

EQUALITY IMPACT ASSESSMENT

Policy, practice, process or service title:	PGCert Learning and Teaching in Tertiary Education
Policy, practice, process or service lead/ owner:	[REDACTED] (SDO)
Others involved in EqIA assessment group	Assessment group included: SJO, SDL.
Policy, practice, process or service implementation date:	01/07/2025

1 Framing the policy, practice, process or service

1.1 Briefly describe the outcomes, aims and purpose of the policy, practice, process or service:

Focus on the parts of the policy, practice, process or service where equality impacts are most likely.

This PGCert will be an in-house qualification, offered to new and existing members of SRUC staff, to enhance their teaching practice.

This programme will support staff to be able to design, implement and evaluate excellent, inclusive, and sustainable learning and teaching. It will provide staff with the tools and resources to adapt to change within the sector and plan for the future, in keeping with current and emerging developments in tertiary education. The programme will support staff to collaborate, share best practice, and support each other across all areas of the course. It will develop and hone reflective practice and scholarly rigour, empowering staff to continue developing themselves as a practitioner after they complete the course.

1.2 Is the policy, practice, process or service new or being changed, reviewed or stopped?

This is a new course.

1.3 Who is affected by this policy, practice, process or service?

Current and future SRUC employees, both candidates for the course, Line Managers and those supporting the course and candidates.

1.4 Are there any other SRUC policies that may be affected by this policy, practice, process, or service?

List here any other policies that may be affected by changes you make to this policy, practice, process, or service, so that any equality impacts found here can be shared with those policy, practice, process or service leads. You may need to consider where there might be cumulative impacts across several policies, practices, processes or services.

Whilst on this course staff will effectively be students so will be subject to the full range of SRUC student policies, this includes the student support mechanisms. They will have access to reasonable adjustments for study, student support and their course tutor. However, they will remain staff members, so all normal policies affecting staff will still apply, if it is to do with completing their job this would be addressed through their Line Manager, HR and Occupational health.

2 Evidence relevant to the policy, practice, process or service including consultation

The information you gather in this section will:

- help you to understand the importance of your policy, practice, process or service for different equality groups,
- inform the depth of equality impact assessment you need to do (this should be proportional to the potential impact on equality groups), and
- provide justification and an audit trail behind your decisions, including where it is agreed an equality impact assessment is not required.

2.1 Evidence: Set out in the table what you know about the experiences of people in terms of each equality group. Consider the diversity within each group (e.g. experiences of people from different religions or faiths) as well as the differences between groups. There may also be cumulative barriers experienced by people when you look at more than one group together (e.g. experiences of women of different minority ethnic groups, so the intersectional impact of sex and race).

You can add more rows to present the evidence if required.

This is what has been carried out so far, but we will ensure that sufficient student voice mechanisms are in place to ensure that we can respond and enhance the programme.

The data below talks about student data, however in our case the students will be staff members so there will be differences. We will try to supplement this with staff data to help fill out a true picture. It also needs to be considered that there are small student numbers and a lack of diversity that demographic data must be considered to come from a small group, which can skew the results, the trends and general points will be true, but the numbers involved may not be as robust as a larger population results.

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
<p>This is a new course so there is no existing data to use for evidence. There are also no National Statistics available to offer general sector data. In lieu of data on the programme itself we have used NSS data to understand general patterns in Learner experience. We have also included data from staff surveys as this is our demographic. The whole programme will aim to demonstrate best practice- this will include an active and blended approach and an inclusive design and delivery. Universal Design Principle will be adhered to, although further individual adjustments can and will also be made where necessary. The assessments are student led where possible and offer choice in style (Course: Assessment Design SRUC Moodle.)</p>		
Age	<p>HESA, past applicants, SRUC demographic-student surveys satisfaction</p> <p>NSS Results Dashboard - Power BI</p>	<p>As of 2023 (Equality Outcomes Progress and Mainstreaming Report: April 2023) 2% of staff are 16-19 years, 4% 20-24 years, 10% 25-29 years, 11% 30-34 years, 11% 35-39 years, 13% 40-44 years, 12% 45-49 years, 13% 50-54 years, 11% 55-59 years, 8% 60-64 years, 5% 65+ years.</p> <p>54% of students were 20 and under.</p> <p>SRUC 2024 EDI report shows that 54% of students were 20 and under, students</p>

