



## Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, 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](http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment)

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

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| <b>A. Policy/Practice (name or brief description):</b> International Diversification   |
| <b>B. Reason for Equality Impact Assessment (Mark <b>yes</b> against the applicable reason):</b> <ul style="list-style-type: none"><li>• Proposed new policy/practice</li><li>• Proposed change to an existing policy/practice <b>Yes</b></li><li>• Undertaking a review of an existing policy/practice</li><li>• Other (please state):</li></ul>  |
| <b>C. Person responsible for the policy area or practice:</b><br><br>Name: Clare Mackay<br><br>Job title: Deputy Director<br><br>School/service/unit: Student Recruitment and Admissions   |
| <b>D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:</b> <ul style="list-style-type: none"><li>• affects primary or high level functions of the University <b>Y</b></li><li>• is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? <b>N</b></li><li>• It is one which interested parties could reasonably expect the University to have carried out an EqIA? <b>Y</b></li></ul>                                      |
| <b>E. Equality Groups</b><br><br>To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s) <ul style="list-style-type: none"><li>• Age</li><li>• Disability</li><li>• <b>race (including ethnicity and nationality) Yes. International Diversification will be looking at the markets with which we engage, recruit and admit to the University. This may change how we interact with nationalities (although not exclusively).</b></li><li>• religion or belief</li><li>• sex</li></ul> |

- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership<sup>1</sup>

Add notes against the following applicable statements:

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

N/A

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

Understanding our legal bandwidth to proactively manage cohort diversity. Conversation are being undertaken with Legal Services to ensure this is addressed appropriately.

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

We are pursuing a legitimate aim to balance the international diversity of our intakes both to safeguard the University's academic and financial sustainability and support the student experience both for majority and minority populations. However, this means reducing the proportion of Chinese students relative to the rest of our overseas intake. With reference to the previous bullet point we are exploring levers with Legal Services and are keen foreground fairness.

- **If the policy/practice contributes to advancing equality of opportunity<sup>2</sup>**

Balancing the cohort is important for the student experience as a disproportionate representation from any one nationality does not benefit any of our students. Diversification aims are also to promote the opportunity for lesser represented nationalities to access the University.

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

There is a secondary benefit that the profile of the University will be increased in strategically important countries.

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

It is not our intention to create any barriers to any nationality but as outlined above there is an explicit aim to rebalance the relative representation of individual countries.

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

This is a commercially sensitive business activity but where it results in any concrete changes to student facing processes, pending the outcome of conversations with Legal Services, these will be transparently communicated (e.g. differentiated application deadlines).

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

We are drawing on subject matter expertise to ensure this is based on an understanding of local education systems. This work has also been partially instigated based on feedback from student surveys around student experience.

<sup>1</sup> 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.

<sup>2</sup> 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:  
See above.

#### F. Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision

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

**Option 2:** Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.

**Option 3:** Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified **Y (but will support potential in option 2)**

**Option 4:** Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.

#### 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).

This is a top level EqIA that documents our overall aims and the possible impacts; as our work progresses more detailed EqIAs will be undertaken to assess the impact of individual actions.

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

This will be reviewed in line with our conversations with Legal Services.

#### H. Publication of EqIA

Can this EqIA be published in full, now? ~~Yes~~/No

If No – please specify when it may be published or indicate restrictions that apply:

Commercially sensitive so should not be published.

#### I. Sign-off

EqIA undertaken by (name(s) and job title(s)): Emma Rowson, SRA Policy and Project Manager

Accepted by (name): Clare Mackay, Deputy Director, SRA

Date: 10/08/2023

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)

