



Equality Impact Assessment

<p>A. Policy/Practice (name or brief description):</p> <p>Programme and Course Approval and Management Policy</p>
<p>B. Reason for Equality Impact Assessment (delete as applicable):</p> <ul style="list-style-type: none">• Changes to an existing Policy (Programme and Course Design, Development, Approval, Changes and Closure Policy) – 22/09/16 and 24/11/16
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Nichola Kett</p> <p>Job title: Academic Policy Manager</p> <p>School/service/unit: Academic Services</p>
<p>D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:</p> <ul style="list-style-type: none">• affects primary or high level functions of the University? Yes• is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? Yes• It is one which interested parties could reasonably expect the University to have carried out an EqIA? Yes
<p>E. Equality Groups</p> <p>To which equality groups is the policy/practice relevant and why? (delete any that are not relevant): All of the following groups are relevant because the approval and management of programmes and courses impacts on all students and can involve any member of staff:</p> <ul style="list-style-type: none">• Age• Disability• race (including ethnicity and nationality)• religion or belief• sex• sexual orientation• gender reassignment• pregnancy and maternity• marriage or civil partnership¹ <p>Add notes against the following statements where applicable/relevant:</p> <ul style="list-style-type: none">• On any available information about the needs of relevant equality groups: Staff from across schools and relevant services have been involved in the development and refining of the policy. The policy requires that students are involved in

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.

curriculum development (proportional to the activity taking place), and that the opportunity to be involved must allow for representation from students with protected characteristics. The policy also requires evidence of the consideration of the Accessible and Inclusive Learning Policy and of students with protected characteristics to have taken place as part of programme and course design and development. None of this has changed in the recent revisions. Recent revisions have focussed around the provision of accurate, complete and consistent information in a durable format – nothing in the new version is likely to raise any new equality and diversity issues.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed: **None**
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups: **No**
- If the policy/practice contributes to advancing equality of opportunity² **Yes**
- If there is an opportunity in applying this policy/practice to foster good relations: **No**
- If the policy/practice create any barriers for any other groups? **No**
- How the communication of the policy/practice is made accessible to all groups, if relevant? **The information can be made available in different formats.**
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice? **The Curriculum and Student Progression Committee which owns the Policy has representation from across the University and Edinburgh University Students' Association.**
- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations: **N/a**

F. Equality Impact Assessment Outcome

Option 1: No change required – the assessment is that the policy/practice is/will be robust.

G. Action and Monitoring

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above). **School Boards of Studies, relevant College committees and the Senatus Curriculum and Student Progression Committee**

2. When will the policy/practice next be reviewed? **Academic Session 2019/20**

H. Publication of EqIA

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

I. Sign-off

EqIA undertaken by: **Nichola Kett, Academic Policy, Academic Services**

Accepted by: **Tom Ward, Director, Academic Services**

Date: **21 November 2016**

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

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