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
	<p>SWS Results Dashboard - Power BI</p> <p>SSES Results Dashboard - Power BI</p> <p>SRUC-EDI-Report-2024.pdf</p> <p>2023-04-30-equality-mainstreaming-and-equality-ourcomes-progress-report-v1-0final.pdf (sruc.ac.uk)</p>	<p>over 30 make up majority of students studying at postgraduate level. Students aged between 21 and 29 make up the smallest demographic of students studying at SRUC; however, most candidates for the PGCERT will be mature students, this is due to it being offered to staff members and due to qualification requirements, most staff members will be over 21. Looking at the SWS survey results for mature students 53% agreed that how they were taught helped them to learn, although this will refer to a mixture of Distance and in person. There were no substantial differences in the satisfaction when compared by age.</p> <p>NSS results from 2024 showed 86-78% for satisfaction scores for Learning resources. For the age category for 31+ years was 85% satisfaction- this suggests that there is not a problem with the variety of resources and online resources suggested.</p> <p>SSES shows no significant differences between age categories, in terms of overall satisfaction.</p> <p>The pre-requisites would not prevent someone doing the course due to age, apart from the likelihood of them being over 18. Relevant experience is also considered, so it does not have to just be specified qualifications, catering for all age groups.</p>

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
Disability	<p>SRUC demographic-student surveys satisfaction, student support PLSP's, Moodle standards</p> <p>SRUC-EDI-Report-2024.pdf</p> <p>2023-04-30-equality-mainstreaming-and-equality-ourcomes-progress-report-v1-0final.pdf (sruc.ac.uk)</p> <p>Barriers to learning for disadvantaged groups (publishing.service.gov.uk)</p> <p>GBOM- Accessibility and standards</p>	<p>As of 2023 (Equality Outcomes Progress and Mainstreaming Report: April 2023) 8% staff declaring a disability, 84% reporting they were non-disabled and the remainder either prefer not to say or no response.</p> <p>28% of students have a declared disability.</p> <p>NSS Student satisfaction rates tend to be higher for students who have declared a disability than for students that have not declared a disability in 2024.</p> <p>For the SSES and the SWS there was no significant difference between students' satisfaction scores for students who have declared a disability and those who have not.</p> <p>Learners with a disability or learning difference can face barriers (Barriers to learning for disadvantaged groups (publishing.service.gov.uk)) this can be especially true for online learning; however we have assistive technology in place, which can be accessed through Moodle to help with online and in-person learning. There is also guidance and the use of Brickfields to help develop inclusive Moodle courses and supporting materials (GBOM- Accessibility and standards)</p>
Race	<p>SRUC demographic-student surveys satisfaction, staff survey</p>	<p>As of 2023 (Equality Outcomes Progress and Mainstreaming Report: April 2023) 80% of staff saying that they are UK white, 5% saying that they are other white, 3% BAME, 5% other ethnic background and all others either not known, prefer not to say or no response.</p>

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
	<p>SRUC-EDI-Report-2024.pdf</p> <p>2023-04-30-equality-mainstreaming-and-equality-ourcomes-progress-report-v1-0final.pdf (sruc.ac.uk)</p>	<p>97% of students are white or from a white background.</p> <p>We are unable to report on race data for the NSS as the population is too small to meet threshold. This suggests that, at least for the NSS, there are small numbers of students in some race categories and so perhaps a lack of diversity.</p> <p>For the SSES there were higher dissatisfaction scores for students of any other ethnic origin (other than white) and specifically 94% overall satisfaction for students that white and 86% for students of any other ethnic origin.</p> <p>For the SWS there was no significant difference.</p>
Sex	<p>HESA, SRUC demographic- student surveys satisfaction, anecdotal</p> <p>SRUC-EDI-Report-2024.pdf</p> <p>2023-04-30-equality-mainstreaming-and-equality-ourcomes-progress-report-v1-0final.pdf (sruc.ac.uk)</p>	<p>53% of students are Female and 46% of students are Male.</p> <p>As of 2023 (Equality Outcomes Progress and Mainstreaming Report: April 2023) we had 59% staff were female, 39% male and remainder prefer not to say.</p> <p>There are no significant differences shown in 2024 in the results across the surveys between male and female students.</p> <p>Some symptoms of the menopause have been shown to have a negative impact on concentration, mental health, and physical wellness.</p>

