



Equality Impact Assessment

<p>A. Policy/Practice (name or brief description):</p> <p>Standing Orders of Senatus Academicus and Terms of Reference and Composition for the Senate Exception Committee</p>
<p>B. Reason for Equality Impact Assessment (delete as applicable):</p> <ul style="list-style-type: none">• Undertaking a review of an existing policy/practice
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Anne Marie O'Mullane</p> <p>Job title: Academic Policy Officer</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 EqlA? YES
<p>E. Equality Groups</p> <p>To which equality groups is the policy/practice relevant and why? (delete any that are not relevant):</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>The Standing Orders apply to the meetings of the Senate and could therefore have an impact on any of the protected characteristic groups as the remit of the Senate is to superintend learning and teaching and promote research.</p>

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.

The Standing Orders also set out the terms of reference, composition and operation of the Senate Exception Committee. Decisions of the Senate Exception Committee could impact on any of the protected characteristic groups as the remit of the Senate is to superintend learning and teaching and promote research.

Add notes against the following statements where applicable/relevant:

- On any available information about the needs of relevant equality groups:

Senate and Senate Exception Committee receives evidence from a variety of stakeholders and groups. Terms of reference for the Senate Exception Committee state:

“The Committee in reaching a decision must be satisfied regarding the following:

- *there is evidence of the consideration given to the equality impact of the matter under consideration; and*
- *there is a robust rationale for the proposals or options being presented by the identified lead senior officer or officers including information on the outcome of any consultation undertaken.”*

Senate holds open discussion sessions as part of the agenda of its meetings. Relevant evidence on equality issues is also gathered for specific initiatives, developments and projects which are the responsibility of Senate and its committees. Evidence is also gathered from students via surveys and reviewed as part of the annual quality assurance and enhancement process in Schools, Colleges and the University.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this will be addressed: **No**
- 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

Senate has open discussions on matters that promote the advancement of the equality of opportunity. The Standing Orders support the effective conduct of Senate meetings.

- If there is an opportunity in applying this policy/practice to foster good relations:

Senate has open discussions on matters that promote the advancement of the equality of opportunity, this in turn supports the foster good relations. The Standing Orders support the effective conduct of Senate Meetings.

- 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 Standing Orders and the details of the Senate Exception Committee are available on the Academic Services webpages:

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Committees/Senate/SenatusStandingOrders.pdf>.

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Committees/SenatusExceptionCommitteeToR.pdf>

The Standing Orders are also referred to in the Senate Governance Handbook, which is

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

distributed annually in a Welcome email to Senate members and to new Senate members at the annual Senate induction. Senate agendas and papers are available in alternative formats upon request.

Senate Exception Committee

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

Senate Members, including student members, are consulted on revisions of the Standing Orders.

- 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: **No**

F. Equality Impact Assessment Outcome

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

The Standing Orders ensure a consistent and standard approach is taken to Senate decision-making and that a robust governance framework is maintained.

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).

The policies will be reviewed on a periodic basis as part of the ongoing work of Academic Services in support of the University's academic governance framework.

2. When will the policy/practice next be reviewed? **September 2016**

H. Publication of EqIA

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

I. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Anne Marie O'Mullane, Academic Policy Officer, Academic Services**

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

Date: **30.7.15**

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