

Equality Impact Assessment of University of Edinburgh Admissions Policy and Practices

1. Pre-application related processes and activities

University of Edinburgh Admissions Policy

"The University aims to offer clear advice and guidance to prospective applicants to enable them to make informed choices and to apply to programmes appropriate to their interests, academic qualifications and potential."

Pre-application related processes and activities

Pre-application processes and activities concern the provision of information, advice and guidance to potential applicants through a number of online or printed publications, through on-campus Open Days, tours, visits and activities, and through off-campus recruitment visits in the UK and internationally. Pre-application widening participation activity includes specific projects and activities on and off campus, as well as summer schools.

Equality profile of those accessing pre-application information, advice and guidance

- It is not currently possible to collect data on the equality profile of those accessing pre-application information. EIA in relation to the provision of information must be anticipatory, rather than responsive to specific impacts
- An equalities survey has been part of the booking process for recent Open Days. Data collected will be monitored. As the response rate has been low so far, the method of collecting the data will be reviewed and refined to encourage more people to complete the survey.
- Equalities data can be collected and monitored for University-led WP outreach activities.
- Equalities data cannot be collected by the University of Edinburgh for recruitment and WP activities organised by others, but the University's expectation is that equality principles will be met by such partner organisations, and the University will be proactive in encouraging change if this is not the case.
- The University does not currently collect the following data for applicants / students : Religion; Sexuality; Gender Reassignment; Marital Status; Pregnancy/Maternity.
- Widening Participation has been included within the scope of the EIA because of its focus on under-represented groups. Members of protected characteristic groups may also belong to targeted widening participation groups.
- Data on prospective applicants who choose not to apply would be very useful, but currently we do not have a mechanism to collect this.
- As new information on the equality profile of potential applicants becomes available, the findings of this equality impact assessment will need to be revisited.

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For information	Admissions policies and procedures The University of Edinburgh Admissions Policy and its supporting policies and procedures are each subject to specific equality impact assessments. The pre-application equality impact assessment is therefore considering <u>how</u> information from those policies and procedures is provided in online and printed documents, rather than <u>what</u> that information is.		
General	Core competency / fitness to practise requirements <ul style="list-style-type: none"> ○ Publication of core competency and fitness to practise requirements, will allow all applicants including applicants with disabilities or other specific needs, to make an informed decision about whether they will be able to meet the requirements before applying 	<ul style="list-style-type: none"> ○ Ensure any core competency / fitness to practise requirements for any individual course are justifiable, and evidence-based ○ Ensure information about any core competency / fitness to practise requirements for any individual course is available within degree profiles ○ Provide opportunities for an applicant to discuss his/her specific difficulties in relation to such requirements, and consider alternative assessment methods, before he/she makes an application 	Everyone involved in providing information about courses for potential applicants
ONLINE / PRINTED INFORMATION			
University of Edinburgh website information	Accessibility of website <ul style="list-style-type: none"> ○ University is committed to accessibility of website: http://www.ed.ac.uk/about/website/accessibility/statement ○ University website meets best practice standards: http://www.ed.ac.uk/schools-departments/information-services/help-consultancy/accessibility/information-services/asked-questions 	<ul style="list-style-type: none"> ○ Ensure that all those with responsibility for updating the website, or writing new content, have completed the Polopoly and Writing for the Web training ○ Ensure all IAG for potential applicants meets the University's accessibility standards, in particular: <ul style="list-style-type: none"> ○ Text should be readable and understandable (plain English) ○ Content should appear and operate in predictable ways (e.g. labelling of links / links going back to pre-existing pages where possible) ○ There should be an alternative for time-based media that provides equivalent information (e.g. 	Everyone who provides or updates information on the UoE website for potential applicants

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	Pages / links for web visitors from particular protected characteristic groups <p><u>Age</u></p> <ul style="list-style-type: none"> ○ UG – most recruitment information is aimed at school leavers ○ Mature applicants ○ Young applicants (under 17) 	<p>(captions / sub-titles)</p> <ul style="list-style-type: none"> ○ Ensure that there is clear signposting, from the landing pages for each section, to any targeted information for members of protected characteristic groups ○ 87% of UG applications come from people aged 20 or under, so it is likely that much of the generic information provided for UG applicants will be applicable to this age group. However, there should be clear signposting to relevant pages for other groups of applicants (e.g. mature applicants / care leavers / applicants with disabilities / widening participation applicants) from the SRA UG landing page to ensure they can easily access the information they require. ○ Agree definition of a “mature” applicant and publish it clearly ○ Ensure there are clear links from landing pages to specific information for mature applicants ○ Information provided re mature applicants should be reviewed following development of mature applicants policy ○ Mature applicant web pages should be reviewed with input from users ○ Information provided re young applicants to be reviewed as part of a review of wider arrangements for young applicants ○ Information on visa requirements for young applicants should be included in this section 	<p>The UoE admissions website is managed by SRA.</p> <p>The same principles should be applied to any College or School websites which provide information for applicants</p> <p>SRA with College UG admissions offices</p> <p>SRA and Academic Affairs</p>