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
	Signs and symptoms of menopause NHS inform	<p>However, for the SWS there were no differences between male and female satisfaction scores, however students who identified as other or not known showed lower satisfaction scores.</p>
Gender Reassignment	<p>SRUC demographic-student surveys satisfaction</p> <p>SRUC-EDI-Report-2024.pdf</p>	<p>We are not able to report on this data due to small numbers for the NSS.</p> <p>Just over 1% of students reported being transgender. However, the question at registration on gender identity has been removed for HE students so this figure may not be an accurate representation of the student cohort as 33% of students have not disclosed this information.</p> <p>For the SSES there are slightly higher dissatisfaction for people who identify as the gender they were born as.</p> <p>For the SWS there are higher dissatisfaction for students who identify as a different gender to that which they are assigned at birth, 33% to 44%.</p>
Sexual orientation	<p>SRUC demographic-student surveys satisfaction. Rainbow Staff network.</p> <p>SRUC-EDI-Report-2024.pdf</p> <p>2023-04-30-equality-mainstreaming-and-equality-outcomes-</p>	<p>As of 2023 (Equality Outcomes Progress and Mainstreaming Report: April 2023) 78% were heterosexual, 2% bisexual and others preferred not to say or no response.</p> <p>82% of students reported being heterosexual/straight, 8% of students are gay or lesbian or bisexual. 7% of students chose not to disclose this information</p> <p>There are too few students to report on the NSS results.</p>

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
	<p>progress-report-v1-0final.pdf (sruc.ac.uk)</p>	<p>For the SSES there was 94% overall satisfaction for heterosexual students, 95% for bisexual students, 77% for gay or lesbian and 86% for other.</p> <p>For the SWS, no significant differences across categories were shown, however gay and lesbian and other did have the highest dissatisfaction scores.</p> <p>This may indicate that it is something to consider not just for our own delivery but also in terms of course content.</p>
Religion or Belief	<p>SRUC demographic-student surveys satisfaction</p> <p>SRUC-EDI-Report-2024.pdf</p> <p>2023-04-30-equality-mainstreaming-and-equality-ourcomes-progress-report-v1-0final.pdf (sruc.ac.uk)</p>	<p>As of 2023 (Equality Outcomes Progress and Mainstreaming Report: April 2023) 46% no religion or belief, 2% Buddhist, Hindu, Jewish, Muslim or Sikh, 18% Christian Protestant, 5% Christian Roman Catholic, 6% Christian Other, 3% any other religion or belief and everyone else is prefer not to say or no response.</p> <p>78% of students did not belong to any religious denomination. 17% of students reported being of Christian faith. The majority of SRUC student do not have a faith or religious belief across all levels. Christian denominations (Church of Scotland, Roman Catholic, and other Christian Denominations) have the highest representation of any faith in SRUC.</p> <p>No data is collected for these across the three main surveys.</p> <p>The majority of SRUC student do not have a faith or religious belief across all levels. Christian denominations (Church of Scotland, Roman Catholic, and other</p>

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
		Christian Denominations) have the highest representation of any faith in SRUC.
Pregnancy or maternity	Personal experience, HE, SRUC demographic-student surveys satisfaction SRUC-EDI-Report-2024.pdf Maternity Leave Policy.pdf D1.3 Pregnancy and maternity - guidance for students.docx 2023-04-30-equality-mainstreaming-and-equality-ourcomes-progress-report-v1-0final.pdf (sruc.ac.uk)	In 2022- 2023 (Equality Outcomes Progress and Mainstreaming Report: April 2023) 32 members of staff went on some form of parental leave. No data is collected for these across the three main surveys. Can defer during course in-line with student policy, course is designed so that the modules are discrete to support this.
Marriage or civil partnership	SRUC demographic-student surveys satisfaction	As of 2023 (Equality Outcomes Progress and Mainstreaming Report: April 2023) 25% single, 17% living together, 46% married, all others prefer not to say or no response.

