



Equality Impact Assessment Guidance and Template

This form is intended to help you decide whether an Equality Impact Assessment (EqIA) is needed and, if it is, to carry out the assessment of impact.

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment

EqIA is part of the University's general equality duty under the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The Equality Act 2010 specifies the following 'protected characteristics': age, disability, race (including ethnicity and nationality), religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage or civil partnership. This form uses 'equality group' to mean persons who share a relevant protected characteristic.

The University has a general equality duty to have due regard to the **needs** to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

Under the Scottish Regulations, the University has a specific duty – subject to relevance and proportionality - to assess the impact of applying proposed new or revised policies and practices against the needs above. 'Policy and practice' should be interpreted widely to include the full range of the University's policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services – essentially everything we do.

This form is a tool to help with screening and EqIA and is designed to lead you through the process through asking pertinent questions and giving examples. However, the law does not dictate a particular form for EqIA. The requirement is to actively consider how a policy or practice will meet the general equality duty, and take any necessary action. Wherever practicable, EqIA should be built into standard processes and tailored to the nature of the policies or practices involved.

It is, however, necessary to publish EqIA where the policy or practice is applied, so all EqIAs – in whatever format - should be sent to equalitydiversity@ed.ac.uk for publication.

The form includes: some details about the policy/practice; a screening analysis to indicate whether full EqIA is required; and then a number of questions to enable full EqIA.

Answers should be recorded after the questions and the form can be expanded and supplemented as required. Answers may be as long or short as is necessary and relevant, bearing in mind that the effort involved in EqIA should be proportionate to the relevance of the policy or practice to equality.

Once completed, this form will be the record of the screening and, where applicable, the EqlA of the policy or practice. All full EqlAs are published.

<p>A. Policy or Practice (name or brief description):</p> <p>University of Edinburgh policy regarding English language entry requirements</p>
<p>B. Reason for screening (delete as applicable):</p> <ul style="list-style-type: none">• Revisions to policy/practice
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Ian Sutherland</p> <p>Job title: Head of Admissions</p> <p>School/service/unit: Student Recruitment and Admissions</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 EqlA? Yes <p>If the answer to any of these questions is 'Yes', an EqlA 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 EqlA is required, note when/at what stage(s) and by whom EqlA will be carried out. <p>EqlA will be carried out when the revised policy is at draft stage, and before it is taken to the Recruitment and Admissions Strategy Group for ratification. The EqlA will be carried out by the SRA Policy and Project Manager</p> <ul style="list-style-type: none">• If EqlA is not required, note plans for review, monitoring or other action (including the communication of any favourable equality impact).
<p>F. Sign-off</p> <p>Screening undertaken by (name(s) and job title(s)): Gillian Simmons, Policy and Project Manager</p> <p>Accepted by (name): Ian Sutherland</p> <p>Date: 17th October 2014</p>

If EqlA is not being carried out, delete the remainder of this form and send the completed form to equalitydiversity@ed.ac.uk.

G. Equality Impact Assessment

Before assessing the policy/practice, ensure that you have a clear understanding of the purpose of the policy or practice, the context, the intended beneficiaries and the results aimed for.

In answering the questions below:

- Bear in mind that the extent of EqIA should be proportionate to the relevance of the policy/practice to equality. It may not be practicable or necessary to answer every question or address every potential scenario.
- Focus mainly on aspects of the policy/practice that are most relevant to the question, to ensure most attention is given to the most important areas.
- Relate answers to consideration of the available evidence and address any gaps or disparities revealed, where feasible without disproportionate effort. For new policies, assess potential impact.
- Describe any action identified to address any issues highlighted.
- Where there is potential for adverse impact, but the policy/practice will still be applied, indicate the rationale for that decision.

Initial/partial EqIA: in some circumstances - particularly for new policies/practices – there may be limited information on which to base EqIA. In these cases, the EqIA should be carried out to the extent possible and should identify arrangements for monitoring/investigation of equality impact and for fuller EqIA in future.

Wholly positive impact: Some policies/practices may be viewed as having only positive equality impact. For these, consideration should still be given to ensure that no adverse impact is overlooked and to ensure that full advantage is taken of the positive impact, e.g. through effective communication. However, the effort involved in carrying out EqIA should not be excessive.

