



Edinburgh Napier University

Equality Impact Assessment
Disciplinary Procedures

*(including Student Conduct, Fitness to Practise and Graduate
Academic Misconduct)*

July 2013

**Please complete and return by email to Mohammed Hameed, Diversity Partner
m.hameed@napier.ac.uk**

Faculty/Service Area Student & Academic Services	Date of Assessment 18th July 2013	Name of the proposal to be assessed Disciplinary Procedures (including Student Conduct, Fitness to Practise and Graduate Academic Misconduct)	Person responsible for the assessment Richard Bews
Who was present at the EIA? Please list R. Bews/M. Hameed/ K. Swanton/A. Waugh	Is this a new or existing proposal? Existing		When will this proposal be reviewed? 2016, unless changes in legislation require an earlier review
1. Briefly describe the aims, objectives and purpose of the proposal	<p>The University has long established procedures which demonstrate to students and staff how students are expected to conduct themselves whilst matriculated at the University and how any allegations of misconduct will be addressed. The separation of the Fitness to Practise procedure from the main Student Conduct procedure serves to further enhance the importance of this procedure to students for whom it is applicable. The Graduate Academic Misconduct Procedure is to be publicised to highlight to students the importance of their academic conduct once a graduate of the University and to reaffirm that any instances of alleged misconduct can still be investigated and have sanctions brought against an individual after they graduate. The procedures referenced have been subject to review and this review has resulted in a redefining of the way in which the procedures are presented rather than any major changes to procedural content and the way the procedures are applied.</p>		
2. Who is intended to benefit from the proposal and in what way?	<p>Both students and staff are expected to benefit from having clearer, more concise procedures to reference on occasions when the use of these procedures is required. The revised procedures aim to apply the regulations set out in a fair, consistent and transparent manner.</p>		
3. What outcomes are wanted from this proposal?	<p>To ensure the University continues to have consistent, fair, robust and transparent procedures for students and staff to use with confidence as and when required.</p>		

4. What factors/forces could contribute/detract from the outcomes?	<p>Contribute – the successful usage and understanding of the procedures by staff and students. Further reference to procedures at staff/student information events such as “Share it with Students”, matriculation, induction, presence on staff/student intranet and references to avoiding academic misconduct on Moodle in line with the University’s educational approach to the avoidance of academic misconduct . A list of support available for assistance with interpreting the procedures will be provided on the portal pages when they are published.</p> <p>Detract - If there is evidence to suggest any aspects of the procedure are impractical or not understood when applied.</p>	
5. Is it likely that the proposal could have a positive or negative impact on minority ethnic groups, international students and those students studying at Edinburgh Napier University’s partner institutions overseas? What evidence (either presumed or otherwise) do you have for this?	Y	<p>It is expected that the clearer presentation of these regulations will allow for them to be better understood by students within this group.</p> <p>The complicated language used in some areas of the regulations may make them difficult to understand and interpret for these students but full support will be available to assist them with this as well as the points of contact for obtaining this support.</p>
6. Is it likely that the proposal could have a positive or negative impact due to gender (including pregnancy and maternity)? What evidence (either presumed or otherwise) do you have for this?	N	<p>There is unlikely to be a positive or negative impact for this group. If however an individual believed that they had been unfavourably treated because of their status of belonging to this protected characteristic, they may contact the Appeals, Complaints and Conduct Officer who will ensure their concerns are thoroughly investigated under the correct procedure.</p>
7. Is it likely that the proposal could have a positive or negative impact due to disability? What evidence (either presumed or otherwise) do you have for this?	Y	<p>Positive - Support available will now be highlighted and students may request additional assistance which will be granted if this is deemed appropriate. This constitutes a reasonable adjustment under the Equality Act 2010.</p>

<p>8. Is it likely that the proposal could have a positive or negative impact on people due to sexual orientation? What evidence (either presumed or otherwise) do you have for this?</p>		N	<p>There is unlikely to be a positive or negative impact for this group. If however an individual believed that they had been unfavourably treated because of their status of belonging to this protected characteristic, they may contact the Appeals, Complaints and Conduct Officer who will ensure their concerns are thoroughly investigated under the correct procedure.</p>
<p>9. Is it likely that the proposal could have a positive or negative impact on people due to their age? What evidence (either presumed or otherwise) do you have for this?</p>		N	<p>There is unlikely to be a positive or negative impact for this group. If however an individual believed that they had been unfavourably treated because of their status of belonging to this protected characteristic, they may contact the Appeals, Complaints and Conduct Officer who will ensure their concerns are thoroughly investigated under the correct procedure.</p>
<p>10. Is it likely that the proposal could have a positive or negative impact on people due to their religious belief (or none)? What evidence (either presumed or otherwise) do you have for this?</p>		Y	<p>With regard to invitations to any hearings or meetings related to the application of the procedures, students are given an opportunity to advise if they will be unable to attend at the given time and will be invited to cite their reasons for this inability to attend. This includes attendance at religious festivals. The University will still reserve the right to hold hearings and meetings in a student's absence as stated in the procedures, even after consideration of a student's explanation for being unable to attend.</p>
<p>11. Is it likely that the proposal could have a positive or negative impact on people with dependants/caring responsibilities? What evidence (either presumed or otherwise) do you have for this?</p>		Y	<p>With regard to invitations to any hearings or meetings related to the application of the procedures, students are given an opportunity to advise if they will be unable to attend at the given time and will be invited to cite their reasons for this inability to attend. This includes students who may have dependants or caring responsibilities for students are the primary carers for someone with a disability. The University will still reserve the right to hold hearings and meetings in a student's absence as stated in the procedures, even after consideration of a student's explanation for being unable to attend.</p>

<p>12. Is it likely that the proposal could have a positive or negative impact on people due to them being transgender or transsexual? What evidence (either presumed or otherwise) do you have for this?</p>		<p>N</p>	<p>There is unlikely to be a positive or negative impact for this group. If however an individual believed that they had been unfavourably treated because of their status of belonging to this protected characteristic, they may contact the Appeals, Complaints and Conduct Officer who will ensure their concerns are thoroughly investigated under the correct procedure.</p>
<p>13. Is it likely that the proposal could have a positive or negative impact on people due to their marital or civil partnership status? What evidence (either presumed or otherwise) do you have for this?</p>		<p>N</p>	<p>There is unlikely to be a positive or negative impact for this group. If however an individual believed that they had been unfavourably treated because of their status of belonging to this protected characteristic, they may contact the Appeals, Complaints and Conduct Officer who will ensure their concerns are thoroughly investigated under the correct procedure.</p>
<p>14. Describe how this proposal will help the University to meet its Public Sector Equality Duty obligations.</p>	<p>Y</p>		<p>The three needs of the Public Sector Equality Duty are to:</p> <ul style="list-style-type: none"> - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act - Advance equality of opportunity between people who share a protected characteristic and those who do not - Foster good relations between people who share a protected characteristic and those who do not. <p>The review, and subsequent redefining of the way these proposals are presented, coupled with the support that is in place for anyone who needs it (either because their technical English lacks the capacity to fully understand these proposals or because of a disability such as dyslexia) should ensure that the University is more able to demonstrate that it is eliminating the potential for unlawful discrimination taking place and advancing equality of opportunity.</p>