



Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

A. Policy/Practice (name or brief description):

The Curriculum Transformation /Programme is a major piece of work led by Professor Colm Harmon, Vice-Principal (Students) and supported by colleagues across the University. It is slated to be a five-year programme which will deliver the following strategic-objectives:

- Generate an outstanding educational experience for students
- Increase our impact in how teaching is administered and supported
- Create greater alignment with institutional strategic priorities.

This EqIA will consider the organisation and management of the Curriculum Transformation Programme, focusing on governance and the role and responsibilities of the Board. The output of the programme, a transformed curriculum will be subject to additional EqIAs undertaken during the design and implementation phases of the programme. This EqIA will concentrate on our approaches to diverse and inclusive engagement, communication, participation, planning, evidence generation and analysis, decision making and governance. Each work- stream will ensure that equality, equity, inclusion and diversity are embedded throughout every aspect of this programme.

There are the following work-streams and groups which will be led by members of the Curriculum Transformation Programme Board:

- External Engagement
- Future Skills
- Supporting the Curriculum
- Curriculum Design Principles and Architecture
- Supporting the Curriculum
- Climate and Sustainability
- Digital Education
- Grand Challenges
- Internationalisation
- Engagement & Communications

As the programme develops, other work-streams will start up, as some of the original ones close. As that happens, this EqIA will be reviewed and amended.

B. Reason for Equality Impact Assessment (Mark **yes against the applicable reason):**

- Proposed new policy/practice
- Proposed change to an existing policy/practice

- Undertaking a review of an existing policy/practice
- Other (please state): **Yes**

This is a strategic change programme which will undertake significant and ambitious enhancement and enrichment across all aspects of the Curriculum at the University of Edinburgh. This work will encompass all academic and professional services colleagues involved in teaching and learning, and student support, as well as students involved at all levels of study. As a result, the Curriculum Transformation Programme Board want to ensure that our approach is one which is firmly rooted in equality, diversity and inclusion in terms of how we approach this work.¹ This EqIA will ensure that the whole programme will be cognisant of protected characteristics, their intersections including with socio-economic disadvantage, and ensure that there are a series of guiding principles which are embedded in this work. Engagement with all the Unions, including but not limited to the University and College Union (UCU) throughout the Programme to ensure that staff wellbeing, equality, diversity and inclusion will be prioritised.

Throughout, the CTP will be guided by the following underlying principles to promote EDI

- a whole institution approach
- mainstreaming EDI across all university activities
- transparency of process and outcomes
- accessible communication
- accountability
- generation of robust evidence to inform decision making and monitor progress
- engagement with staff and students across equality groups/protected characteristics
- reflection and challenge
- monitoring and review

There will be a need to ensure no content developed and delivered as part of changes to the curriculum actively supports our obligations under the Equality Act, namely to:

- Eliminate unlawful discrimination, harassment, victimisation
- Advance equality of opportunity
- Foster good relations

Our approach will also reflect the values of Strategy 2030 and our current Equality Outcomes, specifically Outcomes 1 and 2:

- Our staff and students feel confident and are supported to report harassment, hate crime and gender-based violence
- Improve access to education, and reduce retention, progression and attainment gaps for different groups of learners

This EqIA provides an overarching framework for more detailed assessments across the workstreams and themes within the CTP, including where specific evidence will need to be gathered and analysed in order to make progress.

C. Person responsible for the policy area or practice:

Name: Professor Colm Harmon

¹ As mentioned in Section A, the specific work-streams will focus more on outputs and outcomes which will likely provide more detail on how equality, diversity and inclusion will be embedded in our work.

Job title: Vice-Principal (Students)

School/service/unit: Principal's Office

D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:

- 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)**

E. Equality Groups

To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)

All nine of the protected characteristics will be discussed with any comments and impacts noted (see below)

This change has the potential to impact all staff and students and therefore has the potential to impact all 9 protected characteristics in the Equality Act. We will also consider those with caring responsibilities and those who are socio-economically disadvantaged.

