

## Departmental Institution-Led Review and Programme Re-Approval Handbook Equality Impact Assessment

### Stage 1: Rapid Equality Impact Assessment Checklist

“Proposal” is used as shorthand for any policy document, practice or project that might be assessed.

Please provide a brief description of the proposal:

The Institution Led Review and Programme Re-Approval Handbook aims to provide a framework by which Abertay assures the standards and enhances the quality of its provision whilst meeting external reporting requirements for periodic review.

Reason for the Equality Impact Assessment: Proposed changes/review of existing proposal

If selected Other, please provide more information:

Could any protected characteristics be affected by this proposal: Yes

If Yes, which protected characteristic groups could be affected (select all that apply)?

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Age                                   | <input checked="" type="checkbox"/> Race (including ethnicity and nationality) |
| <input checked="" type="checkbox"/> Disability (including by association) | <input type="checkbox"/> Religion or belief (including lack of belief)         |
| <input type="checkbox"/> Gender Reassignment                              | <input type="checkbox"/> Sex   |
| <input type="checkbox"/> Marriage and Civil Partnership <sup>1</sup>      | <input type="checkbox"/> Sexual orientation                                    |
| <input type="checkbox"/> Pregnancy or Maternity                           |  |

Will the proposal have any impact on:

Discrimination?	Yes
Equality of opportunity?	Yes
Relations between groups?	No

If the answer to any of the above is ‘Yes’:

Is the impact only beneficial?	Yes
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<sup>1</sup>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

## Stage 2: Comprehensive Equality Impact Assessment (CEIA)

### Summary of the Proposal and Who will be affected?

What are the aims and objectives of the proposal?

The aims and objectives of the process are to provide a structured framework for assuring academic standards and enhancing the quality of provision at Abertay.

How important is the proposal in terms of equality in the University? Does it relate to an area with known inequalities or where equality objectives have been set by the University?

The ILR process has the potential to surface and address inequalities within academic provision by requiring departments to critically evaluate student outcomes and experiences. For example, disparities such as a gender attainment gap or lower progression rates among specific student groups can be identified through the evidence base and student feedback. These findings can then be reported as areas for action within the ILR report and action plan, supporting the University's commitment to equality, diversity, and inclusion.

Who is affected by the proposal and how have they been involved in the development of it?

All staff and students. Student feedback is provided as part of the evidence base of review and is sought during the review. The development of the proposed changes in the process involved consultation with all Departments through Learning and Teaching Committee.

Are any persons affected by the proposal likely to benefit from it and in what way?

Yes – staff and students will benefit through improved programme quality, curriculum relevance, and enhanced learning experiences. The process aids in identifying and addressing inequalities.

Is there any evidence or concern that any of the protected characteristic groups have different experiences, issues or needs in relation to this document? No

If Yes, which protected characteristic groups could be affected (select all that apply)?

- |  |  |
|--|--|
| <input type="checkbox"/> Age   | <input type="checkbox"/> Race (including ethnicity and nationality)    |
| <input type="checkbox"/> Disability (including by association)       | <input type="checkbox"/> Religion or belief (including lack of belief) |
| <input type="checkbox"/> Gender Reassignment                         | <input type="checkbox"/> Sex   |
| <input type="checkbox"/> Marriage and Civil Partnership <sup>2</sup> | <input type="checkbox"/> Sexual orientation                            |
| <input type="checkbox"/> Pregnancy or Maternity                      |  |

Please provide further details:

How does the proposal fit into the broader strategic aims of the University?

The proposal supports Abertay University's broader strategic aims by embedding a structured, evidence-based approach to quality assurance and enhancement, and ensures that all academic programmes are regularly reviewed for relevance, effectiveness, and alignment with the University's goals of delivering high-quality, inclusive, and future-focused education. The proposal aligns with the Quality Assurance Agency (QAA) UK Quality Code for Higher Education, incorporating external benchmarks, subject standards, and professional body requirements to maintain academic integrity.

### Consideration of available data

What do we know from existing data already held by the University?

Evidence is provided as part of the ILR process, including Student Voice Forum minutes, student focus groups, and self-evaluation of Departments.

What do we know from existing data which is available externally?

The proposal aligns with the QAA Quality Code for Higher Education and the Scottish Funding Council Guidance of Quality for Colleges and Universities.

Are there any apparent gaps in knowledge?

None.

### Impact of Proposal

Could this proposal lead to any positive, negative, intended or unintended impact on the University or any of its stakeholders?

The proposal intends to use a structured, evidence-based approach which will highlight any disparities affecting students with protected characteristics

Could there be a differential<sup>2</sup> impact on any protected characteristics? Could any differential impact be adverse?

The proposal offers a mechanism of identifying and addressing any impact on protected characteristics.

**Please consider:**

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<sup>2</sup> Differential impact = where the positive or negative impact on one particular protected characteristic is likely to be greater than on another.

Is this policy directly discriminatory? If yes, is it intended to increase equality? If no, this is unlawful discrimination.

Is this policy indirectly discriminatory? If yes, is this justifiable or proportionate? If no, this is unlawful discrimination.

If this policy is not indirectly discriminatory but could have an adverse impact on any of the protected characteristics, you must provide details of how the University will act to address this.

Is this policy unlawfully discriminatory? If you find that it is, you must decide how the University will act lawfully.

### Consultation

What did this equality analysis conclude?

The proposal aims to positively impact equality by identifying and addressing any disparities as part of the ILR process.

Is any action required to be taken in response to the findings from the consultation?

N/A

What is the recommendation for this proposal following consultation?

Approve the proposal

If selected Other, please provide more information:

N/A

### Declaration

I confirm that this equality analysis represents a fair and reasonable view of the implications of the proposal for all protected characteristic groups, and that appropriate actions have been identified to address the findings.

Signature	Date	Individual
Marieclaire White, Quality Assurance Team Lead	02 June 2025	CEIA owner
James Nicholson, Director of Student and Academic Services	03/06/2025	Line manager*

\* if appropriate

## Action and Monitoring

Feedback is sought as part of the ILR cycle.

## Equality Impact Assessment Outcome

What is the recommended outcome for this proposal?

Outcome 1: No change required – the assessment is that the proposal will be robust.

## Related Policy Documents and Supporting Documents

Legislation	Equality Act 2010; Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
Strategy	Abertay University Strategic Plan and all sub-strategies
Policy	Equality and Diversity Policy; Policy Document Governance Policy
Procedures	Policy Document Governance Procedure
Guidelines	Equality Impact Assessment Guidance
Local Protocol	N/A
Forms	N/A

## Additional Information

Audience:	Public
Applies to:	All University Members
Classification:	Academic Governance
Category:	Equality Impact Assessment
Subcategory:	Academic
Author:	Quality Assurance Manager
Owner:	Director of Student and Academic Services
Sign-Off Date:	3 June 2025
Review Date:	31 August 2028

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