



Equality Impact Assessment (EIA).

As part of the University's commitments in relation to the Equality Act 2010, we are legally bound to show "due regard" to the aims of the Public Sector Equality Duty (PSED) when making decisions and setting policies. This duty focuses on the need to pay due regard to:

- Eliminate discrimination, harassment and victimization
- Advance equality of opportunity between different groups, and
- Foster good relations between different groups.

It is therefore essential that consideration is given to the 9 protected characteristics identified in the Equality Act 2010 in regards to any change, with positive and negative impact identified. Change in this context refers to, but is not limited to the following: strategy development; projects and plans; initiatives, policy and procedure creation or amendment; restructure. Evidence of consideration should be logged accordingly, to be referred to in response to any potential legal challenge, whereby the university would be expected to justify their actions and decisions.

An Equality Impact Assessment (EIA) is a process designed to ensure that policies, practices and initiatives are fair, meet the needs of our staff and students and that they do not unlawfully discriminate against any protected characteristic.

An EIA should form part of any decision-making process and not be seen as an add-on at the final stage. Assessing impact early avoids wasted time and resource, as changes and mitigations can be applied at the outset of the journey, using reliable data and/or engagement with key groups to inform and guide the change. The Equality and Human Rights Commission (EHRC) are clear that engagement should be proportionate and relevant to the size of the organisation and the significance of decision.

It is imperative that the EIA is completed by the lead colleague responsible for the change in the university, to draw on their specialist knowledge and take ownership from the moment of conception, to the final decision and in regards to future monitoring. Further development will be required to record and measure original expectation, alongside possible further equality action.

The form on page 2 will enable you to reflect on the proposed change and assess the potential positive and negative impact from an equalities perspective on our university community.

Title of EIA:	Admissions Procedures
Lead colleague and contact details:	Cathy Lambert, Academic Registrar

Step 1: Identify the proposed change e.g. strategy development; projects and plans; initiatives, policy and procedure creation or amendment; restructure
<p>This Equality Impact Assessment covers the University's Admissions procedures. The Admissions Procedures were updated and approved in March 2022. Very minor changes have been made.</p> <p>In particular, gender neutral language has been used throughout and a link to the University EDI commitments have been included in the introduction.</p>

Step 2: Please reference sources of data/information, consultation, or individuals/groups you have identified to explore equalities impact
<p>The Admissions Procedures were presented to Academic Strategy and Planning Committee on 14 February 2023. An Equalities Impact Assessment was not undertaken at the time. Minor changes have been made which will be presented to the Chair of ASPC for approval.</p> <p>Advice on the equalities impact assessment was sought from Lee McDermott in January 2024.</p> <p>The policy has been informed by the following external guidelines and good practice:</p> <ul style="list-style-type: none"> • University of Cumbria Admissions Policy 2023 • Equality Act 2010 • UK Quality Code for Higher Education, Part B: Assuring and enhancing academic quality, Chapter B2: Recruitment, selection and admission to higher education • The principles from the Schwartz review of higher education admissions (2004) and the work of Supporting Professionalism in Admissions along with the Universities UK Fair Admissions Review June 2019-November 2020 <p>There has been no consultation with applicants as part of the Committee's consideration of these revised procedures although they are operational in nature. The Admissions procedures were submitted to UCSU for review to seek additional student input prior to submitting this EIA.</p> <p>UCSU have since provided feedback across all 3 admissions policies:</p> <ul style="list-style-type: none"> • Recognition of the range of 'types' of student (i.e. Apprentices) were noted and welcomed, with a particular reference to students with disabilities or other protected characteristics.

- Accessibility of the policies to applicants. In response, the policies on the web-site at [Policies \(cumbria.ac.uk\)](http://Policies(cumbria.ac.uk)) will be updated.
- Intersection with other policies once applicants recruited from external partners, for example through school direct and apprenticeships become registered students. In response, this is more a matter for our student complaints policies and the agreements that are reached on complaint handling when entering into partnerships.

	Acknowledge Potential Positive, Negative or Neutral Impact on Groups (please include relevant data if possible)				
		Action required	Person responsible	Target date	Progress to date
Age (consider older people, younger people, early-career researchers etc.)	Considered but no impact identified.				
Disability (including mental health and non-visible disability)	Positive impact	Section 18 sets out the procedures for Disabled Applicants and those with Specific Learning Difficulties	Admissions Manager	March 2023 (included in procedures presented to Academic Board)	Implemented
Gender reassignment	Positive impact.	Gender neutral language adopted throughout	Admissions Manager	January 2024 (to be	Implemented

(including Trans and non-binary people, gender identity and gender expression)				included in revised procedures to be presented to the chair of ASPC for approval)	
Marriage and civil partnership	Considered but no impact identified.				
Pregnancy and maternity (including adoption)	Considered but no impact identified.				
Race	Positive impact	Section 19 sets out the procedures for international students, which will have a positive impact from an intersectional perspective	Admissions Manager	March 2023 (included in procedures presented to Academic Board)	Implemented
Religion and belief (including those without religion or belief)	Considered but no impact identified.				
Sex	Considered but no impact identified.				

Sexual orientation	Considered but no impact identified.				
Other International	Positive impact	Section 19 sets out the procedures for international students.	Admissions Manager	March 2023 (included in procedures presented to Academic Board)	Implemented

<p>Step 4: Next steps. Please consider:</p> <ul style="list-style-type: none"> - Is further monitoring/engagement required? - How will you measure mitigation in regards to potential negative impact? - How will you measure maximizing potential positive impact? - When will you review this EIA?
<p>The procedures will be presented to the Chair of ASPC for approval in January 2024.</p> <p>The Admissions Procedures are subject to a biennial review. The next review is due in March 2025.</p> <p>On completion of the EIA, the revised Procedures will be published to applicants on the University's external admission policies web-site and communicated to staff via the Global.</p> <p>There will be deeper consultation with the student body when the Admissions Procedures are next reviewed.</p>

Step 5: Final review. Please confirm the lead colleague has reviewed this EIA and is satisfied it can be considered for final consultation/sign-off.	
Name:	Cathy Lambert
Date:	22/3/2024

Step 6: Institutional approval confirming that this EIA is satisfactory in terms of analysis, consultation and mitigation, acknowledging that future monitoring and review will be undertaken to assess actual impact.

Chair of Committee/Director of Institute/Head of Service:	EDIW Monitoring Group
Date:	4/4/24