



Equality Impact Assessment Guidance and Template

A. Policy or Practice (name or brief description): University of Edinburgh Accessible and Inclusive Learning Policy
B. Reason for screening (delete as applicable): <ul style="list-style-type: none">• new policy
C. Person responsible for the policy area or practice: Name: Sheila Williams Job title: Director, Student Disability Service School/service/unit: Student Disability Service
D. Screening Analysis 1. Does the policy or practice affect primary or high level functions of the University? Yes 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)? Yes 3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? Yes
E. Screening outcome Equality Impact Assessment required: Yes
F. Sign-off Screening undertaken by (name(s) and job title(s)): Sheila Williams, Director, Student Disability Service Accepted by (name): Sheila Williams Date: 13/08/2013

If EqIA is not being carried out, delete the remainder of this form and send the completed form to equalitydiversity@ed.ac.uk.

G. Equality Impact Assessment

1. Overview

The 'Accessible and Inclusive Learning' policy was passed by the Senatus Learning and Teaching Committee on 30th January 2013. The policy aims to ensure a more accessible and inclusive learning experience for all of our students. It mainstreams seven of the most common learning adjustments, previously recommended only for disabled students, to be provided in all appropriate learning and teaching environments.

1. Course outlines and reading lists shall be made available at least 4 weeks before the start of the course.

2. Reading lists shall indicate priority and/or relevance.

3. Lecture outlines or PowerPoint presentation slides for lectures/seminars shall be made available to students at least 24 hours in advance of the class.

4. Key technical words and/or formulae shall be provided to students at least 24 hours in advance of the class.

5. Students shall be notified by email of changes to arrangements/ announcements such as changes to courses/room changes/cancellations.

6. Students shall be permitted to audio record lectures, tutorials and supervision sessions using their own equipment for their own personal learning.

7. All teaching staff shall ensure that microphones are worn and used in all lectures regardless of the perceived need to wear them.

2. To which equality groups is the policy/practice relevant?

The protected characteristics under the Equality Act are (delete any that are not relevant):

Disabled students, although the policy is relevant to and will impact positively on all students.

3. What evidence is available about the needs of relevant equality groups?

Evidence from the Student Disability Service showed that three individual learning adjustments made up over half of the total number of adjustments recommended by the service. The Accessible and Inclusive Learning policy mainstreams these adjustments along with other most common adjustments. This change of approach will ensure a more equitable and inclusive learning environment.

There is large variance by college in the number of disabilities disclosed: 67.92% of disabled students are in CHSS, 22.27% in CSE and 9.81% in MVM (figures correct for academic year 2011-12, Student Disability Service Annual Report); many students do not discover their disability until they are part way through a university course. This policy will also make learning more accessible for those who do not know they are disabled, and those who choose not to disclose.

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. The intention of the policy is to eradicate discrimination and to ensure that all students have an inclusive, equitable and non-discriminatory learning experience.

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

Yes, this policy will ensure that seven key reasonable adjustments are built in to all of our learning and teaching spaces.

6. Does the policy/practice contribute to advancing equality of opportunity¹? 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. By mainstreaming the 7 recommended adjustments, the University aims to meet our anticipatory duty (Equality Act 2010) to disabled students and to ensure that changes do not have to be made for individual students. Learning and teaching practices should change across the University to ensure that no student is disadvantaged.

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not²? Will it help to tackle prejudice and/or promote understanding?

Yes. As a part of the communication of this policy we are working with EUSA to build the Accessible and Inclusive Learning policy into class rep training and Learning Lunches for class reps. This training will explain the importance of the policy for disabled students as well as explaining how the policy will benefit all students. This aims to increase the mainstream understanding of disabled students' challenges and promote positivity about accessibility in the curriculum to the student body.

Work is also being done with academic staff and the Institute for Academic Development (IAD) to communicate and promote the policy and change in practice.

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?

No known evidence of this nature.

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)?

It is possible that there will be a higher uptake of these adjustments by disabled students. However it is anticipated that the policy will benefit the learning of all students, particularly some international students.

¹ This question does not apply to the protected characteristic of marriage or civil partnership

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

No equality group will be excluded from participating in or accessing the functions of this policy.

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 should be created, although it is anticipated that the University's technology provision may not be fully fit for purpose in all learning spaces at this time.

The communication of the policy is being strategically developed (eg with Communications and Marketing and with EUSA) in order to reach all relevant staff and students.

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 contacted all students by email to advise of these developments.

The Student Disability Service Annual Evaluation Survey will give us an opportunity to hear whether students are satisfied with the policy and provision.

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.

Not aware of any at this time, although issues may emerge as time progresses.

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.

Having considered the answers in section G, select one of the four options below to indicate how the development/review of the policy/practice will be progressed. Delete the options that do not apply.

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.**

I Action and Monitoring

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

We will ensure successful communication of the policy to students and staff to ensure awareness and actions by staff to ensure full compliance.

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

We will monitor the implementation of this policy using both the Student Disability Service Annual Survey and feedback from our EUSA student reps. The Student Disability Service will also seek feedback from students on an individual basis.

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

The policy is scheduled for review in July/August 2014.

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)): **Sheila Williams, Director, Student Disability Service and Hazel Marzetti, temporary Project Officer**

Accepted by (name):

Sheila Williams, Director, Student Disability Service and Dr Tina Harrison, Assistant Vice Principal, Quality Assurance

Date: 13/08/13

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