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
	<p>SRUC-EDI-Report-2024.pdf</p> <p>2023-04-30-equality-mainstreaming-and-equality-ourcomes-progress-report-v1-0final.pdf (sruc.ac.uk)</p>	<p>No data is collected for these across the three main surveys.</p>

2.2 Consultation and stakeholder involvement: Speaking to people who will be affected by your policy, practice, process, or service can help clarify the impact it will have on different equality groups. Describe below what you learned from the consultation/ involvement. Consultation can take time so make sure that you build this into your policy, practice, process, or service review/ development timeline.

Note who you consulted with, when you consulted with them, and what they told you about the impact of your proposed policy, practice, process, or service.

CELT team approached to get thoughts on EQIA
 Teaching staff at Learning and Teaching Conference- PL's, HOD's
 Staff Newsletter- Wider reach
 GAPS forum- Student Support Team
 SRUCSA Officers
 Head of Teaching and Learning
 Stakeholder engagement meetings- current staff

These meetings have helped to shape the points included, highlighting problems that may have occurred on their courses or when they completed a PGCERT.

2.3 Record here if you need to undertake a full equality impact assessment based on your evidence above.

Outcome of Step 2 following initial evidence gathering and relevance to equality characteristics	Yes/ No (Y or N)	Next steps
There is no relevance to equality		Proceed to sign off (step 5) to agree with decision makers that no EqIA is required based on current evidence
There is relevance to some or all the equality groups		Proceed to Step 3: complete full EqIA
It is unclear if there is relevance to some or all the equality groups		Proceed to Step 3: complete full EqIA

3 Impact on equality groups and changes to policy, practice, process, or service

You must consider the three aims of the general duty for each protected characteristic. The following questions will help:

- **Is there potential for discrimination, victimisation, harassment, or other unlawful conduct that is prohibited under the Equality Act 2010?** How will this be mitigated?
- **Is there potential to advance equality of opportunity between people who share a characteristic and those who do not?** How can this be achieved?

- **Is there potential for developing good relations between people who share a relevant protected characteristic and those who do not?** How can this be achieved?

3.1 Does the policy, practice, process, or service have any impacts (whether intended or unintended, positive, or negative) on any of the equality characteristics? In the tables below, record the impact of the policy, practice, process or service, as it is planned or as it operates, might have on each equality characteristic and describe what changes in policy, practice, process or service or actions will be required to mitigate that impact or to take advantage of a positive impact.

N.B. As this course has not yet begun running, we have no current student data. As a result of this, the data outlined in section 2 is taken from wider SRUC demographic and satisfaction scores. The changes or actions outlined below are widely used tools to try and mitigate potential negative impacts on satisfaction, attainment and participation. They have been sourced from best practice both within and outwith SRUC, sector publications and the wider academic community. Once the course has been running for a year we will have student data for the PgCERT, and we will be able to adapt section 3 accordingly.

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
Age	Potential for discrimination				Diversity of people represented in the course material, including reading lists, learning materials, case studies, view points, research etc... and approach- not just Western. Diversity of people represented in the course material, including reading lists, learning materials, case studies, viewpoints, research etc... and approach- not just Western. Observance of inclusive teaching good practice. Monitor learner experience through
	Potential to advance equality of opportunity				
	Potential to foster good relations				

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					surveys, learner feedback and module evaluation for any differences regarding age. Support group dynamics and ensure mechanisms are in place for support if needed or changes
Disability	Potential for discrimination				Use of Microphones in all teaching, notes in advance of sessions, group work facilitated (optional)? Use of Unit-E to ensure identified needs are catered for, appropriate place to study- book group rooms and solo rooms if shared offices not conducive, timetabling to help protect time and support focus on PGCERT work. This will be facilitated across all campus where possible- if space is a problem this will be addressed with support from campus teams. Brickfields- accessibility software will be used, and Moodle standards adhered to. Captioning for all live and pre-recorded videos. Signposting to assistive technology for all learners. Diversity of people represented in the course material, including reading lists, learning materials, case studies,
	Potential to advance equality of opportunity				
	Potential to foster good relations				

