 THE UNIVERSITY of EDINBURGH

Equality Impact Assessment

A. Policy or Practice (name or brief description): **Code of Practice for Taught Postgraduate Programmes**
B. Reason for screening (delete as applicable): • Undertaking a review of an existing policy/practice
C. Person responsible for the policy area or practice: Name: **Susan Hunter** Job title: **Academic Policy Officer** 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** 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: **Yes** Record notes about the screening process or outcome here. • **EqIA is carried out on policies and practices that are covered within the Code** • **EqIA considered during annual review of the Code by Academic Services initial proofing in February 2014** • **A review of the Code will be undertaken in the next academic year 2043/15, including equality and diversity consideration**
F. Sign-off Screening undertaken by: **Susan Hunter, Academic Policy Officer** Accepted by: **Sara Welham, Head of the Governance and Regulatory Framework Team, Academic Services** Date: **20 August 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?
Annual review of Code

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.
All taught postgraduate students and staff involved with taught postgraduate provision and support – relevant to all equality groups

   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[1]

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.
Equality monitoring, student survey results.

   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.
Gaps will be assessed in the review during 2014/15

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?
The Code aims to meet the needs of different equality groups and remove or minimise disadvantage

5. Are reasonable adjustments built in where they may be needed? **Yes**

6. Does the policy/practice contribute to advancing equality of opportunity[2]? Will it help to:
   - remove or minimise disadvantage

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

- meet the needs of different equality groups
- encourage increased participation of particular groups
- take account of disabled people's impairments?
N/A – the Code contains information on where to find University policy/practice

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[3]? Will it help to tackle prejudice and/or promote understanding?
N/A – the Code contains information on where to find University policy/practice

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?
N/A – the Code contains information on where to find University policy/practice

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)?
N/A – the Code contains information on where to find University policy/practice

10. Is any equality group excluded from participating in or accessing the service or functions? If so, why?
N/A – the Code contains information on where to find University policy/practice

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 Code 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?
Consultation with University Committees, College Offices, International Office, Disability Service, EUSA

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.
N/A – the Code contains information on where to find University policy/practice

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.

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).
Monitoring as part of annual review cycle

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

3. When will the policy/practice next be reviewed?
    The Code will be reviewed during academic year 2014/15

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: **Susan Hunter, Academic Policy Officer**

Accepted by: **Sara Welham, Head of the Governance and Regulatory Framework Team, Academic Services**

Date: **20 August 2014**

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