



Equality Impact Assessment

<p>A. Policies or Practice (name or brief description.)</p> <p>Degree Programme Specification Guidance</p>
<p>B. Reason for screening (delete as applicable):</p> <ul style="list-style-type: none">• Undertaking a review of an existing policy
<p>C. Person responsible for the policies area or practice:</p> <p>Name: Sara Welham</p> <p>Job title: Head, Governance and Regulatory Framework Team, Academic Services</p> <p>School/service/unit: Academic Services</p>
<p>D. Screening Analysis</p> <ol style="list-style-type: none">1. Do these policies or practice affect primary or high level functions of the University? Yes2. Are the policies or practice relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' set out in the introduction above) Yes3. Are the policies 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>
<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">• If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out. <p>Maggie Marr and Sara Welham will carry out the screening process for the review of this policy.</p>
<p>F. Sign-off</p> <p>Screening undertaken by (name(s) and job title(s)): Maggie Marr, Officer, Academic Registry and Sara Welham Head, Governance and Regulatory Framework Team, Academic Services</p> <p>Accepted by (name): Sara Welham</p> <p>Date: 30.7.14</p>

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?

This existing guidance has been reviewed for equality impact purposes.

2. To which equality groups are the policies/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 partnership¹

This guidance applies to all degree programmes which undergraduate and taught postgraduate students take. Therefore this may have an impact on any of the protected characteristic groups.

The guidance states: “It is important to ensure that the curriculum design and programme approval assesses the extent to which the programme is inclusive of the needs of all students, e.g. disabled, part-time, distance learning.” and “If not provided earlier in the programme specification, information needs to be included on relevant factors from the University’s Strategic Plan, e.g. embedding in the curriculum factors of: social responsibility, sustainability and equality and diversity.”.

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.

The Equality and Diversity Monitoring and Research Committee (EDMARC) and the Curriculum and Student Progression Committee (CSPC) receive reports on student progression and award data, some of which relates to the protected characteristics groups. CSPC is reviewing its use of student data and is participating in a cross-Senate committees’ working group on this.

Evidence is also gathered from students via surveys and reviewed as part of the annual quality assurance and enhancement process in Schools, Colleges and the University.

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.

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.

We believe there are no gaps in the evidence required to equality impact assess this guidance.

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? **Not applicable**
6. Does the policy/practice contribute to advancing equality of opportunity²? 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?

This guidance advances equality – as it sets out standard expectations for the information provided for all the taught degree programmes in the University.

7. Is there an opportunity in applying these policies/practices to foster good relations between people in any protected group and those who are not³? 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? **No**
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 policies/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 policies/practice accessible to all groups?

No barriers are created. 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?

See Section 3 above.

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. **No**

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

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

H. Equality Impact Assessment Outcome

Option 1: No change required – the assessment is that the policies /practice are /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.

This guidance sets out standard expectations for the information provided for all the taught degree programmes in the University.

I Action and Monitoring

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

None needed.

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

The policy will be reviewed as part of the ongoing work of Academic Services in support of the academic regulatory framework.

3. When will the policies/practice next be reviewed? **2015/16**

J. Publication of EqIA

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

J. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Maggie Marr, Officer, Academic Registry**

Accepted by (name): **Sara Welham**

Date: **30.7.14**

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