

EQUALITY IMPACT ASSESSMENT

Policy, practice, process or service title:	EMS (Extra-Mural Studies) Procedure for BVSci Students
Policy, practice, process or service lead/ owner:	Katie Rudd, EMS Lead
Others involved in EqlA assessment group	Assessment group included: Deputy Head of School (Veterinary Accreditation) Programme Director, BVSci School Manager
Policy, practice, process or service implementation date:	03/08/2026

1 Framing the policy, practice, process or service

1.1 Briefly describe the outcomes, aims and purpose of the policy, practice, process or service:

The EMS (Extra-Mural Studies) Procedure for BVSci Students sets out the requirements and regulations surrounding EMS. EMS is not part of the formal teaching of the BVSci but is a requirement for graduation, set by the Royal College of Veterinary Surgeons (RCVS). The full RCVS Guidance can be found here: [2024 EMS Policy and Guidance - Professionals](#). SRUC has no authority to deviate from these required RCVS procedures, which form part of the Standards and Guidance for the Accreditation of Veterinary Degree Programmes.

1.2 Is the policy, practice, process or service new or being changed, reviewed or stopped?

New

1.3 Who is affected by this policy, practice, process or service?

Students are the key group affected by this policy, although staff and external placement partners are also affected.

1.4 Are there any other SRUC policies that may be affected by this policy, practice, process or service?

Completion of EMS is a requirement of the RCVS before graduation, so significant changes to this policy may have an impact on policies relating to student graduation.

2 Evidence relevant to the policy, practice, process or service including consultation

The information you gather in this section will:

- help you to understand the importance of your policy, practice, process or service for different equality groups,
- inform the depth of equality impact assessment you need to do (this should be proportional to the potential impact on equality groups), and
- provide justification and an audit trail behind your decisions, including where it is agreed an equality impact assessment is not required.

2.1 Evidence: Set out in the table what you know about the experiences of people in terms of each equality group. Consider the diversity within each group (e.g. experiences of people from different religions or faiths) as well as the differences between groups. There may also be cumulative barriers experienced by people when you look at more than one group together (e.g. experiences of women of different minority ethnic groups, so the intersectional impact of sex and race).

You can add more rows to present the evidence if required.

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
Age		There is no evidence of adverse experiences of this group in relation to the process.
Disability	https://www.rcvs.org.uk/news-and-views/publications/disability-and-chronic-illness-survey-summary-final-report/disability-and-chronic-illness-survey-summary-report.pdf	Evidence shows that people with disabilities may find it harder to find EMS placements which are able to meet reasonable adjustment requirements.
Race	RCVS VSC BAME Student Support Working Group Report - Professionals	Students from a minoritised ethnicity are more likely to experience discrimination while on EMS placements, and to find it difficult to navigate complaint structures.
Sex		There is no evidence of adverse experiences of this group in relation to the process.
Gender Reassignment		There is no evidence of adverse experiences of this group in relation to the process.
Sexual orientation		There is no evidence of adverse experiences of this group in relation to the process.

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
Religion or Belief		There is no evidence of adverse experiences of this group in relation to the process.
Pregnancy or maternity	Advice to pregnant women during lambing season - GOV.UK Specific considerations for pregnant vets and their employers - Veterinary Woman	People who are pregnant need to take special care in working with certain types of animals and in certain situations.
Marriage or civil partnership		There is no evidence of adverse experiences of this group in relation to the process.
Socio-economic status	Financial-Implications-of-EMS-Report-1.pdf	Students undertaking EMS as part of their studies have more limited time for paid employment, as well as having to fund travel and accommodation for some placements.

2.2 Consultation and stakeholder involvement: Speaking to people who will be affected by your policy, practice, process or service can help clarify the impact it will have on different equality groups. Describe below what you learned from the consultation/ involvement. Consultation can take time so make sure that you build this into your policy, practice, process or service review/ development timeline.

Note who you consulted with, when you consulted with them, and what they told you about the impact of your proposed policy, practice, process or service.

Consultation around EMS procedures is ongoing with various groups, including the School Learning and Teaching Committee, and the Veterinary Schools Council EMS Group.

2.3 Record here if you need to undertake a full equality impact assessment based on your evidence above.

Outcome of Step 2 following initial evidence gathering and relevance to equality characteristics	Yes/ No (Y or N)	Next steps
There is no relevance to equality		Proceed to sign off (step 5) to agree with decision makers that no EqIA is required based on current evidence
There is relevance to some or all of the equality groups	Y	Proceed to Step 3: complete full EqIA
It is unclear if there is relevance to some or all of the equality groups		Proceed to Step 3: complete full EqIA

3 Impact on equality groups and changes to policy, practice, process or service

You must consider the three aims of the general duty for each protected characteristic. The following questions will help:

- **Is there potential for discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010?** How will this be mitigated?

- **Is there potential to advance equality of opportunity between people who share a characteristic and those who do not?**
How can this be achieved?
- **Is there potential for developing good relations between people who share a relevant protected characteristic and those who do not?** How can this be achieved?

3.1 Does the policy, practice, process or service have any impacts (whether intended or unintended, positive or negative) on any of the equality characteristics? In the tables below, record the impact of the policy, practice, process or service, as it is planned or as it operates, might have on each equality characteristic and describe what changes in policy, practice, process or service or actions will be required to mitigate that impact or to take advantage of a positive impact.

