

# Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form. If you need assistance, please contact the EDU. Please return the completed form to the EDU.

<b>STEP 1 – Define policy/practice</b>		
i. Name of policy/practice/significant change		
<b>Withdrawal of the Undergraduate Physiology course</b>		
ii. Owner of policy/practice (College, School/Research Institute or Service)		
<b>School of Life Science, College MVLS</b>		
iii. Date of policy/practice approved		
<b>20/12/2021</b>		
iv. Approved by? (Committee, College, School or Service)		
<b>MVLS College Board of Studies</b>		
<b>STEP 2 – Description of policy/practice</b>		
i. What are the aims?		
The School of Life Sciences proposes to withdraw the undergraduate programme in Physiology (including BSc Honours, MSci and 1-year intercalated programmes, as well as early-exit awards). There is significant commonality over the four years of these programmes with the newer undergraduate programme in Human Biology and withdrawal of this programme will facilitate focus of the subject area towards our established strengths, address to some extent the conclusions of our marketing reports and consolidate the number of degrees programmes offered within the College of Medical, Veterinary and Life Sciences		
ii. Who does it cover?		
All UG students who take this programme.		
iii. How often is this policy/practice reviewed?		
<b>N/A</b>		
<b>STEP 3 – Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/practice?</b>		
<b>STEP 3a – Yes, there is a potential implication or barrier for a protected characteristic group.</b>		
Please tick all that are relevant		
<b>Protected Characteristics</b>	<b>Tick ✓</b>	<b>Notes</b>
Age	✓	
Disability (including BSL users)	✓	
Gender Reassignment (including Gender Neutral Language)		
Marriage and Civil Partnership		
Pregnancy and Maternity		
Race	✓	
Religion or Belief		
Sex	✓	
Sexual Orientation		
<b>If any of the above have been ticked - Go to Step 4</b>		

<b>STEP 3b – No, there are no potential implication or barrier for a protected characteristic group.</b>
<b>Go to Step 8</b>

<b>STEP 4 – What evidence do you have for this conclusion (potential implication for a protected characteristic group)?</b>
<b>Briefly explain:</b>
On considering the data, the last three years cohort of Physiology students, and comparing it to the School of Life Sciences, there are higher proportions of Black Asian and Minority Ethnic (BAME) Students, female students and older students. There are lower percentages of disabled students. See data sets below:

Ethnicity	Physiology	Life Sciences
BAME	21.2	12.3
White	77.3	87.7
Info Refused	1.5	0.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

Sex	Physiology	Life Sciences
Female	83.3	67.4
Male	16.7	32.6
<b>Total</b>	<b>100</b>	<b>100</b>

Disability	Physiology	Life Sciences
No	93.9	88.9
Yes	6.1	11.1
<b>Total</b>	<b>100</b>	<b>100</b>

Age	Physiology	Life Sciences
<18-21	95.5	84.2
>22	4.5	15.8
<b>Total</b>	<b>100</b>	<b>100</b>

#### STEP 4a – Does the evidence show a positive impact?

Please provide an example and attach evidence:

**Go to Step 5**

#### STEP 4b – Does the evidence show a negative impact?

You need to consult with relevant stakeholders – the EDU will assist with this process.

Provide brief details and attach evidence:

**Go to Step 6**

#### STEP 4c – Does the evidence show NO impact?

Attach evidence:

The school proposes to fully teach out the Physiology course of all the current cohorts. This means, all the current students will be able to graduate in their chosen course of study.

**Go to Step 8**

#### STEP 5 – Continue to promote good opportunity for all people

Promote and implement as exemplar policy/practice

**Go to Step 8**

#### STEP 6 – Involve and consult stakeholders to address any negative impacts?

EDU will assist with this process. Provide brief details of involvement and consultations:

The school has consulted extensively on this proposal with staff and students. As there is significant crossover with Human Biology degree, there were no objections from the student or staff community.

**Go to Step 7**

#### STEP 7 – Outline any changes made to the policy/practice as a result of the consultation

Provide details of changes:

**Go to Step 8**

#### STEP 8 – Publish results (as required by law)

Return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website.

Please note items sent to EDU here:

**Go to Step 9**

**STEP 9 – Regular review**

Regular reviews ensure that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions are being implemented, the policy owner should define a timescale for review.

Please give details of review process:

N/A

**SIGN OFF PROCESS**

<b>Name of EIA Owner</b>	<b>Niall MacFarlane</b>
<b>Signature</b>	<i>Niall MacFarlane</i>
<b>College/School/RI/Service</b>	School of Life Sciences
<b>Date of Completion</b>	7 January 2022
<b>Date received by EDU</b>	10 January 2022
<b>Approved in Principle?</b>	<b>YES</b>
<b>Any actions required? Please specify</b>	No
<b>Signed on behalf of EDU</b>	Mhairi Taylor
<b>Date</b>	10 January 2022