



Equality Impact Assessment

<p>A. Policy or Practice (name or brief description):</p> <p>Visiting Student Policy and Procedure Non-graduating Student Policy and Procedure</p>
<p>B. Reason for screening (delete as applicable):</p> <ul style="list-style-type: none">• Undertaking a review of an existing policy/practice
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Sara Welham</p> <p>Job title: Head, Governance and Regulatory Framework Team</p> <p>School/service/unit: Academic Services</p>
<p>D. Screening Analysis</p> <ol style="list-style-type: none">1. Does the policy or practice affect primary or high level functions of the University? Yes2. 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)? Yes3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? Yes <p>If the answer to any of these questions is 'Yes', an EqIA should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.</p>
<p>E. Screening outcome</p> <p>Equality Impact Assessment required: Yes</p> <p>Record notes about the screening process or outcome here.</p> <ul style="list-style-type: none">• If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out. <p>The EqIA will be carried out by the working group reviewing the policy in semester 2, 2013/14.</p>
<p>F. Sign-off</p> <p>Screening undertaken by (name(s) and job title(s)): Sara Welham, Head, Governance and Regulatory Framework Team</p> <p>Accepted by (name): Karen Harris, Acting Head, Academic Services</p> <p>Date: 26.2.14</p>

G. Equality Impact Assessment

1. Overview. Indicate the current status of the policy/practice or the stage of development/review. Also note any general comments here regarding the relevance and significance of the policy/practice to equality. Which aspects of the policy/practice are particularly relevant (which should be the main focus for EqIA)? On what aspects of equality does the policy/practice particularly impact?

The policies apply to all visiting students and non-graduating students applying to come to the University. This is an update of a previous policy from February 2012.

2. To which equality groups is the policy/practice relevant? Policies/practices applying to substantial groups of students or staff will be relevant to all equality groups, which should be noted. However, also indicate any equality groups for which the policy/practice is particularly relevant, and why.

The policies apply to all visiting students and non-graduating students. It makes no distinction between any protected characteristic groups, any of which could be relevant to visiting or non-graduating students.

The protected characteristics under the Equality Act are (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

3. What evidence is available about the needs of relevant equality groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research with equality groups or individuals, equality monitoring data, service monitoring data, information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.

There is no evidence of the policy having a different impact on any protected characteristic equality groups. By having a policy and procedure which is implemented across the University this will add to the consistency of student experience. It will also enable the University to better monitor such student groups, and to meet out legal and partnership obligations, e.g. for immigration, insurance, health and safety purposes.

Where are the gaps in evidence? If there is insufficient information to properly assess the policy, how will this be addressed? If information cannot be gathered now, consider building monitoring into the plans for implementation/review of the policy/practice. Note: the resources put into collecting evidence should be proportionate to the relevance of the policy/practice to equality.

The policies and procedures are aimed at improving University monitoring by consistently capturing information in the student record.

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.

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

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

The policies and procedures can be made available in alternative formats if required.

6. Does the policy/practice contribute to advancing equality of opportunity²? 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?

By consistently recording such student data the University will be better equipped to monitor these categories of students and undertake any analysis that seems relevant.

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not³? Will it help to tackle prejudice and/or promote understanding?

No

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

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)?

This has not been monitored previously. The consistent application of the policy will enable future monitoring.

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

No

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

12. How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice?

The policies are the responsibility of the Curriculum and Student Progression and the Researcher Experience Committees. CSPC and REC have wide-spread representation, including from EUSA, to gain input into the development of policies

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

³ This question does not apply to the protected characteristic of marriage or civil partnership.

and regulation and their review and monitoring. Relevant regulations are checked with the Student Disability Service and those with responsibility for the provision of particular services, who have insight into the needs of particular groups, e.g. Academic Registry.

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.

No

H. Equality Impact Assessment Outcome

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.

The policies apply to all visiting students and non-graduating students applying to come to the University. The policies and procedures are aimed at improving University monitoring by consistently capturing information in the student record, which will add to the consistency of student experience. See Section G above.

I Action and Monitoring

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

No further action.

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

The policy will come into effect from academic year 2014/15. It is suggested that it is reviewed after two years of operation, in academic year 2016/17 and that the review looks at any equality impact.

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

CSPC considers when policies should be reviewed in its planning of committee priorities. A date for its review will be set as part of Academic Services' policy audit in 2013/14. See I.2 above.

J. Publication of EqIA

Can this EqIA be published in full, now? **Yes**

J. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Sara Welham, Head, Governance and Regulatory Framework Team**

Accepted by (name): **Karen Harris, Acting Head, Academic Services**

Date: **26.2.14**

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