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	<u>Disability</u> <ul style="list-style-type: none"> ○ Admissions code of practice for applicants with declared disabilities ○ Signposting to support services 	<ul style="list-style-type: none"> ○ Ensure information is available to all applicants with a disability about how information they provide about their disability will be used in the admissions / selection process, in line with the code of practice ○ Ensure web pages aimed at applicants provide clear links to the support services available to disabled applicants and students 	SRA with Student Disability Service, UG and PG admissions officers
	<u>Nationality (i.e. overseas applicants)</u> <ul style="list-style-type: none"> ○ Links to support from IO ○ Information for applicants with overseas qualifications ○ English language requirements ○ Courses provided by UoE for prospective international students ○ Visiting / exchange students ○ Fee status information 	<ul style="list-style-type: none"> ○ Web pages should provide the same information, as far as is possible, for applicants from each country which is covered in detail ○ Generic information directing applicants to the International Office should be included where we do not provide specific information about a country (e.g. because we have very rarely had an application from that country) ○ Best practice in accessibility should be followed 	SRA and International Office
Printed information	Accessibility of printed information <ul style="list-style-type: none"> ○ All printed documents come under the University's accessibility pledge that they can be provided in alternative formats 	<ul style="list-style-type: none"> ○ Anyone producing printed information should first check the guidance available at: http://www.ed.ac.uk/schools-departments/information-services/help-consultancy/accessibility/creating-materials ○ All printed documents providing pre-application information should include the University's agreed accessibility statement: "This publication can be made available in alternative formats on request. Please contact (appropriate email address) or call +44 (0)131 (appropriate telephone number)" [Note: email addresses and telephone 	Everyone involved in providing information in print for potential applicants

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		<p><i>[numbers should be for the department/School/service which has produced the document]</i></p> <ul style="list-style-type: none"> ○ Further information related to accessibility of printed information is available on: http://www.ed.ac.uk/schools-departments/information-services/help-consultancy/accessibility/information-services/asked-questions 	
	Information for people from particular protected characteristic groups <ul style="list-style-type: none"> ○ Same principles as for web pages (see above) 	<ul style="list-style-type: none"> ○ Ensure that information provided for a specific protected characteristic group is easy to find, is helpful, and that it is not inadvertently discriminatory – take advice if you are not sure. 	Everyone involved in providing information in print for potential applicants
Social media	Unlikely to have any equality impact, but could be used as a way to promote the diverse make-up of the student body, and the University's commitment to equality and diversity.	<ul style="list-style-type: none"> ○ Use Facebook posts / Tweets to provide sign-posting to useful services for different groups of applicants or potential applicants 	Everyone who uses social media to interact with potential applicants
ON-CAMPUS EVENTS AND VISITS			
Open Days / on-campus events / visits / tours	Monitoring equality profile of attendees <ul style="list-style-type: none"> ○ Survey included as part of September 2014 booking form – feedback has not been positive 	<ul style="list-style-type: none"> ○ Separate equality monitoring form from booking process – provide a clear rationale for why the information is being collected, and link to an anonymous survey ○ Collate and report survey feedback 	SRA initially All those organising events for potential applicants, applicants and offer-holders will need to begin to collate this information

