



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): Continuing Professional Development Framework for Learning and Teaching

B. Reason for Equality Impact Assessment (delete as applicable):

- Undertaking a review of an existing policy/practice

C. Person responsible for the policy area or practice:

Name: Dr Velda McCune

Job title: Deputy Director

School/service/unit: Institute for Academic Development

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
- is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)
- It is one which interested parties could reasonably expect the University to have carried out an EqIA

E. Equality Groups

To which equality groups is the policy/practice relevant and why? (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 partnership¹

Add notes against the following statements where applicable/relevant:

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

It is known that participants with caring responsibilities and some disabled participants may find it more difficult to attend face-to-face CPD sessions at specific times. We have made provision for this within the CPD Framework by offering more asynchronous online learning opportunities and by offering very flexible timetables and ways of working within the Edinburgh Teaching Award. These changes mean that access to routes to Fellowship of the Higher Education Academy is more flexible than ever before.

- **Any gaps in evidence/insufficient information to properly assess the policy, and how this will be addressed:**

At present it is too early in the development of the Framework to consider whether the participants completing are representative of the wider relevant staff population but this will be possible in future.

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

Nothing to report here.

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

Having a comprehensive CPD Framework for Learning and Teaching supports enhanced processes to provide promotion opportunities relating to achievement in learning and teaching. This is likely to contribute to more diverse participants having better opportunities for promotion than in the past.

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

The supportive nature of the practice within the CPD Framework for Learning and Teaching would be likely to enhance relations. The practice is based on the UK Professional Standards Framework which explicitly values inclusive practice and widening participation.

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

No known barriers.

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

The policy is advertised online, on paper and face-to-face in multiple settings. Information is provided repeatedly through different routes to reach as many participants as possible.

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

The policy has been discussed in a working group on part time work and maternity.

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.

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

- **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 to report here.

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. (Delete the options that do not apply):

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).

We intend to link CPD Framework participation to broader data sets to provide robust analysis of the participation of equality groups.

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

August 2016

H. Publication of EqIA

Can this EqIA be published in full, now? Yes

If No – please specify when it may be published or indicate restrictions that apply:

I. Sign-off

EqIA undertaken by (name(s) and job title(s)): Dr Velda McCune, Deputy Director, Institute for Academic Development

Accepted by (name): Dr Jon Turner, Director, Institute for Academic Development

Date: 9th October 2015

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