



THE UNIVERSITY *of* EDINBURGH

## Equality Impact Assessment

This form is intended to help you carry out an Equality Impact Assessment (EIA). An EIA is a useful tool for reviewing policies and processes to identify how they impact on people. As such it is a valuable part of the process of policy development and process improvement.

EIA is required to help the University comply with our legal obligations under the Equality Act, including our 'Public Sector Equality Duty' to have due regard to the need to eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and people who do not share it.

Throughout this form the word 'Policy' is used to cover written policies, procedures, guidance strategies, services, activities, practices, projects, processes, actions, functions, criteria or decision making.

The meaning of "impact" in this context is how the policy, process or proposed action may affect people from diverse backgrounds either adversely or beneficially. This includes both direct effects and any indirect consequence of the policy. This is to ensure that the policy or process is not discriminatory and is making a positive contribution to the University's duty to eliminate discrimination and advance equality of opportunity.

All new Policies must be assessed as well as any existing policies and processes that are being changed or re-designed. EIAs will be published, or available for scrutiny, so it is important that you have a good record of your considerations.

It is recommended that you visit our online training on Impact Assessment before you undertake this exercise which can be found at: <http://www.ed.ac.uk/schools-departments/equality-diversity/training-resources/e-diversity-training>

The EIA form is in three parts:

**Part 1** is an overview of the Policy, who it affects and who is responsible.

**Part 2** is an Initial Equality Impact Assessment. This should be carried out if you are unsure whether a Full EIA will be required, or if you think it is unlikely to be needed. It will enable you to assess the possible impact of the policy on those within the protected characteristic groups with a view to ascertaining whether a full assessment is required.

**Part 3** is a “full” impact assessment, which should be carried out if you believe from the outset that there is a need for in-depth consideration of the Policy’s equality impact, e.g. where the policy has a significant impact on large numbers of people, or where a full EIA is indicated by the Initial Equality Impact Assessment in Part 2.

For assistance if required, including requesting this document in an alternative format, please contact Equality and Diversity at 650 6303 or e-mail [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)

## Part 1 - Policy Overview and Responsibilities

**Please describe briefly the Policy being assessed: ACADEMIC & PASTORAL SUPPORT AT EDINBURGH: *Standards and Guiding Principles, 2012/13***

Is this Policy : Existing:  New:  Being updated or changed:

**Please explain why the Policy is being introduced or changed or an action is being undertaken.**

The DoS system is being replaced with the Personal Tutor Scheme therefore, this document has been revised to reflect the changes in terminology and practice.

**Outline the main stakeholder groups and their contribution to the Policy.**

**Who will be affected by this Policy? (e.g. staff, students, only women, visitors, disabled people)**

All students and all staff that are involved in the provision of academic and/or pastoral support to students.

**Please explain any potential risks (of any kind) either from implementing or failing to implement the Policy**

Failing to implement: The document would not reflect the new arrangements which would create confusion.

**Initial EIA undertaken by:**

**Date:** 14 May 2012

|  |              |
|--|--------------|
| Brian Connelly, Academic Services<br>Lindsey Miller, Senior HR Partner, UHRS   |              |
| <b>Full EIA undertaken by:</b><br>N/A  | <b>Date:</b> |
| <b>On behalf of: (Title and/or Dept):</b>  |              |
| <b>EIA signed off by Line Manager/Head of Department :</b><br>Professor Ian Pirie, Assistant Principal Learning and Teaching | <b>Date:</b> |

Can this EIA be published? **Yes:**  **No:**  If no, please indicate which of the reason below would justify it not being published.

|   |  |  |  |
|---|--|--|--|
| Its disclosure would substantially prejudice a programme of research                                |  | Its disclosure would substantially prejudice the effective conduct of public affairs |  |
| Its disclosure would substantially prejudice the commercial interests of any person or organisation |  | Its disclosure would constitute a breach of confidence actionable in court           |  |
| Its disclosure would constitute a breach of the Data Protection Act                                 |  | Other, within terms of FoI legislation (please give further details)                 |  |

## Part 2 - Initial Equality Impact Assessment

**Using the table below, please consider the potential impact of the Policy on the following groups and provide an explanation. Please also consider whether you think the Policy could help the University meet its Public Sector Equality Duty.**

**Consider what information you will need to make an initial assessment of the potential impact** e.g. feedback from stakeholders, relevant staff/students data; external evidence/benchmarking; expert advice. University wide staff and student data is available at:

<http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/overview>

If you know at the outset that you want to carry out a full impact assessment, e.g. because the Policy has a significant impact on a large number of people, you may proceed directly to Part 3, without completing Part 2.

| <b>Protected Characteristic Groups</b>         | <b>Is there likely to be a positive or negative impact on any of the groups. Is this likely to be significant or minor? Provide an explanation of this assessment</b>  | <b>Is there an opportunity to reduce discrimination for any of the protected groups?</b> | <b>Is there an opportunity to advance equality of opportunity for any of the protected groups?</b> | <b>Is there an opportunity to foster good relations between people in a protected group and those who are not?</b> |
|--|--|--|--|--|
| Race (including ethnic origin and nationality) | Positive for students as provides clarity as to what they can expect in terms of support and how they can access information/support. Positive for staff as clarifies responsibility level for different types of student support and the boundaries of that responsibility. | Potentially if all staff undertaking roles are required to complete E&D training.        | Not directly but provides students with a framework clarifying how they can raise any concerns.    | Yes, one of the aims is to foster a sense of belonging and common identity.  |
| Sex  | As above.  | As above.  | As above.  | As above.  |
| Disability                                     | As above.  | As above.  | As above.  | As above.  |
| Sexual Orientation                             | As above.  | As above.  | As above.  | As above.  |
| Religion or belief                             | As above.  | As above.  | As above.  | As above.  |
| Age  | As above.  | As above.  | As above.  | As above.  |
| Pregnancy/Maternity                            | As above.  | As above.  | As above.  | As above.  |

|                               |           |           |           |           |
|-------------------------------|-----------|-----------|-----------|-----------|
|                               |           |           |           |           |
| Gender Reassignment           | As above. | As above. | As above. | As above. |
| Marriage or Civil Partnership | As above. | As above. | As above. | As above. |

| <b><u>INITIAL EIA OUTCOME</u></b>  | <b><u>Mark X below as appropriate</u></b> | <b>What level of priority would you give this Policy and what other action will be taken?</b>                             |
|--|---|---|
| <b>No impact identified</b>  |   | (e.g. Low : No further EIA action required for 3 years)   |
| <b>Beneficial impact only identified</b>   | X   | The revised document should be publicised to ensure staff and students know of its existence.                             |
| <b>Minor negative impact</b>   |   |   |
| <b>Potential significant negative impact</b> (take account of the impact itself; the scale of the policy; and the potential for reputational damage) |   | Full EIA required as soon as possible or before the Policy is approved.<br><br>Proceed to Part 3 - Full Impact Assessment |

**If a Full Assessment is required:**

Consider the timescale for conducting a Full Assessment, e.g. in relation to external factors such as Committee meetings or other deadlines?

Record the details of those carrying out the Full EIA in Part 1.

**If no Full Assessment is required:**

How will this Policy be monitored?

The document should be revised further should any changes be made to the wider ESS framework that would impact on its content.

When will the EIA be reviewed?

**Date:** 2 years after implementation, June/July 2014.

If you do not require a full EIA and so have not used Part 3 of the form, you may delete Part 3. Once completed, send this EIA Form to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)