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					<p>viewpoints, research etc... and approach- not just Western.</p> <p>Observance of inclusive teaching good practice. Monitor learner experience through surveys, learner feedback and module evaluation for any differences regarding disability.</p> <p>Support group dynamics and ensure mechanisms are in place for support if needed or changes</p> <p>Student support will be available to all students throughout the course, this includes pastoral and study support. For those with disclosed additional support needs (including, but not exclusive to, learning differences, disabilities, and physical and mental health) support plans will be created by students support and the student, with input from the course tutor.</p> <p>All the inclusive approaches will not only be taught and adhered to within the teaching but will be embedded in the course.</p>
Race	Potential for discrimination				

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
	Potential to advance equality of opportunity				<p>Diversity of people represented in the course material, including reading lists, learning materials, case studies, viewpoints, research etc... and approach- not just Western to try to redress the imbalance in diversity shown across SRUC in the data.</p> <p>Observance of inclusive teaching good practice. Monitor learner experience through surveys, learner feedback and module evaluation for any differences regarding race and respond accordingly.</p> <p>Support group dynamics and ensure mechanisms are in place for support if needed or changes</p>
	Potential to foster good relations				
Sex	Potential for discrimination				<p>Misogynistic language training included in the programme. Understanding needs of modern student, ensure this is embedded throughout, career opportunities- ensure that careers are not gendered. Menopause/menstruation- SRUC steering group and policy ensure signposting- consider reasonable adjustments needed.</p>
	Potential to advance equality of opportunity				
	Potential to foster good relations				

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					<p>Linking in with Athena Swan, lack of representation so will ensure not just men in teaching materials.</p> <p>Diversity of people represented in the course material, including reading lists, learning materials, case studies, viewpoints, research etc... and approach- not just Western to try to redress the imbalance in diversity shown across SRUC in the data.</p> <p>Observance of inclusive teaching good practice. Monitor learner experience through surveys, learner feedback and module evaluation for any differences regarding sex.</p> <p>Support group dynamics and ensure mechanisms are in place for support if needed or changes</p>
Gender Reassignment	Potential for discrimination				<p>Supporting through student support policy. Ensure neutral language used and respond to preferences and preferred choices on Unit-E. Will also address through course design to support staff in developing own awareness of diversity of student needs. Ensure there is</p>
	Potential to advance equality of opportunity				
	Potential to foster good relations				

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					<p>deferring options to support possible medical treatments.</p> <p>Diversity of people represented in the course material, including reading lists, learning materials, case studies, viewpoints, research etc... and approach- not just Western to try to redress the imbalance in diversity shown across SRUC in the data.</p> <p>Observance of inclusive teaching good practice. Monitor learner experience through surveys, learner feedback and module evaluation for any differences regarding gender reassignment.</p> <p>Support group dynamics and ensure mechanisms are in place for support if needed or changes</p>
Sexual orientation	Potential for discrimination				<p>Student support and use of language, not assuming heteronormativity.</p> <p>Diversity of people represented in the course material, including reading lists, learning materials, case studies, viewpoints, research etc... and approach- not just Western.</p>
	Potential to advance equality of opportunity				
	Potential to foster good relations				

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					<p>Observance of inclusive teaching good practice. Monitor learner experience through surveys, learner feedback and module evaluation for any differences regarding sexual orientation.</p> <p>Support group dynamics and ensure mechanisms are in place for support if needed or changes</p>
Religion or Belief	Potential for discrimination				<p>Supporting mitigating circumstances, observing religious and cultural holidays and traditions. Norms and beliefs are acknowledged and supported.</p> <p>Diversity of people represented in the course material, including reading lists, learning materials, case studies, viewpoints, research etc... and approach- not just Western.</p> <p>Observance of inclusive teaching good practice. Monitor learner experience through surveys, learner feedback and module evaluation for any differences regarding religion or belief.</p>
	Potential to advance equality of opportunity				
	Potential to foster good relations				

