



Equality Impact Assessment Guidance and Template

A. Policy or Practice (name or brief description): Code of Student Conduct and Code of Student Conduct Guidance
B. Reason for screening (delete as applicable): <ul style="list-style-type: none">• Proposed new policy/practice• Proposed change to an existing policy/practice
C. Person responsible for the policy area or practice: Name: David Robinson Job title: Academic Policy Officer School/service/unit: Academic Services, Academic Registry
D. Screening Analysis 1. Does the policy or practice affect primary or high level functions of the University? 2. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? Yes. The policy applies to all students of the University and consequently the University could be expected to carry out an EqIA.
E. Screening outcome Equality Impact Assessment required: Yes Record notes about the screening process or outcome here. See below in section G.
F. Sign-off Screening undertaken by (name(s) and job title(s)): Sara Welham, Assistant Head, Academic Services Accepted by (name): David Robinson Date: 28.5.13, updated on 17.12 13 to take account of the new guidance

G. Equality Impact Assessment

1. Overview.

The new Code of Student Conduct was approved by the Senate on 5 June 2013. It will replace the current General Statement and Code of Student Discipline with effect from 1 January 2014. References below are to paragraphs in the Code of Student Conduct.

Supporting guidance material has been produced for staff use.

2. To which equality groups are the policy/practice relevant?

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

The Code applies to all students and should have an equal impact on them. Specific references are made to health conditions and disabilities in paragraph 7 and to all the protected characteristics in paragraph 12.7.

Paragraph 7 notes what the University will do to support students and notes that the University has a duty of care to members of its community and may take action under the Code of Student Conduct.

12.7 makes it an offence for students to discriminate against anyone on grounds of the protected characteristics. This and the other offences will be monitored.

3. What evidence is available about the needs of relevant equality groups?

This is a new Code and Guidance. We will undertake annual monitoring, looking across relevant protected characteristic groups (where this data is held) to ensure that the policy is having an equal impact on all groups of students. The data will be considered annually by the Senatus Quality Assurance Committee.

Where are the gaps in evidence? If there is insufficient information to properly assess the policy, how will this be addressed?

The University previously collected some data under the previous discipline arrangements, but this did not cover all of the relevant groups. See above.

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?

We do not expect it to have these effects. In fact, the protected characteristic groups are given specific protection under the Code (see 12.7).

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.

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

Yes. Paragraph 7 is relevant here and there is a cross reference to the Mental Health Code of Practice in the Guidance.

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?

This is not an intended consequence of the Code or Guidance.

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?

The Code and Guidance are part of the framework for creating a community of mutual trust and confidence. We will monitor the misconduct offences and use this as a learning opportunity, if this is needed, to inform promotion of understanding.

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?

We have no evidence of this.

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)?

No, the Code applies to all students.

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 barriers are created. The Code and Guidance will be made available in different formats if necessary.

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

CSPC has wide-spread representation, including from the Edinburgh University Students Association (EUSA), to gain input into the development of the Code and its review and monitoring. The Student Disability Service and those with responsibility for the provision of particular services, e.g. Student Counselling Service, were also included in the consultation.

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.

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 further points.

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.

See section G.

I Action and Monitoring

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

No further action needed.

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

The Senatus Quality Assurance Committee will consider an annual monitoring report on the operation of the Code.

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

The next EqIA will be conducted when the Code and Guidance are next reviewed in 2018/19.

J. Publication of EqIA

EqIAs are published on the Equality and Diversity website.

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

J. Sign-off

EqIA undertaken by: **Sara Welham, Assistant Head, Academic Services**

Accepted by: **David Robinson**

Date: **28.5.13 and 17.12.13**

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