The University is committed to ensuring EDI principles are firmly embedded in the curriculum, its content, delivery and governance and in the CTP processes, structures and decision making.

It will do this by:

- Identifying and acting upon opportunities to advance EDI in all its work
- Ensuring each workstream has a named EDI lead and is supported to fully consider EDI in their work and to undertake robust EqIAs to be reported to the CTP Board
- Gather quantitative and qualitative evidence of EDI issues and impact across the programme
- Ensure a values-led approach to redistributive practices to lessen inequalities between staff and between students through the CTP.
- Ensure clear accountability for EDI
- Engaging with staff and students across all protected characteristics

Our current state assessment identified that we are at an early stage in the process of embedding EDI in the curriculum across the dimension of design, delivery, assessment and feedback, learning environment, staff engagement and student engagement, and this strategic level EqIA to frame the work of the CTP Board, will enable progress across these domains and incorporate EDI into core business.

Age

The Curriculum Transformation Programme will cover all students, irrespective of their age, at the University of Edinburgh. In terms of how the Programme operates and engages with students, we will be involving students of any and all ages through our communication and engagement work-stream. This will be primarily done through the following channels (note: this is not exhaustive)

- Edinburgh University Students' Association (EUSA)
- Existing Student Surveys (e.g. NSS, PTES, PRES)
- Primary research undertaken by the work-streams (e.g. focus groups, interviews, surveys)

The Programme Support Team will ensure that we are reaching all of our students, irrespective of age, through these means with the Board having responsibility for overseeing this approach. This will include a focus on specific groups (e.g. mature students) to identify age specific needs and to ensure views are considered.

The Curriculum Transformation Programme will also impact all academic and professional services staff involved in the development and delivery of teaching and learning at the University of Edinburgh across all ages. Similar to our approach for engaging with students of all ages, we will ensure that we consider age profiles across our communication and engagement work in any analysis of primary and secondary research data relating to staff and identify where support is required. This will include engaging with the Joint Unions.

Disability

The Curriculum Transformation Programme is committed to being inclusive, accessible and available to all disabled students and staff. The CTP will support the social model of disability to ensure an enabling learning and teaching environment, including the physical and digital estate. New and continuing students will continue to have the means to contact the University about any existing or new disability which we will accommodate in any of our communication and engagement activities. This also applies to all staff involved in the delivery, and support, of teaching and learning across the University of Edinburgh and will also be involved in considerations of the physical estate issues which underpin the delivery of the curriculum (e.g. accessible toilets, parking, access to buildings).

With regards to disability, any enhancements to web content will be uploaded in line with the University's response to the Web Content Accessibility Guidelines 2.1 AA standard and an accessibility statement added in line with The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. As per the Equality Act 2010 and these regulations, information can be requested and will be provided free of charge in alternative formats. Any enhancements to webpages will be accessible as possible for disabled users, including compatibility with assistive technologies such as screen readers etc. We are working with the University's Information Services Group to ensure that the [Curriculum Transformation Hub](#) will be compliant with The Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulation 2018. We will work hard to ensure that new content is available, and accessible, for all. The Hub will be using padlets as one mechanism for gathering views, which has some identified accessibility limitations (<https://padlet.com/about/accessibility>) Although those are being worked on by the supplier, the project is providing alternative routes for people unable to use padlets.

We will ensure that the Programme consults with the Disabled Staff Network and Student Disability Service through formal governance as well as through specific engagement.

EUSA also have a Disabled Students Officer who represents all self-identifying disabled students, including those with physical disabilities, experiences of mental illness, chronic health conditions, and specific learning differences. The Programme will be ensuring that we listen to the needs of disabled students, and their representatives, throughout and across our work.

Work-streams will be required by the Board to outline, in detail, how their work will embed accessibility and inclusion at the heart of what we deliver within the Curriculum.

