



Equality Impact Assessment Template

<p>A. Policy/Practice (name or brief description):</p> <p style="text-align: center;">Authorised interruption of study or extension of study- Postgraduate Research</p>
<p>B. Reason for Equality Impact Assessment (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: Susan Hunter</p> <p>Job title: Academic Policy Officer</p> <p>School/service/unit: Academic Services</p>
<p>D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:</p> <ul style="list-style-type: none">• affects primary or high level functions of the University Yes• is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? Yes• It is one which interested parties could reasonably expect the University to have carried out an EqIA? Yes
<p>E. Equality Groups</p> <p>To which equality groups is the policy/practice relevant and why? (delete any that are not relevant):</p> <ul style="list-style-type: none">• Age• Disability• race (including ethnicity and nationality)• religion or belief• sex• sexual orientation• gender reassignment• pregnancy and maternity• marriage or civil partnership¹ <p>This guidance applies to all postgraduate research students and therefore may impact on any of the protected characteristic groups.</p>

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.

- On any available information about the needs of relevant equality groups:

The University Equality and Diversity committees (www.ed.ac.uk/schools-departments/equality-diversity/governance-committees/equality-diversity-committees) and the Curriculum and Student Progression Committee (CSPC) receive reports on student progression and award data, some of which relates to the protected characteristics groups. CSPC is reviewing its use of student data and is participating in a cross-Senate committees' working group on this.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:

We believe there are no gaps in the evidence required to equality assess this guidance.

- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:

No

- If the policy/practice contributes to advancing equality of opportunity²
This guidance advances equality – as it ensures a standard code of practice across the University.

Note the guidance states – For definitions of Authorised Interruption of Study - *These circumstances can include, amongst others, Medical and health problems, Personal and family problems and Bereavement.* There is a separate policy for Student Maternity and Family leave.

- If there is an opportunity in applying this policy/practice to foster good relations:

No

- If the policy/practice create any barriers for any other groups?

No.

- How the communication of the policy/practice is made accessible to all groups, if relevant?

Alternative formats of the guidance document are available on request.

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

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

- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations:

No evidence for this.

F. Equality Impact Assessment Outcome

Option 1: No change required – the assessment is that the policy/practice is/will be robust.

G. Action and Monitoring

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

None needed.

2. When will the policy/practice next be reviewed? **2016/17**

The guidance will be reviewed as part of the ongoing work of Academic Services in support of the academic regulatory framework.

H. Publication of EqIA

Can this EqIA be published in full, now? Yes

I. Sign-off

EqIA undertaken by: Susan Hunter, Academic Policy Officer, Academic Services

Accepted by: Adam Bunni, Head of Governance and Regulatory Team, Academic Services

Date: 15/06/16

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