



Equality Impact Assessment

<p>A. Policy or Practice</p> <p>Board of Studies Terms of Reference Board of Studies Guidance</p>
<p>B. Reason for screening</p> <ul style="list-style-type: none">• Undertaking a review of an existing policy/practice
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Sara Welham</p> <p>Job title: Head, Governance and Regulatory Framework Team</p> <p>School/service/unit: Academic Services</p>
<p>D. An Impact Assessment should be carried out if any if the following apply to the policy/practice, if it:</p> <ul style="list-style-type: none">• affects primary or high level functions of the University? Yes• 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
<p>E. Equality Groups</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">• Age• Disability• race (including ethnicity and nationality)• religion or belief• sex• sexual orientation• gender reassignment• pregnancy and maternity• marriage or civil partnership¹ <p>All students are affected by the decisions of Boards of Studies. Depending on the nature of the course or programme, there may be an impact on any of the protected characteristic groups.</p> <ul style="list-style-type: none">• On any available information about the needs of relevant equality groups: Staff from across schools and relevant services have been involved in the development of the terms of reference and the guidance. Schools monitor and reflect on student progression and award data in their annual and periodic reviews of courses and programmes as part of the University's quality assurance framework. The University's equality and diversity monitoring committee and Curriculum and Student Progression Committee receive reports on student

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.

progression and award data, some of which relates to the protected characteristics groups. CSPC is reviewing its use of student data.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed: **Academic Services is discussing with Student Systems what reports could be considered to monitor the impact of new policies and activities (such as this) on the protected characteristic groups.**
- 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 opportunity² **Yes. Schools build in reasonable adjustments in a course's implementation in response to an individual student's learning profile.**
- 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 barriers are created. The documents can made available in different formats if necessary.**
- 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 Programme and Course Information Management project has widespread representation, including from Edinburgh University Students Association (EUSA), to gain input into the development of activities and their review and monitoring. Boards of Studies have wide-spread representation, including students, and relevant staff from other Schools in the University. This enables them to gain input into the development of new courses and programmes.**
- 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.

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). **School Boards of Studies, relevant College committees and the Senatus Curriculum and Student Progression Committee**
2. When will the policy/practice next be reviewed? **Academic Session 2016/17**

H. Publication of EqIA

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

I. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Sara Welham, Head, Governance and Regulatory Framework Team, Academic Services**

Accepted by (name): **Nichola Kett, Head, Enhancement Team, Academic Services**

Date: 10.6.14, updated 17.6.15 to review the Board of Studies Guidance

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

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