THE UNIVERSITY *of* EDINBURGH

Equality Impact Assessment

A. Policy or Practice (name or brief description): **Academic Services' templates for University policies, Procedures or Guidance** **www.ed.ac.uk/schools-departments/academic-services/policies-regulations**
B. Reason for screening (delete as applicable): • Undertaking a review of an existing policy/practice **Currently undertaking a policy audit of Academic Services' policies.**
C. Person responsible for the policy area or practice: **Sara Welham** **Head, Governance and Regulatory Framework Team** **Academic Services**
D. Screening Analysis 1. Does the policy or practice affect primary or high level functions of the University? 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)? 3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA?   **Yes to all three. The templates affect how information on University policies is presented and highlight the need for equality impact assessments.**
E. Screening outcome Equality Impact Assessment required: **Yes**

F. Sign-off
 	
Screening undertaken by (name(s) and job title(s)):
      Sara Welham
      Head, Governance and Regulatory Framework Team
 	
Accepted by (name):
      Linda Bruce and Karen Harris, respectively Heads of Academic Services'
      Quality Assurance Team and Strategic Enhancement and External Engagement
      Team
 	
Date: **26.8.13**

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?

   Earlier versions of the templates are currently in use and will be replaced by the revised templates as part of the policy audit.

   The document control box is particularly relevant for the EqIA.

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[1]

   The templates will be used by policies which may have an impact on any protected characteristic group. The templates themselves may be particularly relevant for those with disabilities.

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.

   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.

   We have no such evidence on the use of the previous templates by different characteristic groups. The new templates highlight the availability of policies, procedures and guidance in other formats and we will monitor this usage.

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.

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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.

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

   The templates offer the availability of documents in other formats.

6. Does the policy/practice contribute to advancing equality of opportunity[2]? 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?

   Yes. Part of the document control information highlights the requirement for equality impact assessments to be carried out on University policies, procedures and guidance. It also offers policies available in different formats.

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?

   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?

   There is no evidence to date.

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 by the templates. As mentioned above, policies can be made available in different formats.

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

    The Student Disability Service has also used the template, for example for the recent Accessible and Inclusive Learning Policy.

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 further points.

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

H. Equality Impact Assessment Outcome

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised policy or practice. This requires considering taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

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.

See section G.

I Action and Monitoring

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

   The revised templates will be used in Academic Services' policy audit and for new policies, procedures and guidance.

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

   See D.3 above.

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

   In 2016/17.

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 (name(s) and job title(s)):
   Sara Welham
   Head, Governance and Regulatory Framework Team

Accepted by (name):
   Linda Bruce and Karen Harris, respectively Heads of Academic Services' Quality Assurance Team and Strategic Enhancement and External Engagement Team

Date: **26.8.13**

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