



Equality Impact Assessment

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

Internal Periodic Review process (Remit and Reflective Report template)

B. Reason for screening (delete as applicable):

Review of the Internal Periodic Review process, resulting in minor changes to the remit and report template.

C. Person responsible for the policy area or practice:

**Gillian Mackintosh
Academic Policy Officer
Academic Services**

D. Screening Analysis

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

Yes to all three.

E. Screening outcome

Equality Impact Assessment required: **Yes**

F. Equality Impact Assessment

1. To which equality groups is the policy/practice relevant? **The internal periodic review process is relevant to all staff and students involved in the process but does not have specific impact on or requirements for any of the protected characteristic groups for which data is held within the Quality Data information set.**
2. What evidence is available about the needs of relevant equality groups? **In relation to the process, no such evidence is available.**
3. 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.

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

All published documents are available in alternative formats on request.

5. Does the policy/practice contribute to advancing equality of opportunity¹? 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?

Yes. The internal periodic review process as a whole is designed to identify issues arising from annual and periodic monitoring and review, and student data, based on available evidence. This evidence includes data from the University's Quality Data information sets, which includes several of the equality groups.

6. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not²? Will it help to tackle prejudice and/or promote understanding?

The process is not explicitly designed with this aim but it is possible that such issues might arise from review activity and thus provide an opportunity to foster good relations. The review team meet with a representative sample of students during the review visit.

7. 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?

There is no evidence to date.

8. 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.

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

No.

10. 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 by the policy.

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

Feedback is gathered from School staff and review team members.

12. 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 further points.

H. Equality Impact Assessment Outcome

There is a legal obligation to take account of the results of the EqIA in the development of a

¹ This question does not apply to the protected characteristic of marriage or civil partnership

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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.

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. The Internal Periodic Review process is reviewed on an annual basis. Any amendments are carried out either by external requirements from the Scottish Funding Council or Quality Assurance Agency or from feedback from review teams and Schools. The process highlights the importance of student engagement and involvement in the process to enhance the student experience.

See section G.

I Action and Monitoring

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

No specific action is required.

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

See H above.

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

A review schedule will be established and recorded on the Academic services policy register.

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: **Gillian Mackintosh, Academic Policy Officer.**

Accepted by: **Nichola Kett, Academic Policy Manager**

Date: **2 February 2017**

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