Race and Ethnicity

Our Race Equality and Anti-Racist action plan has identified key areas where we need to accelerate our efforts to ensure equity across student and staff experience. Our diverse student body is not always experienced as inclusive and the CTP is an opportunity to support and enable an environment that challenges discrimination and fosters good relations between groups. In line with our Equality Outcome 3 (increase the diversity of staff, including at senior grades, in leadership roles and on key decision-making bodies), the CTP should consider mitigations based on evidenced good practice, where there is a lack of diversity in its governance, and identify ways to improve staff diversity.

Decolonising the Curriculum will be a key driver towards an anti-racist learning and teaching environment and the CTP will ensure adequate resourcing to support staff and students in that process. This will be considered across every work-stream in more detail. The CTP will pay attention to the awarding gap and consider how curriculum transformation, particularly with respect to assessment, can mitigate such negative outcomes.

The Curriculum Transformation Programme recognises this as well as the need to do more to make our curriculum inclusive, reflective of our society and to challenge assumptions (e.g. decolonialise the curriculum which will be considered across every work-stream in more detail).

We acknowledge that there is a lack of diversity on the Board in terms of race and ethnicity. As such, the Programme will ensure extensive consultation with internally and externally to ensure all views heard, working with the Edinburgh Race Equality Network, RaceED and EUSA representative and officers and work to implement aspects of the Race Equality and Anti-Racist action plan.

Religion or Belief

The Curriculum Transformation Programme of work will not limit or prejudice any student based on their religion or belief. The Programme will also consider the physical aspects of the estate underpinning the curriculum and how this impacts on religion or belief (e.g. proximity to places of religious observance, rooms for places of religious observance) as well as timetabling and the curriculum itself.

As part of our communications and engagement approach, we will be inclusive in our activities as to not exclude students or staff based on their religion or beliefs and how these may intersect with race and ethnicity. We will also be involving the Chaplaincy in this work through our engagement and communication work-stream. This will also include other faith groups who are affiliated to the University.

Sex

The Curriculum Transformation Programme will promote sex/gender equality, in line with the Gender Equality Action Plan, identifying and plan to mitigate where specific inequalities persist, including across subject areas/disciplines.

Our communications and engagement approach will be reflective of this principle and use inclusive discourse across our Curriculum Transformation Hub as well as student and staff emails, surveys and through facilitation of focus groups and interviews with both students and staff. We will work with GenderED to support such engagement.

We will pay attention to those with caring responsibilities, ensuring the curriculum remains accessible and that the CTP Board practices recognise these responsibilities and the need to support work-life balance. We will endeavour to hold meetings within core hours (10am-4pm) and avoid Friday afternoons.

Sexual Orientation

The Curriculum Transformation Programme of work will promote LGBT equality through its practices and through curriculum content and delivery.

In relation to students' engagement in the Programme, EUSA also have a LGBT+ Officer who represents all self-identifying LGBT+ students. We will be engaging with this position throughout the duration of the Programme through the engagement and communication work-stream as well as through meetings as appropriate.

In terms of engagement with Staff, we will also be looking to engage with the Staff Pride Network throughout the duration of the Programme through the engagement and communication work-stream as well as through meetings as appropriate.

Gender Reassignment (nb this is the categorisation used in the Equality Act)

The Curriculum Transformation Programme of work will not limit or prejudice any student or member of staff based on whether they are undergoing, or have undertaken, gender reassignment and will support people's gender identity. This Programme will consider the impact of the estate and physical infrastructure that supports the curriculum (e.g. gender neutral toilets/changing rooms) as well as inclusive curriculum content and practices.

In relation to students' engagement in the Programme, EUSA also have a Trans and Non-binary Officer who represents all self-identify trans and non-binary students. We will be engaging with them and the Staff Pride Network throughout the duration of the Programme through the engagement and communication work-stream as well as through meetings as appropriate.