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	People with specific requirements <ul style="list-style-type: none"> ○ Anticipatory arrangements 	<ul style="list-style-type: none"> ○ All venues used should be accessible for people with impaired mobility ○ Organisers must ensure that all venues used for on-campus events are appropriately staffed ○ Organisers should ensure that staff working in venues for an event know the emergency evacuation procedures for people with additional needs, and if necessary have training in equipment which would need to be used (e.g. evac chairs) ○ All talks venues should have induction hearing loops, or portable loops should be provided ○ All speakers at venues should use the microphones provided ○ In busy venues, a quiet room should be available for people who find the bustle distracting, or who need more time ○ A room should be available, if required, for breast-feeding 	Anyone organising an on-campus event
	<ul style="list-style-type: none"> ○ People who have indicated on their booking form that they will have specific requirements 	<ul style="list-style-type: none"> ○ Contact the individual to clarify exactly what is required ○ Make arrangements to meet the specific requirements ○ Inform the individual of any special arrangements which are in place 	Anyone organising an on-campus event
	Widening participation <ul style="list-style-type: none"> ○ Bookings from SIMD 40 postcodes identified and those people invited to special events at the start of the day. 	<ul style="list-style-type: none"> ○ Where possible, invite people from other applicable under-represented groups to the same events. 	Anyone organising an event for WP applicants or offer-holders
	Timing of events Groups who may be impacted by the timing of events:	<ul style="list-style-type: none"> ○ Currently 3 x UG Open Days are held on a variety of days which will reduce impact on any specific religious group ○ Only one PG Open Day so no scope to vary days – provide 	Anyone organising an on-campus event

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	<ul style="list-style-type: none"> ○ Religious groups ○ Parents and carers 	lots of alternative opportunities to visit UoE for those who can't make it <ul style="list-style-type: none"> ○ Further development of online recruitment activity to provide more flexible ways for people to engage ○ Provide contact details so that people who are unable to visit the University, and who want to be able to ask questions have a means to communicate with WP / recruitment / admissions officers 	
EVENTS AND VISITS OFF-CAMPUS			
Careers Fairs / HE conventions	<ul style="list-style-type: none"> ○ These events are usually organised by other people, who may collect equalities data. ○ Events we attend but don't organise may not be accessible. 	<ul style="list-style-type: none"> ○ Request any equalities data which has been collected at any event we attend. ○ UK events - ask to see the E&D impact assessment or accessibility assessment if available / make our expectations and standards clear (influence change if necessary) ○ International events – make our commitment to equality and diversity clear in our correspondence with organisers (although may need to influence change gradually in some countries) 	Anyone involved in off-campus events or visits Anyone involved in off-campus events or visits
School visits / parents' evenings /	<ul style="list-style-type: none"> ○ Demography of schools we visit 	<ul style="list-style-type: none"> ○ Prioritise the schools we attend. ○ Consider whether visits can be used to direct recruitment towards boys (lower numbers of applicants overall, and very low in some subject areas), or girls (lower numbers of applicants to some Science and Engineering courses) 	Anyone involved in off-campus events or visits
UoE College / School outreach	<ul style="list-style-type: none"> ○ Under-representation of female applicants to STEM subject areas ○ Under-representation of male applicants to some specific subject areas 	<ul style="list-style-type: none"> ○ Encourage targeted outreach by UoE specific Colleges / Schools where gender balance of applicants / students is very uneven. 	Anyone involved in off-campus events or visits

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WP PROJECTS AND SUMMER SCHOOLS			
Summer schools and other partnership events <ul style="list-style-type: none"> ○ Sutton Trust summer school ○ LEAPS summer school ○ Kickstart summer school 	<ul style="list-style-type: none"> ○ Clarity on which member of the partnership has responsibility for equality and diversity ○ Accessibility arrangements ○ Gender balance at events 	<ul style="list-style-type: none"> ○ Partnership agreements should cover E&D responsibilities ○ Meet UoE standards where under UoE control, otherwise specify UoE expectations ○ Carry out an equality impact assessment on arrangements for selecting participants to ensure any action taken to address gender balance is not discriminatory 	Anyone involved in organising a summer school
INTERNATIONAL RECRUITMENT			
Nationality balance	<ul style="list-style-type: none"> ○ Some courses have a very high proportion of applicants from a single country 	<ul style="list-style-type: none"> ○ Staggered application deadline (applicants from some countries typically apply late in the cycle) ○ Understanding of different qualifications ○ Emphasise in course information the fact that all aspects of the course are delivered in English, no matter what the nationality balance of the student cohort ○ Target recruitment in countries outside the top 10 recruiting countries 	Anyone carrying out overseas recruitment
PRESENTATIONS			
TALKS	Some people making presentations / giving talks to prospective applicants may: <ul style="list-style-type: none"> ● Forget not all prospective applicants are school leavers ● Display unconscious bias e.g. through use of stereotypes / generalities ● Display conscious bias / discrimination e.g. through comments made (particularly jokes) 	<ul style="list-style-type: none"> ○ Training / guidance for all those making such presentations ○ Collect copies of presentations, in advance if possible. These can be made available on the website for potential applicants who were unable to attend ○ Record talks which can be used for podcasts (requires use of microphone) 	All those organising events targeted at potential applicants

