



## Equality Impact Assessment

A. Policy or Practice (name or brief description): <b>Non-Credit Bearing Online Course Approval: Procedure for External Release</b>
B. Reason for screening (delete as applicable): <ul style="list-style-type: none"><li>Proposed new policy/practice</li></ul>
C. Person responsible for the policy area or practice:  Name: <b>Sara Welham</b>  Job title: <b>Head, Governance and Regulatory Framework Team</b>  School/service/unit: <b>Academic Services</b>
D. Screening Analysis  1. Does the policy or practice affect primary or high level functions of the University? <b>Yes</b> 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)? <b>Yes</b> 3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? <b>Yes</b>  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.
E. Screening outcome  Equality Impact Assessment required: <b>Yes</b>
F. Sign-off  Screening undertaken by (name(s) and job title(s)): <b>Sara Welham, Head, Governance and Regulatory Framework Team, Academic Services</b>  Accepted by (name): <b>Nichola Kett, Head, Enhancement Team, Academic Services</b>  Date: 10.6.14

## 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?

**The new Non-Credit Bearing Online Course Approval Procedure for External Release comes into effect on 1 August 2014. This outlines the procedures to be followed before a non-credit bearing course such as a Massive Open Online Course (MOOC) or continuing professional development (CPD) course can be released for access external to the University. Such courses, especially MOOCs, may be taken by people from anywhere in the world and are potentially high profile for the University.**

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>

**Depending on the nature of the course, there may be an impact on any of the protected characteristic groups.**

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.

**This is a new procedure and monitoring will be undertaken as part of the review of its implementation and effectiveness. The MOOC Approval Board in particular, is monitoring the impact of MOOCs and their take-up by different groups,**

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.

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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.

**See above.**

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?

**Schools build in reasonable adjustments in a course's implementation in response to an individual student's learning profile.**

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 increased use of MOOCs and greater spread of University online courses can make education more accessible to some protected characteristic 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?

**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 evidence so far – but see 6 above.**

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 procedures 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?

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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.

**Boards of Studies are the committees that approve these courses. They have wide-spread representation, including students, and relevant staff from other Schools in the University. This enables them to gain input from those with different needs.**

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.

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

**See Section G above.**

#### **I Action and Monitoring**

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

**No further action needed.**

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

**See G.3 above**

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

**2016/17**

#### **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)): **Sara Welham, Head, Governance and Regulatory Framework Team, Academic Services**

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

Date: 10.6.14

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