Pregnancy and Maternity

The Curriculum Transformation Programme is not going to affect any statutory rights or support which the University of Edinburgh provides and will seek to ensure staff and students who are pregnant or on maternity leave are included. Our engagement with our staff and student communities will be throughout the programme and it is expected that staff who, for example, undertake maternity leave will have opportunities to feed-in to the work, for example through keeping in touch days should they wish. This Programme will consider how the Estate can be enhanced to consider physical infrastructure which supports pregnancy and maternity for both staff and students (e.g. baby changing facilities, access to building, policies).

Marriage or Civil Partnership

This component of the Equality Act applies to employment only. The Curriculum Transformation Programme will not discriminate based on marriage or civil partnership through any related employment.

The Curriculum Transformation Hub will be a key platform for engagement and will have a suite of briefing papers, blogs, padlets available for staff and students on-demand (<https://uoesharepoint.com/sites/CurriculumTransformation/SitePages/Evidence-and-Insights.aspx>). We are working to make sure that these are accessible and will have an accessibility statement which is available for staff and students to consider. This site will be available as an archive for older materials for all colleagues to refer to even if they are unable to do so in real-time because of pregnancy and/or maternity/parental leave.

As part of our work, we are engaging with a range of groups who are either able to feed in or we are able to draw down guidance:

- Edinburgh University Students' Association (EUSA)
- University & College Union (UCU)
- Universities Scotland
- Russell Group
- Scottish Government
- UK Government

- All EUSA Officers
 - Staff Networks (various)
 - Chaplaincy
 - Student Disability Service
 - Equality, Diversity and Inclusion Committee
- **Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:**

There will be an ongoing programme of evidence review and reflection to ensure we are assessing EDI throughout the CTP.

- **If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:**

It is not envisaged that these changes will lead to any form of prohibited conduct. On the contrary, the programme is designed to provide an equitable learning and teaching experience as a result of the Programme. However, the programme has established regular reporting checkpoints to gauge the impacts of these changes and, if we find any groups are impacted negatively, we will address them immediately. The Curriculum Transformation Board will oversee this EqIA and ensure that all workstreams do not result in any form of prohibited conduct .

- **If the policy/practice contributes to advancing equality of opportunity²**

Yes, the Programme will offer increased opportunity by increasing engagement from all equality groups and removing current challenges and barriers and therefore advancing equality of opportunity.

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

There is an opportunity to establish good relations with our diverse students and members of staff. We have a strong commitment to engagement and co-creation which is featured prominently on the Curriculum Transformation Hub: <https://uoe.sharepoint.com/sites/CurriculumTransformation>.

The values of the Hub are:

- Engaging - a starting point for dialogue and co-creation
- Inclusive - in its design and accessibility
- Informative - updates, articles, blogs and analysis presented in an intuitive manner
- Dynamic - a home for current thinking, papers and data which is relevant and useful
- Transparent - sharing visions, plans, governance and outputs, and open to constructive criticism

The Board has provided strong strategic leadership which focuses on the importance of entering a dialogue with our staff and students to shape how the Curriculum Transformation programme will be realised, including how it can further enhance and deepen our EDI commitments. This does offer an opportunity to foster good relations and do undertake strategic change in a different, more collaborative manner.

We have strong connections with our student representation structures who have a key voice in our governance and decision making process. We are here to make students' and staff lives better and the Programme will work to engage, support and listen to all our students in an equitable manner.

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

We will also work with our colleagues within the University and Colleges Union (UCU) through existing channels.

- **If the policy/practice create any barriers for any other groups?**

Socio-economic factors

The Curriculum Transformation Programme will, as part of our commitment to the Scottish Government's vision to open up higher education to all, actively ensure that students from lower Social Index of Multiple Deprivation areas (SIMD 1-40); care experienced and/or from Schools with traditionally lower transition into University are actively engaged in our work. We recognise that the Curriculum can be transformative but also can help reinforce inequities through a combination of unconscious bias and marginalisation of key voices. We will ensure that we work with EUSA section reps

(<https://www.eusa.ed.ac.uk/yourvoice/representation/findyourreps/>) to ensure that our students from non-traditional backgrounds are heard and can help co-create their curriculum and that of those coming after them. They include:

- Commuter Students' Rep
- Mature Students' Rep
- Part-Time Students' Rep
- Student Carers' Rep
- Student Parents' Rep

This is not to assume these groups are homogenous. Many students who may come from widening participation routes into Higher Education, will not fall under such categories. That is why we will also work with our colleagues in Widening Participation team to help guide our work as well as understanding the importance of articulation routes into the University. We will also engage more widely with students from these diverse contexts to ensure they can contribute to the CTP.

