

## International and Partnership Strategy Equality Impact Assessment

The University requires staff to conduct an Equality Impact Assessment (EqIA) and to take account of its results in the development of new and the review of existing policy documents and practices including projects and/or proposals (referred to collectively as a “policy/ practice” in this form).

Please ensure you read the EqIA Guidance prior to completion of this form and familiarise yourself with the University’s Equality, Diversity and Inclusion policy and have undertaken all compulsory equality, diversity and inclusion training.

More information relating to developments, facts and figures related to equality and diversity within the University as well as published EqIAs is available on the University’s website at [Equality, Diversity and Inclusion | Abertay University](#).

### 1. Equality Impact Assessment Checklist

#### Reason for the Equality Impact Assessment:

Proposed changes/review of existing policy/practice

If selected Other, please provide more information:

#### Please provide a brief description of the policy/practice (including aims and objectives):

International and Partnership Strategy

#### How does the policy/practice fit into the broader strategic aims of the University?

It is a key strategy, supporting the University Strategy 2025-30.

#### Who will be impacted by this policy/practice?

International students, partner educational establishments (in the UK and internationally), Abertay staff (academic and professional services),

**With regards to completion of the table below, is there any evidence or concern that any of the protected characteristic groups have different experiences, issues or needs in relation to this policy/practice? Could there be a differential impact on any protected characteristics? This should cover discrimination, equality of opportunity and relations between groups.**

Characteristic	Potential Positive Impact	Potential Negative Impact	Additional Information
Age	No	No	

<b>Characteristic</b>	<b>Potential Positive Impact</b>	<b>Potential Negative Impact</b>	<b>Additional Information</b>
<b>Disability</b>	<b>Yes</b>	<b>No</b>	Opportunities for students who have disabilities to study closer to home i.e. in their home country or online.
<b>Gender Reassignment</b>	<b>Yes</b>	<b>No</b>	Study in a country more accepting of an international student's personal position.
<b>Marriage and Civil Partner-ship</b>	<b>No</b>	<b>No</b>	
<b>Pregnancy and Maternity</b>	<b>Yes</b>	<b>No</b>	Opportunity to study through AO
<b>Race</b>	<b>Yes</b>	<b>No</b>	Opportunities and support for students of diverse nationalities; promoting intercultural learning. (See notes re UKVI.)
<b>Religion or Belief</b>	<b>No</b>	<b>No</b>	Potentially positive through promoting intercultural learning.
<b>Sex</b>	<b>No</b>	<b>No</b>	
<b>Sexual Orientation</b>	<b>Yes</b>	<b>No</b>	Study in a country more accepting of an international student's personal position.

#### **Additional notes**

While the policy itself does not have a negative impact on the protected characteristics, we will be required to take decisions which are based on governmental requirements related to nationality to ensure we are not exposed to unnecessary UKVI compliance risks.

Support for international students on campus is highlighted and is important to meeting the three aims i.e. preventing discrimination and promoting equality of opportunity and good relations between groups. International student satisfaction rates are included as a KPI.

Although not part of the strategy itself, processes for reviewing and developing TNE partnerships incorporate EDI considerations, to address any EDI matters relevant to specific partnerships and/or countries.

## 2. Comprehensive Equality Impact Assessment

### **How important is the policy/practice 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?**

Increasing the ethnic diversity of the campus can lead to positive benefits not just for the international students themselves but also for UK domiciled students.

### **What do we know from existing data held by the University and/or externally?**

We know the number of international students studying online, on campus and at TNE partners.

### **Are there any apparent gaps in knowledge?**

Yes. While we survey student experience we do not do so at the characteristic level or even home/international level. International student experience is more complex than that of a local student. As a result of this we hope to instigate a monitoring system to help identify if there are any challenges unique to this group. (Note: EDI analysis of NSS results is performed)

### **Who is affected by the policy/practice and how have they been involved in the development of it?**

Students and partners have not been involved in the creation of this policy. This is due to the business sensitive nature of the later parts of the policy, and that it is a high-level strategy.

### **Could this policy/practice lead to any positive, negative, intended or unintended impact on the University or any of its stakeholders? Could there be a differential<sup>1</sup> impact on any protected characteristics? Could any differential impact be adverse?**

Characteristic	Analysis, Commentary and Impact
Disability	Potentially increases access to university through Abertay online and TNE partnerships.

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<sup>1</sup> Differential impact = where the positive or negative impact on people with one particular protected characteristic (or combination of protected characteristics) is likely to be greater than on another.

Characteristic	Analysis, Commentary and Impact
<b>Gender Reassignment</b>	Due to legal challenges within certain countries, having international students on campus could mean a more comfortable study experience for those students who have had gender reassignment.
<b>Pregnancy and Maternity</b>	Potentially increases access to university through Abertay online
<b>Race</b>	Provide opportunities and support for students of diverse nationalities; promote intercultural learning. There is a legal requirement to conform to UKVI regulations relating to nationality.
<b>Sexual Orientation</b>	Due to legal challenges within certain countries, having international students on campus could mean a more comfortable study experience for those students whose sexual orientation is illegal in their home country.

#### **Additional Analysis or Commentary**

Other than the opportunities for students of diverse nationalities, the potential positive impacts mentioned above are not necessarily created from the strategy itself, but more from the Universities beliefs and ethical stance in general.

#### **What did this equality analysis conclude?**

AO, TNE partnerships and international students on campus have the potential to improve rather than negatively impact individuals.

#### **Is any action required to be taken in response to the findings from the consultation?**

Consider instigating a monitoring system to help identify if there are any challenges unique to international students in Dundee.

### **3. Equality Impact Assessment Outcome**

#### **What is the recommended outcome for this policy/practice?**

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

## Declaration

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

Approved by:	Date	Individual
Claire MacEachen, Dean of International and Partnerships	7 Nov 2025	EqlA author <sup>†</sup>
Eilidh Fraser, Director of People and Culture	12 Nov 2025	EqlA owner <sup>*</sup>

<sup>†</sup> for projects, this is the project proposer; <sup>\*</sup> for projects, this is the project sponsor.

The EqlA owner will normally be a member of the Senior Management Team. If they are also the author, another appropriate member of the Senior Management Team will be required to review and sign-off the completed EqlA.

## 4. Related Policy Documents and Supporting Documents

Legislation	Equality Act 2010; Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
Strategy	Abertay University Strategic Plan and all sub-strategies
Policy	Equality and Diversity Policy; Policy Document Governance Policy; Project Governance Framework
Procedures	Policy Document Governance Procedure
Guidelines	Equality Impact Assessment Guidance
Local Protocol	N/A
Forms	N/A

## 5. Additional Information

Audience:	Public
Applies to:	All University Members
Classification:	Corporate Governance
Category:	Equality Impact Assessment
Subcategory:	Corporate Strategy, Planning and Reporting
Author <sup>†</sup> :	Dean of International and Partnerships
Owner*:	Dean of International and Partnerships**
Sign-Off Date:	12 November 2025
Review Date:	31 December 2028

<sup>†</sup> for projects, this is the project proposer; \* for projects, this is the project sponsor.

\*\* If they are also the author, another appropriate member of the Senior Management Team will be required to review and sign-off the completed EqIA.

For the purposes of this policy document and related policy documents, terms are defined in the Policy Document Library Glossary.

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