



## 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 EqlA of the policy or practice. All full EqlAs are published.

<p>A. Policy or Practice (name or brief description):</p> <p><b>Policy and Procedure for the Recognition of Prior Learning in Admissions to the University of Edinburgh</b></p>
<p>B. Reason for screening (delete as applicable):</p> <ul style="list-style-type: none"><li>Proposed new policy/practice</li></ul>
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Ian Sutherland</p> <p>Job title: Head of Admissions</p> <p>School/service/unit: Student Recruitment and Admissions</p>
<p>D. Screening Analysis</p> <ol style="list-style-type: none"><li>Does the policy or practice affect primary or high level functions of the University? Yes</li><li>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</li><li>Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqlA? Yes</li></ol> <p>If the answer to any of these questions is 'Yes', an EqlA should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.</p>
<p>E. Screening outcome</p> <p>Equality Impact Assessment required: Yes</p> <p>Record notes about the screening process or outcome here.</p> <ul style="list-style-type: none"><li>If EqlA is required, note when/at what stage(s) and by whom EqlA will be carried out.  EqlA will be carried out when the policy is at draft stage, and before it is taken to the Recruitment and Admissions Strategy Group for ratification. The EqlA will be carried out by the SRA Policy and Project Manager</li><li>If EqlA is not required, note plans for review, monitoring or other action (including the communication of any favourable equality impact).</li></ul>
<p>F. Sign-off</p> <p>Screening undertaken by (name(s) and job title(s)): Gillian Simmons, Policy and Project Manager</p> <p>Accepted by (name): Ian Sutherland</p> <p>Date:</p>

If EqIA is not being carried out, delete the remainder of this form and send the completed form to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk).

## G. Equality Impact Assessment

Before assessing the policy/practice, ensure that you have a clear understanding of the purpose of the policy or practice, the context, the intended beneficiaries and the results aimed for.

In answering the questions below:

- Bear in mind that the extent of EqIA should be proportionate to the relevance of the policy/practice to equality. It may not be practicable or necessary to answer every question or address every potential scenario.
- Focus mainly on aspects of the policy/practice that are most relevant to the question, to ensure most attention is given to the most important areas.
- Relate answers to consideration of the available evidence and address any gaps or disparities revealed, where feasible without disproportionate effort. For new policies, assess potential impact.
- Describe any action identified to address any issues highlighted.
- Where there is potential for adverse impact, but the policy/practice will still be applied, indicate the rationale for that decision.

Initial/partial EqIA: in some circumstances - particularly for new policies/practices – there may be limited information on which to base EqIA. In these cases, the EqIA should be carried out to the extent possible and should identify arrangements for monitoring/investigation of equality impact and for fuller EqIA in future.

Wholly positive impact: Some policies/practices may be viewed as having only positive equality impact. For these, consideration should still be given to ensure that no adverse impact is overlooked and to ensure that full advantage is taken of the positive impact, e.g. through effective communication. However, the effort involved in carrying out EqIA should not be excessive.

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?

*The Recognition of Prior Learning (RPL) policy has been developed in consultation with representatives from the SRA Widening Participation team, UG and PG College admissions offices, and online distance learning admissions staff, and with advice from the Scottish RPL Network.*

*The policy is designed to provide clear principles for when and how the University will accept evidence of appropriate prior learning as an alternative to standard qualifications to demonstrate that an applicant is qualified for entry to the University. RPL is already in use in many parts of the University, most often for identifying the potential of PG students. The policy is designed to encompass current practice and to enable RPL to be used in other areas, as appropriate.*

*Meeting entry requirements through RPL is a route most likely to be used by applicants who have not followed a mainstream route through their education. The reason why they*

*do not have standard qualifications may be related to equality issues, for example because of illness during school years, or because of the length of time since the applicant was in formal education. These applicants may be disadvantaged without the flexibility which RPL offers.*

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>

*It is possible that members of any protected characteristic group could use the provisions of this policy. However, it is most likely that it will be used by people in relation to the following characteristics :*

- *Age – applicants who do not have current, standard qualifications may well be older applicants who completed their formal education some time before applying to a programme, and wish to present alternative evidence, for example an applicant may wish to use appropriate professional qualifications to demonstrate that he/she meets recent study requirements.*
- *Disability – an applicant who has had his/her formal education disrupted due to illness or disability may wish to present alternative qualifications, for example Open University modules, to demonstrate that they meet entry requirements.*
- *Race – an applicant who comes from a country where standard qualifications are not available may seek to provide alternative evidence of their ability to meet entry requirements.*

In answering the questions below consider each of these equality groups. As part of this, consider diversity within, as well as between groups (e.g. different disabilities, different racial groups). Consider the implications of combinations of protected characteristics e.g. issues of relevance to women may vary once race, religion and age are taken into consideration. Also consider the impact on those with caring/family responsibilities (which tends to impact more on women).