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 University of Edinburgh Policy regarding English language entry requirements** was approved by the Recruitment and Admissions Strategy Group in May 2014. It is intended to provide a robust and clear policy on English language requirements for entry to the University to ensure that all students have sufficient English language skills to succeed in their degree, and also to provide clarity on acceptable qualification for Tier 4 visa purposes. It was developed in partnership with the International Office and in consultation with representatives from the three Colleges. It has been reviewed at the request of the Colleges.*

All applicants to the University are required to demonstrate that they have adequate English language skills. However, requirements for students who are not native English language speakers differ from the requirements for applicants who have English as their first language. In addition, when an applicant requires a Tier 4 visa in order to study in the UK, they must also meet the English language requirements set out by the UK Visas and Immigration (UKVI) department. The policy is designed to ensure that all applicants are clear about the University's English language requirements before they apply, and that

they can be confident of how their application will be considered, whatever their nationality.

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 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 policy is particularly relevant to applicants who are not native English speakers, and those who require a Tier 4 visa to study in the UK, who will all belong to the protected characteristic group of "race (including ethnicity and nationality).

In answering the questions below consider each of these equality groups. As part of this, consider diversity within, as well as between groups (e.g. different disabilities, different racial groups). Consider the implications of combinations of protected characteristics e.g. issues of relevance to women may vary once race, religion and age are taken into consideration. Also consider the impact on those with caring/family responsibilities (which tends to impact more on women).

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.

The University has information about how many EU or overseas students apply each year, and how many of these applicants are successful. Data on the number of applicants who are unsuccessful because they have not met English language requirements is available but is not currently systematically recorded.

The International Office monitors Tier 4 visa numbers.

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.

All relevant data is available, and systematic monitoring of this data is being introduced.

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?

The policy is intended to reduce any risk of discrimination, harassment or victimisation by providing clear and transparent English language entry requirements. Because it is necessary to have different requirements for applicants who will need a Tier 4 visa to study in the UK, these applicants will be treated differently. Systematic monitoring of data will ensure that this does not lead to indirect discrimination.

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

It is not anticipated that any adjustments will be required, but should any applicant require adjustments, these will be made as necessary.

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?

The policy is designed to provide clarity to applicants, and to ensure that all applicants have sufficient ability in English to succeed on their chosen course. This maintains the academic standard of the University's degree programmes and is to the benefit of all students, whether they are native English speakers or not. Therefore it will contribute to advancing equality of opportunity for students of all nationalities.

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 University is committed to having a diverse staff and student population, and this policy will support that strategic aim. In doing so, it will foster good relations between people of all nationalities, which will tackle prejudice and promote 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?

Applicants who require a Tier 4 visa to study in the UK will have a different experience in relation to this policy, because they have to meet both University of Edinburgh English language entry requirements and UKVI Tier 4 visa requirements. It is possible, therefore, that an applicant who has a qualification that would be acceptable for entry to the University will need to take a further English language qualification to meet the requirements of UKVI.

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)?

n/a

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

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.

If so, why?

This policy applies to all applicants, and to all equality groups.

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?

The policy is not anticipated to create barriers for any group.

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

Non-native English speakers have not been involved in the development or review of this policy. As part of the monitoring process, students will be consulted.

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.

H. Equality Impact Assessment Outcome

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised policy or practice. This requires considering taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

Having considered the answers in section G, select one of the four options below to indicate how the development/review of the policy/practice will be progressed. Delete the options that do not apply.

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.

State the reasons for this conclusion and the evidence used, if not already included in section G.

Almost one third of students at the University of Edinburgh come from overseas, and this policy is designed to provide them with clarity and transparency about the University's English language entry requirements.

I Action and Monitoring

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

No actions are required.

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

Data on the English language qualifications presented by applicants will be kept under review, to ensure the policy remains up to date and robust.

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

September 2015.

J. Publication of EqlA

EqlAs are published on the Equality and Diversity website.

There is a statutory requirement to publish EqlAs within a reasonable period. However, in some circumstances there may be valid reasons to limit what is published or to delay publication.

Can this EqlA be published in full, now? Yes

K. Sign-off

EqlA undertaken by (name(s) and job title(s)): Gillian Simmons, Policy and Project Manager

Accepted by (name): Ian Sutherland

Date: 17th October 2014

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