



**EQUALITY IMPACT ASSESSMENT  
PRELIMINARY SCREENING**

Department	Academic Administration & Support
Date	11 March 2013

<b>Name of Policy*</b>
Disability Policy (Students & Applicants)

**What are the aims, objectives & projected outcomes?**

<b>Aims</b>	
To outline legal obligations of RCS staff towards disabled students	
<b>Objectives</b>	
To identify actions staff need to take	
<b>Outcomes</b>	
To make RCS staff aware of their statutory obligations towards disabled students and applicants	
To ensure disabled students are well supported at RCS	
To ensure RCS fulfils duties under Equality Act 2010 towards disabled students	
This is a <b>new</b> policy	<b>N</b>
This is a <b>change</b> to an existing policy	<b>N</b>
This is an <b>existing</b> policy	<b>Y</b>

Will the policy have an impact on students, staff or members of the public?	<b>Y</b>
Are particular communities or groups likely to have different needs, experiences and/or attitudes in relation to the policy?	<b>Y</b>
Are there any aspects of the policy that could contribute to equality or inequality?	<b>Y</b>

<b>Senior Manager sign-off</b>	N/A
<b>Date</b>	

\* The term 'policy' incorporates all Conservatoire procedures, processes, guidance documents & practices

## FULL EQUALITY IMPACT ASSESSMENT

Department	Academic Administration & Support
Date	2 April 2013

<b>Name of Policy</b>
Disability Policy

<b>What are the aims, objectives &amp; projected outcomes?</b>
<b>Aims</b> To outline legal obligations of RCS staff towards disabled students <b>Objectives</b> To identify actions staff need to take <b>Outcomes</b> To make RCS staff aware of their statutory obligations towards disabled students and applicants To ensure disabled students are well supported at RCS To ensure RCS fulfils duties under Equality Act 2010 towards disabled students

### 1 SCOPING THE EIA

#### 1.1 Scope of the EIA work

This is the first EIA to be carried out relating to this policy and associated practices.

The Disability policy was drawn up by Jane Balmforth, the Counsellor and Disability Adviser, with reference to disability policies from similar institutions in Scotland.

Beneficiaries of the policy are all students and applicants who disclose a disability.

An annual questionnaire is carried out with all students who disclose a disability. The questionnaire requests feedback on the level and quality of support provided (by the Disability Adviser in particular and by staff at the RCS in general.)

Findings are presented at the Curriculum Evaluation Group and Schools Committees for action.

## 2 COLLECTING DATA

<b>2.1 What relevant quantitative and qualitative data do you have?</b>	
<b>Race</b>	<p>Four British BME students have disclosed a disability. This is 2% of the total number of students who have disclosed a disability.</p> <p>Eleven international students (not domiciled in UK) disclosed a disability. Three of these were from the EU, six from the US, 2 from Asia.</p>
<b>Religion or belief &amp; non-belief</b>	n/a
<b>Disability</b>	193 students have disclosed a disability (2012/13). This is 20% of the total student body.
<b>Gender</b>	72 male students and 121 female students have disclosed a disability (2013).
<b>Gender Identity</b>	n/a
<b>Sexual Orientation</b>	n/a
<b>Age</b>	11 postgraduate students and 3 mature students (over 21 at application) disclosed a disability.

### **2.2 What are the overall trends/patterns in this data?**

The RCS has a consistently higher number of students who have disclosed disabilities than other similar institutions in the UK.

The numbers of BME students and international students who disclose a disability is small, however, and the causes for this should be investigated.

**2.3 Please list the specific equality issues and data gaps that may need to be addressed through consultation and/or further research?**

- British BME students are a small number of students with disabilities: this group may be under represented and may need further research into factors that would help disclosure.
- International students (non native English speakers) are a group that may need more consultation/research; cultural reasons may underlie non-disclosure.

### **3 INVOLVING AND CONSULTING STAKEHOLDERS**

**3.1 Internal consultation and Involvement:**

All disabled students are consulted for their views in an annual questionnaire. The findings are presented to Curriculum Evaluation Group and Schools Committees for action.

Staff and students are also consulted at the International and Welfare Forum.

**3.2 External consultation and involvement:**

The Counsellor and Disability Adviser's Annual Report compares RCS statistics with those of other similar institutions, for example, the Royal College of Music, Central College of Speech and Drama. The RCS has a consistently higher number of students who have disclosed disabilities.

### **4 ASSESSING IMPACT**

**4.1 Assessment of the impact**

British BME students are a small number of students with disabilities: this group may be under represented and may need further research into factors that would help disclosure.

International students (non-native English speakers) with disabilities are a minority group within the disabled student body of RCS. This body of students may require more support to disclose a disability, and reassurance as to the benefits of doing so, in case there are cultural issues which make them reluctant to disclose.

## 5 ACTION PLANNING AND SIGN OFF

<b>Date of completion of EIA</b>	02/04/2013
<b>Compiled by</b>	Jane Balmforth, Counsellor and Disability Adviser
<b>Senior Manager sign-off</b>	Maggie Kinloch, Vice Principal
<b>Date to E + D Officer</b>	02/04/2013
<b>Date of EIA publication</b>	April 2013
<b>Review date</b>	March 2014

## ANNEX B - Consolidation of Royal Conservatoire Equality Impact Assessment Report – April 2013

ACTION / ACTIVITY	OWNER AND INTERESTED STAKEHOLDERS	DEPENDENCIES / RISKS / CONSTRAINTS	COMPLETION DATE	PROGRESS UPDATE
Assess & review support provision for disabled international students.	<ul style="list-style-type: none"> <li>• current international students with disabilities</li> <li>• Counsellor &amp; Disability Adviser</li> <li>• Sarah Ward, Assistant Registrar: International &amp; Student Experience</li> </ul>	Resource implications – funding for equipment (e.g. laptops, digital recorders)/personal support.	January 2014	
Assess & review support provision for British BME students.	<ul style="list-style-type: none"> <li>• Current BME students with disabilities</li> <li>• Counsellor &amp; Disability Adviser</li> </ul>	Counsellor & Disability Adviser's time.	April 2014	