carried out if any if the following apply to the policy/practice, if it:
 	
• affects primary or high level functions of the University
    ○ **Yes – Affects the design of Programmes and Courses Institution wide**
• 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? (add notes against the following applicable equality group/s) • Age • Disability • race (including ethnicity and nationality) • religion or belief • sex

- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership[1]

Learning Design can involve all staff and can impact all students so any of the protected characteristics could be involved.

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups: **Staff will generally be the primary users of the Learning design Service, with the students acting as critical friends. The process is inclusive, and many activities include accessibility and widening participation elements addressing many protected characteristics.**

- 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 in evidence**

- 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[2]
  The Learning Design service actively promotes the highlighting of student issues, around support for widening participation, inclusivity, disability, mental health, gender, with staff able to shape the design and advance equality through the Learning Design process.

- If there is an opportunity in applying this policy/practice to foster good relations: **Yes, see above**

- 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? **The Learning design Service have meet with Disability office and widening participation office, EUSA have been involved in the review of certain activities within the Learning Design workshop.**

- 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 staff led nature and student involvement throughout the learning design process, we do not foresee any issue around equality and Diversity.

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[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

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).
Learning design is evaluated in an ongoing basis, and there is a larger evaluation piece taking place 2020

2. When will the policy/practice next be reviewed?
Whenever there are significant changes to the service. And/or on a 3-yearly cycle. 2022

H. Publication of EqIA

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

If No – please specify when it may be published or indicate restrictions that apply:

I. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Jon Jack, Learning technology Team Manager, EDE, Learning teaching and Web, Information Services Group.**

Accepted by (name):
Stuart Nicol – Section head, Educational Design and Engagement

Date: **24.10.2019**

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