

Quick Equality Impact Assessment (QEIA)

Details of document	
Document title	Code of Student Discipline (Non-Academic)
Document author	Alison Ramsay, Clerk to Court & Corporate Governance Manager
School/Service	Academic Registry
QEIA prepared by	Alison Ramsay

Reason for the QEIA:	
Proposed new document	
Proposed change to existing document	
Review of existing document	X
Other (please state):	

Is there any evidence or concern that any of the protected characteristic groups have different experiences, issues or needs in relation to this document? (Please provide rationale for answers in the box below)					
	Yes	No		Yes	No
Age		X	Race		X
Disability	X		Religion or belief		X
Gender reassignment		X	Sex		X
Pregnancy & maternity		X	Sexual orientation		X
Marriage & Civil partnership		X			
<i>Please provide details here:</i>					
Students with a hidden disability could find themselves the subject of a disciplinary investigation because of actions arising from their disability. Reasonable adjustments will be made for those students and support offered.					

Will this document have any impact on:		
	Yes	No
Discrimination?		X
Equality of opportunity?		X
Relations between protected characteristic groups?		X
Staff or student wellbeing?	X	
<i>Please provide details here:</i>		
This policy could have an impact on students who find themselves the subject of a disciplinary investigation. However, the policy is designed to be remedial rather than punitive.		

Will this document have an impact on the physical environment? For example, will there be any impact on working conditions, pollution or climate change, accidental injuries or public safety?	Yes	No
<i>Please provide details here:</i> Student non-academic misconduct can take a number of forms, including in their interaction with members of the public.	X	

If any of the questions above are answered 'Yes', please complete a Comprehensive Equality Impact Assessment (CEIA). Otherwise please append this to the document and submit it for formal approval by the relevant committee (further details available in the guidance document) before publishing.

Declaration

I confirm that this equality analysis represents a fair and reasonable view of the implications of the document for all protected characteristic groups, and that appropriate actions have been identified to address the findings.

<i>Alison Ramsay</i>	EIA prepared by
	Line manager (if appropriate)

Formal approval

Which committee has this document gone before for approval?
Date of formal meeting:

Following committee consultation, what is the decision for this document?			
Reject the document		Approve and publish the document	
Amend the document		Other (please give details below)	

If the committee requires that the document be amended, please list amendments below.

Please ensure that the document is compatible with the University's screen reading software. For further details refer to the EIA guidance available.

Comprehensive Equality Impact Assessment (CEIA)

Details of document	
Document title	Code of Student Discipline (Non-Academic)
Document author	Alison Ramsay, Clerk to Court & Corporate Governance Manager
School/Service	Academic Registry
CEIA prepared by	Alison Ramsay

Guidance

The following are available to consult when preparing this CEIA:

- Student Services
- Abertay Students' Association
- SEZ
- Human Resources
- Occupational Health
- Policy Officer

Aim of the document

What are the aims and objectives of the document?
This policy demonstrates how the University will proceed where students do not comply with the standards of behaviour expected of them, the process through which allegations of misconduct by students will be considered and the possible sanctions that may be applied where such misconduct is proven.

How important is the document in terms of equality in the University? Does it relate to an area with known inequalities or where equality objectives have been set by the University? Is there legislation in this area that the University must comply with?
It is important in that it seeks to adhere to expected standards of behaviour, where that behaviour may arise from a protected characteristic

Who is affected by the document and how have they been involved in the development of it? If unsure, have you spoken to those likely to be affected?
All students will be affected by the document, as any student may find themselves the subject of a disciplinary investigation. The Students' Association was involved in the development of the original Code. The revisions in this document are to ensure fairness, transparency and equity of treatment.

Are any persons affected by the document likely to benefit from it and in what way?
We would expect that any person affected by non-academic misconduct on the part of one of our students would benefit from any remedial actions arising from a disciplinary investigation.

Is there any evidence or concern that any of the protected characteristic groups will have different experiences, issues or needs in relation to this document? (Please provide the rationale for your answer in the box below)			
Age		Race	
Disability	X	Religion or Belief	
Gender Reassignment		Sex	
Pregnancy & Maternity		Sexual Orientation	

Marriage & Civil Partnership			
Further details:			

Consideration of available data regarding protected characteristics (listed above)

(Consider what data is available. Data can include surveys, focus groups, analysis of complaints made, feedback received, consultations, etc.)

What do we know from existing data already held by the University?
We know that students with a hidden disability could find themselves the subject of a disciplinary investigation because of actions arising from their disability. Reasonable adjustments are made for those students and support offered, as appropriate.

What do we know from existing data which is available externally?

Are there any apparent gaps in knowledge?
None apparent

Impact of document on Equality and Diversity

Could this document lead to any differential impact (positive, negative, intended or otherwise) on any protected characteristic?
We do not believe so, but will, of course, keep this under review as cases arise

CONSIDER: Is this document unlawfully discriminatory? If you find that it is you must decide how the University will act lawfully.

Consultation

What did this equality analysis conclude?
The conclusion is that the University will take account of students whose protected characteristic might result in behaviour which others might consider unacceptable but where the University would wish to be remedial and supportive, rather than punitive

Is any action required to be taken in response to the findings from this EIA?
Academic Registry will monitor the implementation of the Code to ensure that there are no unanticipated consequences.

What is the recommendation for this document following consultation?			
Reject the document		Approve and publish the document	X
Amendment required		Other (please provide details below)	

Declaration

I confirm that this equality analysis represents a fair and reasonable view of the implications of the document for all protected characteristic groups, and that appropriate actions have been identified to address the findings.

<i>Alison Ramsay</i>	EIA prepared by
	Line manager (if appropriate)

Once completed, this EIA should be appended to the document before being submitted for formal approval. The section below should be completed following formal approval.

Formal approval

Which committee has this document gone before for approval?
People, Health & Equality Committee
Date of formal meeting: 1 June 2017

Following committee consultation, what is the decision for this document?			
Reject the document		Approve and publish the document	
Amend the document		Other (please give details below)	

If the committee requires that the document be amended, please list amendments below.

Please ensure that the document is compatible with the University's screen reading software. For further details refer to the EIA guidance available.