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.

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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.

*The University holds information on the sex, age, and self-declared disability status of all applicants. In addition, the University holds information on the race of applicants, where they have chosen to disclose it. This information is collected during the application process.*

Where are the gaps in evidence? If there is insufficient information to properly assess the policy, how will this be addressed? If information cannot be gathered now, consider building monitoring into the plans for implementation/review of the policy/practice. Note: the resources put into collecting evidence should be proportionate to the relevance of the policy/practice to equality.

*The University does not collect information on the religion or belief of applicants, or on their sexual orientation, gender reassignment, pregnancy or maternity status, or marital or civil partnership status through the application process.*

*UCAS is currently considering whether to collect further information from applicants for monitoring purposes. It is likely that the University will also begin to collect additional equalities information from students at matriculation, although it is not certain if this will also become part of the application process.*

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?

*The policy and procedure is not anticipated to lead to discrimination, harassment or victimisation of an applicant from a protected characteristic group. The policy/procedure will not result in less favourable treatment for any particular equality group, or give rise to indirect discrimination.*

5. Are reasonable adjustments built in where they may be needed?

*It is not anticipated that any adjustments will be required, but should any applicant require adjustments, these will be made as necessary.*

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?

*The policy is designed to remove or minimise disadvantage to applicants who do not have standard entry qualifications for valid reason. These applicants may come from one or more of the equality groups. The policy is designed to increase participation from applicants who have not followed a standard route into Higher Education, which may be as a result of their membership of one or more of the equality groups.*

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?

*Applying this policy and procedure will not directly foster good relations between people*

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<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.

*in any protected group and those who are not, and it will not directly tackle prejudice and/or promote understanding. However, it will increase the diversity of the student population thereby fostering good relations, tackling prejudice and promoting understanding.*

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?

*Applicants will have different needs or experiences in relation to the policy, which may not relate to their membership of one or more equality groups. For example, an applicant who does not have a first degree in a science subject may be able to evidence their suitability to study a veterinary science PGT programme through work experience. The fact that the applicant is disabled, or a mature student, would not be relevant in this case. The policy is designed to meet the needs and experiences of individual applicants regardless of their membership of an equality group.*

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)?

*It is likely that this policy will be used most by applicants who have had a break of at least three years since they left formal education. This means that most applicants using the policy are likely to belong to the Age equality group as they will be older than average applicants.*

10. Is any equality group excluded from participating in or accessing the service or functions? If so, why?

*No equality group is excluded from benefitting from this policy.*

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 policy is designed to remove barriers for applicants who do not have standard entry qualifications who may come from any equality group. The policy will be communicated on the University's website, through widening participation outreach. RPL is already in use in many parts of the University and no barriers have been identified in its use.*

12. How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice?

*Guidance has been taken from the Scottish RPL Network in the development of this policy. It will be reviewed on a regular basis in line with the Admissions Policy Review Schedule, and the RPL Network will continue to be consulted.*

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.

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

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.

Having considered the answers in section G, select one of the four options below to indicate how the development/review of the policy/practice will be progressed. Delete the options that do not apply.

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.

State the reasons for this conclusion and the evidence used, if not already included in section G.

*The policy is designed to remove barriers which restrict the chances of applicants who have not followed a standard educational path from entering the University. These applicants are most likely to belong to the protected characteristic: Age, but may also belong to one or more other protected characteristic group.*

### **I Action and Monitoring**

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

*No actions are required.*

2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

*Monitor data on the number of applicants entering the University on the basis of RPL evidence, and cross-reference this data with the equalities information already collected to monitor the equality impact of the policy over time.*

3. When will the policy/practice next be reviewed?

*August 2015.*

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

EqIAs are published on the Equality and Diversity website.

There is a statutory requirement to publish EqIAs within a reasonable period. However, in some circumstances there may be valid reasons to limit what is published or to delay publication.

Can this EqIA be published in full, now? Yes

**J. Sign-off**

EqIA undertaken by (name(s) and job title(s)): Gillian Simmons, Policy and Project Manager

Accepted by (name): Ian Sutherland

Date:

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