



A. Policy or Practice (name or brief description):

Policy on Dual and Multiple Awards

B. Reason for screening (delete as applicable):

- Proposed new policy/practice

C. Person responsible for the policy area or practice:

Name: Sara Welham

Job title: Head, Governance and Regulatory Framework Team

School/service/unit: Academic Services

D. Screening Analysis

1. Does the policy or practice affect primary or high level functions of the University? **Yes**
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)? **Yes**
3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? **Yes**

E. Screening outcome

Equality Impact Assessment required: Yes

Record notes about the screening process or outcome here.

F. Sign-off

Screening undertaken by: Sara Welham, Head, Governance and Regulatory Framework Team

Accepted by: Tom Ward, Director, Academic Services

Date: 11 September 2014

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 is a new policy which is being considered by the Curriculum and Student Progression and researcher Experience Committees. The policy sets out criteria the University considers before entering into a dual or multiple award arrangement with another institution.

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.

Students entering into programmes which are awarded on a dual or multiple award basis can come from any protected characteristic group. It has no specific relevance for any one group.

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

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 policy sets out criteria and as a new policy there is no existing evidence available. Once we have degree programmes which are available on a dual or multiple basis they will be subject to the quality assurance and reporting arrangements required under the University's annual and periodic monitoring. Schools will review the progress of students in relevant groups. Also, the University's equality committee and CSPC receive reports on student progression and award data, some of which relates to the protected characteristics groups.

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? **N/A**

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.

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?
- No, although this will give the University the ability to enter into new educational arrangements which may open up our awards in areas previously unable to access them.**
7. Is there an opportunity in applying this policy/practice 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? **N/A – See 6 above.**
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 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?
No barriers are created. The policy will be made available in different formats if required.
12. How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice?
CSPC, which has responsibility for the policy, has widespread representation, including from Edinburgh University Students Association (EUSA), to gain input into the development of policies and regulation and their review and monitoring. Relevant regulations are checked with the Student Disability Service and those with responsibility for the provision of particular services, who have insight into the needs of particular groups, for example College Office and Student Administration.
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**

H. Equality Impact Assessment Outcome

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. **The policy sets out the criteria the University will consider when developing dual or multiple awards. It is part of a framework aimed at providing a consistent approach to such activities and is governed by collaborative provision governance and due diligence requirements.**

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.

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA. **None**
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 Academic Services' policy review and maintenance cycle.**
3. When will the policy/practice next be reviewed? **2019/20**

J. Publication of EqIA

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

J. Sign-off

EqIA undertaken by: Sara Welham, Head, Governance and Regulatory Framework Team

Accepted by: Tom Ward, Director, Academic Services

Date: 11 September 2014

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