



## Equality Impact Assessment

A. Policies or Practice (name or brief description.)

- 1) **Curriculum and Student Progression Committee Terms of Reference**
- 2) **Learning & Teaching Committee Terms of Reference**
- 3) **Quality Assurance Committee Terms of Reference**
- 4) **Researcher Experience Committee Terms of Reference**

B. Reason for screening (delete as applicable):

- **Undertaking a review of existing policies**

C. Person responsible for the policies area or practice:

Name: **Sara Welham**

Job title: **Head, Governance and Regulatory Framework Team, Academic Services**

School/service/unit: **Academic Services**

D. Screening Analysis

1. Do these policies or practice affect primary or high level functions of the University? **Yes**
2. Are the policies 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. Are the policies 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**

- If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out.

**Maggie Marr and Sara Welham will carry out the screening process for the review of this policy.**

F. Sign-off

Screening undertaken by (name(s) and job title(s)): **Maggie Marr, Officer, Academic Registry and Sara Welham Head, Governance and Regulatory Framework Team, Academic Services**

Accepted by (name): **Sara Welham**

Date: **9.6.14**

## 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?

**These existing terms of reference have been reviewed for equality impact purposes.**

2. To which equality groups are the policies/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>

**The Senate Committees consider policies and practices which apply to all undergraduate and postgraduate students on taught and research programmes and could therefore have an impact on all of the protected characteristic groups.**

**All four Senatus committees have a section of their terms of referene (paragraph 3.2) which notes that that the Committee will seek consistence and common approached where these are in students' and staff interests while supporting diversity and variation where this is beneficial. In addition, the Learning and Teaching Committee remit also notes that the Committee will: *Support the creation and development of a high level framework which encourages and supports innovation, flexibility, accessibility and interdisciplinary initiatives.***

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 Equality and Diversity Monitoring and Research Committee (EDMARC) and the Curriculum and Student Progression Committee (CSPC) receive reports on student progression and award data, some of which relates to the protected characteristics groups. CSPC is reviewing its use of student data and is participating in a cross-Senate committees' working group on this.**

**Data is also used by the Quality Assurance Committee in fulfilling its work and this will form a key part of the planned Quality Hub. Evidence is also gathered from**

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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.

students via surveys and reviewed as part of the annual quality assurance and enhancement process in Schools, Colleges and the University.

The Committees have student representation. Where possible, the committee secretariat ensures that equality issues are taken into account for the committee membership. A lot of members are on the committees in an *ex officio* capacity.

Learning and Teaching Committee remit includes - *Proactively engage with any high level issues or themes arising from the National Student Survey, the Postgraduate Taught Experience Survey, the International Student Barometer and other internal and external student satisfaction surveys.*

Quality Assurance Committee remit includes - *Ensuring effective development of effective arrangements for the representation of the individual and collective student voice in the University's quality framework.*

Researcher Experience Committee remit includes - *Proactively engage with any high level issues or themes arising from the Postgraduate Research Experience Survey, the International Student Barometer, the Careers in Research Online Survey and other relevant internal and external satisfaction surveys, including outcomes from REF and internal Postgraduate Programme Reviews.*

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.

**The ongoing work of the Use of Student Data Working Group (QAC and CSPC), and the development of the Quality Hub will contribute to improved, effective use of student data by the Senate committees.**

4. Might the application of these policies/practices 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?

**Not applicable for these terms of reference.**

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?

**These committees advance equality as they ensure standard policies and practices apply across the University for all students, where relevant.**

6. Is there an opportunity in applying these policies/practices 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?

<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.

**No**

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**

7. 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**

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

**No**

9. Does the policies/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 policies/practice accessible to all groups?

**No barriers are created and the committees are accessible to all. Agendas, papers and minutes are made available online to foster transparency of decision-making: <http://www.ed.ac.uk/schools-departments/academic-services/committees>**

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

**See Section 3 above.**

11. 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 policies /practice are /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.

**These terms of reference ensure a consistent and standard approach is taken to the Senate committees decision-making.**

## **I Action and Monitoring**

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

**None needed.**

2. State how the policy or practice will be monitored in relation to its equality impact (or note

where this is specified above).

**The policies will be reviewed as part of the ongoing work of Academic Services in support of the academic regulatory framework.**

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

**A date for review will be set during Academic Services' policy audit.**

**J. Publication of EqlA**

Can this EqlA be published in full, now? - **Yes**

**J. Sign-off**

EqlA undertaken by (name(s) and job title(s)): **Maggie Marr, Officer, Academic Registry**

Accepted by (name): **Sara Welham**

Date: **9.6.14**

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)