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
Age	Potential for discrimination			x	
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	
Disability	Potential for discrimination		x		SRUC has no ability to vary the RCVS EMS requirements. Personal Tutors and the EMS team will provide assistance to any students who are struggling to meet EMS requirements due to disability. The EMS Team have knowledge of many of the placements and can advise on which may be
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					most suitable for people with certain disabilities.
Race	Potential for discrimination		x		EMS Placement providers are required to sign documentation stating they understand and will follow SRUC's Equality and Diversity policy. Key reporting processes are explained to students annually before peak EMS times. Where a provider is found to be in breach of the SRUC Equality and Diversity policy, students will not be allowed to undertake placements there.
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	
Sex	Potential for discrimination			x	
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	
Gender Reassignment	Potential for discrimination			x	
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	
Sexual orientation	Potential for discrimination			x	
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
Religion or Belief	Potential for discrimination			x	
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	
Pregnancy or maternity	Potential for discrimination		x		SRUC has no ability to vary the RCVS EMS requirements. Students who cannot take part in lambing due to pregnancy will be advised to undertake alternative EMS while pregnant and complete any lambing placements after birth if this is EMS that students would like to partake in. Students who are pregnant will be required to do the same amount of EMS as all other students. In addition, students will be supported to speak to placements around any special requirements relating to pregnancy/maternity status, including caring responsibilities, flexibility and changes to placements where possible to assist with achieving the EMS requirements.
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	
Marriage or civil partnership	Potential for discrimination			x	
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
(in employment only)					
Socio-economic status	Potential for discrimination		x		SRUC has no ability to vary the RCVS EMS requirements. Where tutors are made aware of students struggling financially due to EMS requirements, tutors and the EMS team will provide signposting to appropriate sources of support.
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	

3.2 Think about and describe below how your assessment impacts on your policy, practice, process or service review or development timeline including but not limited to:

- Procurement criteria: do you need to include specific equality criteria as part of the technical specification ?
- Communication plan/ products: do you need to communicate with people affected by this policy, practice, process or service in a specific format (e.g. audio, subtitled video, different languages)?
- Cost: do you propose any actions because of this assessment which will incur additional cost?
- Resources: do the actions you propose require additional or specialist resource to deliver them?

All mitigating actions relating to this process are already in place.

3.3 Record the outcome of this assessment below having considered the potential or actual impacts of your policy, practice, process or service on equality groups. Choose from one of the following (mark with an X or delete as appropriate):

Note: You must take action to remove barriers or take advantage of positive opportunities BEFORE the policy, practice, process or service goes live.

Please select (X)	Implications for the policy, practice, process or service
x	No major change: Your assessment demonstrates that the policy, practice, process or service is robust. The evidence shows no potential for unlawful discrimination and that you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review.
	Adjust the policy, practice, process or service: You need to take steps to remove any barriers, to better advance equality of to foster good relations. You have set actions to address this and have clear ways of monitoring the impact of the policy, practice, process or service when implemented.
	Continue the policy, practice, process or service: The policy, practice, process or service will continue despite the potential for adverse impact. You have justified this with this assessment and shown how this decision is compatible with our obligations under the public sector equality duty. When you believe any discrimination can be objectively justified you must record in this assessment what this is and how the decision was reached.
	Stop and remove the policy, practice, process or service: The policy, practice, process or service will not be implemented due to adverse effects that are not justified and cannot be mitigated.

4 Monitoring the policy, practice, process or service impact and further actions

It is important to continue to monitor the impact of your policy, practice, process or service on equality groups to ensure that your actual or likely impacts are those you recorded. Your monitoring information will also inform a future review of the policy, practice, process or service.

4.1 Record in the table below how you intend to monitor the impact of this policy, practice, process or service on equality groups. In the table below you should:

- list the relevant measures,
- Identify who or which team is responsible for implementing or monitoring any changes
- Where the measure will be reported to (e.g. committee, ELT, Board) and how often.

Measure	Lead department/ individual	Reporting (where/ frequency)
Students successfully achieving EMS milestones	EMS Team	BVSci Programme Team (annually)
Feedback from placement providers	EMS Team	BVSci Programme Team (annually)

4.2 Record further actions or changes required after the policy, practice, process or service is implemented in the table below. Make it clear if there are no outstanding actions.

Action	Lead department/ individual	Action target date
No outstanding actions.		

5 Sign off and future review



Equality impact assessments must be signed off by the relevant Head of Service/ Department, even where an EqIA is not required. Also note here when you plan to review the policy, practice, process or service and accompanying EqIA which should be no later than 5 years from policy, practice, process or service implementation.

5.1 Senior Responsible Owner/ Committee sign off.

Job/ title: Head of School of Veterinary Medicine and Biosciences

Date: 23/01/2026

Committee title: Learning and Teaching Committee

Date: 13/08/2026

5.2 Equality impact assessment review date.

Date: 31/07/2028

Important: You must send the final version of this equality impact assessment to:

- the Equality Diversity & Inclusion Lead.
- the Communications team for publication on SRUC's equality page on the external website.

Document control		
Document control:		V0.1
Date policy, practice, process or service live from:		[DATE]
Review/ Approval Group:		[project board if relevant or delete]
Last reviewed:		Date
Review cycle:		[No more than three years]
Document change log		
Version/ Author	Date	Comment
V0.1		