The wider impacts of the Covid Pandemic has shone light on many socio-economic effects outwith their control. For example, and this is not an exhaustive list, the following areas we consider these students, and indeed staff, to be unable to mitigate by themselves in a hybrid offer:

- Access to appropriate hardware (e.g. laptops) and infrastructure (e.g. broadband, mobile data, study space)
- Caring responsibilities (e.g. school-age siblings in household)
- Public Transport may be limited or under pressure as lockdown begins to lift in a socially-distanced manner (e.g. less capacity)
- Lack of access to personal transport (e.g. car and/or bike)

We will work, across our workstreams, to ensure that the Curriculum is inclusive and does not preclude students from engaging fully in it because of factors that they cannot control.

- **How the communication of the policy/practice is made accessible to all groups, if relevant?**

Communications are a key part of the Curriculum Transformation Programme. It is something which the Board have made a key priority to ensure that our work is open, transparent and accessible to all our staff and students. The Curriculum Transformation Hub has a specific page outlining our commitment to accessibility and inclusion

(<https://uoesharepoint.com/sites/CurriculumTransformation/SitePages/Accessibility.-Data-Protection-and.aspx>). Content will be made accessible to all groups and adhere to the Web Content Accessibility Guidelines 2.1 AA standard which requires that an accessibility statement is added in line with The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018. We will be ensuring all video content will have subtitles and work towards having video content to have audio description and British Sign Language (BSL).

We are engaging with colleagues in these areas and will be guided by their recommendations as well as ability to deliver. The Programme is committed to setting an example of effective engagement and communication which are accessible and inclusive.

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

Student representatives from EUSA are involved in the Curriculum Transformation Programme Board. They represent the whole student body as well as having other elected officers who will be advocating the needs of equality groups and communities of students. We will also be analysing student surveys from new and continuing students about the impacts of this work and their needs going forward. All students potentially have protected characteristics and we will be mindful of this throughout the Programme through our engagement and communications as well as the outputs from the work-streams.

We will also be working with Staff Networks, Student Disability Services, Chaplaincy, Edinburgh Global to ensure that the Programme has a wide and deep coverage of matters which affect particular equality groups.

- 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:

Nothing other than that stated above.

F. Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision

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

For the reasons outlined above.

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 Curriculum Transformation Programme EqIA will be part of every workstream approach with sponsors being required to ensure adherence and best practice.
 - The Curriculum Transformation Board will be responsible for monitoring the work in relation to the EqIA in line with governance of the Programme.
 - Review all feedback for any comments positive or negative related to any of the 9 protected characteristics. Feedback is being sought through a variety of platforms (e.g. the Curriculum Transformation Hub, Email, Board, Curriculum Reference Group) and will be revisited in later iterations of the EqIA.
 - We will also ensure all communication and consultation is accessible and inclusive.
2. When will the policy/practice next be reviewed?

There will be a formal review undertaken during December 2022. Moreover, the EqIA will be updated as and when any significant changes are made, or when we receive any feedback, positive or negative, related to any of the nine protected characteristics.

H. Publication of EqIA

This EqIA can now be published on the Curriculum Hub

I. Sign-off

EqIA undertaken by Dr Ian Glen and Sarah Cunningham-Burley

Date: February 2022; updated August 2022 after review by the CTP

Board and the Equality, Diversity and Inclusion Committee.

Updated AP 01/11/22

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