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					Support group dynamics and ensure mechanisms are in place for support if needed or changes
Pregnancy or maternity	Potential for discrimination				<p>Online approach can support self-paced approach, options to defer, longer time to complete or to complete in condensed time. Have designed course so that modules are discrete- meaning that can pause learning and come back with no detrimental impact to learner.</p> <p>Self-study allows for breaks when needed. 1:1 support offered to all, work with HR to support.</p> <p>Observance of inclusive teaching good practice. Monitor learner experience through surveys, learner feedback and module evaluation for any differences regarding pregnancy or maternity.</p> <p>Support group dynamics and ensure mechanisms are in place for support if needed or changes</p>
	Potential to advance equality of opportunity				
	Potential to foster good relations				
	Potential for discrimination				N/A

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
Marriage or civil partnership (in employment only)	Potential to advance equality of opportunity				
	Potential to foster good relations				

3.2 Think about and describe below how your assessment impacts on your policy, practice, process or service review or development timeline including but not limited to:

- Procurement criteria: N/A
- Communication plan/ products: Internal Comms
- Cost: N/A
- Resources: N/A

3.3 Record the outcome of this assessment below having considered the potential or actual impacts of your policy, practice, process, or service on equality groups. Choose from one of the following (mark with an X or delete as appropriate):

Note: You must take action to remove barriers or take advantage of positive opportunities BEFORE the policy, practice, process, or service goes live.

Please select (X)	Implications for the policy, practice, process, or service
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X	No major change: Your assessment demonstrates that the policy, practice, process, or service is robust. The evidence shows no potential for unlawful discrimination and that you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review.
	Adjust the policy, practice, process, or service: You need to take steps to remove any barriers, to better advance equality of to foster good relations. You have set actions to address this and have clear ways of monitoring the impact of the policy, practice, process, or service when implemented.
	Continue the policy, practice, process, or service: The policy, practice, process, or service will continue despite the potential for adverse impact. You have justified this with this assessment and shown how this decision is compatible with our obligations under the public sector equality duty. When you believe any discrimination can be objectively justified you must record in this assessment what this is and how the decision was reached.
	Stop and remove the policy, practice, process, or service: The policy, practice, process, or service will not be implemented due to adverse effects that are not justified and cannot be mitigated.

4 Monitoring the policy, practice, process or service impact and further actions

It is important to continue to monitor the impact of your policy, practice, process, or service on equality groups to ensure that your actual or likely impacts are those you recorded. Your monitoring information will also inform a future review of the policy, practice, process, or service.

4.1 Record in the table below how you intend to monitor the impact of this policy, practice, process, or service on equality groups. In the table below you should:

- list the relevant measures,
- Identify who or which team is responsible for implementing or monitoring any changes

- Where the measure will be reported to (e.g. committee, ELT, Board) and how often.

Measure	Lead department/ individual	Reporting (where/ frequency)
Annual Monitoring as part of the AMR/AQD	K Wrigglesworth and PGCERT team/Academic Enhancement/CELT	Yearly to Head of Teaching and Learning

4.2 Record further actions or changes required after the policy, practice, process, or service is implemented in the table below. Make it clear if there are no outstanding actions.

Action	Lead department/ individual	Action target date
N/A		

5 Sign off and future review

Equality impact assessments must be signed off by the relevant Head of Service/ Department, even where an EqIA is not required. Also note here when you plan to review the policy, practice, process, or service and accompanying EqIA which should be no later than 5 years from policy, practice, process, or service implementation.

5.1 Senior Responsible Owner/ Committee sign off.

Job/ Committee title: Academic Enhancement Lead or Head of Learning and Teaching



Date: 31/07/2025

5.2 Equality impact assessment review date.

Date: 31/07/2027

Important: You must send the final version of this equality impact assessment to:

- the Equality Diversity & Inclusion Lead.
- the Communications team for publication on SRUC's equality page on the external website.

Document control		
Document control:	V0.1	
Date policy, practice, process, or service live from:	[DATE]	
Review/ Approval Group:	[project board if relevant or delete]	
Last reviewed:	Date	
Review cycle:	[No more than three years]	
Document change log		
Version/ Author	Date	Comment
V0.1		