



Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

<p>A. Policy/Practice (name or brief description): Student Support Services Review Policy Student Support Services Review Guidance Student Support Thematic Review Guidance</p>
<p>B. Reason for Equality Impact Assessment:</p> <ul style="list-style-type: none">• Proposed change to an existing policy/practice
<p>C. Person responsible for the policy area or practice:</p> <p>Name: Susan Hunter (Student Support Services Review Policy and Guidance), Brian Connolly (Student Support Thematic Review Guidance)</p> <p>Job title: Academic Policy Officers</p> <p>School/service/unit: Academic Services</p>
<p>D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:</p> <ul style="list-style-type: none">• affects primary or high level functions of the University• is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)?• It is one which interested parties could reasonably expect the University to have carried out an EqIA?
<p>E. Equality Groups</p> <p>To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)</p> <ul style="list-style-type: none">• Age• Disability• race (including ethnicity and nationality)• religion or belief• sex• sexual orientation• gender reassignment

- pregnancy and maternity
- marriage or civil partnership¹

Student Support Services annual review and Student Support Thematic Review cover substantial groups of students and staff and are therefore relevant to all equality groups.

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:

It is not anticipated that the application of the policy and guidance will lead to any direct or indirect discrimination.

- If the policy/practice contributes to advancing equality of opportunity²
- If there is an opportunity in applying this policy/practice to foster good relations:

The policy and guidance aim to foster good relations by identifying and sharing areas of good practice in student support for all students across the University.

- If the policy/practice create any barriers for any other groups?
- How the communication of the policy/practice is made accessible to all groups, if relevant?
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?

Student feedback is a key element of the quality assurance review processes. The University gathers evidence by asking students to give feedback via surveys and by their representation on course and other University committees. We also work with Edinburgh University Students' Association to ensure the University meets the needs of equality groups.

- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations:

The policy and guidance seek to have a positive impact towards eliminating discrimination by taking an overview of strategy, services and user experiences across the University in order to ensure that all students have an equitable student experience.

It is intended that the process should be positive and constructive, supporting the service and academic areas in the enhancement of provision and the student experience.

¹ Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

² This question does not apply to the protected characteristic of marriage or civil partnership

F. Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision

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

G. Action and Monitoring

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

It is anticipated that equality impacts will be considered as part of the Student Support Service annual review and the Student Support Thematic Review process. This will provide an opportunity for monitoring the policy in relation to equality impacts.

2. When will the policy/practice next be reviewed?

The policy and guidance is next scheduled for review in 2019/20.

H. Publication of EqIA

Can this EqIA be published in full, now? **Yes**

I. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Susan Hunter, Academic Policy Officer; Brian Connolly Academic Policy Officer.**

Accepted by (name):
Nichola Kett, Academic Policy Manager, Academic Services

Date: 24 May 2017

Retain a copy of this form for your own records and send a copy to equalitydiversity@ed.ac.uk