



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.

A. Policy/Practice (name or brief description):

Location and Provision of Student Support in the School of Social and Political Science

B. Reason for Equality Impact Assessment (delete as applicable):

Relocation and re-configuration of Student Support Officers to provide a more accessible, visible and service orientated student facing service. The current offices (3X1 & 1x1 SSO offices) on the 1st floor of CMB will move to the ground floor of CMB and be situated in the office complex behind reception providing a clearly visible single location for student queries and non-academic support. Moving to the ground floor enables an expanded reception service, and together with access from a side door, allows SSOs to develop spaces to enhance student engagement.

C. Person responsible for the policy area or practice:

Name: *Marie Craft*

Job title: *Head of Teaching and Student Services*

School/service/unit: *School of Social and Political Science*

D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:

- affects primary or high level functions of the University *YES*
- is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? *YES*
- It is one which interested parties could reasonably expect the University to have carried out an EqIA? *YES*

E. Equality Groups

This assessment applies to the following groups:

- *Age*
- *Disability*
- *race (including ethnicity and nationality)*
- *religion or belief*

- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership

On any available information about the needs of relevant equality groups

Because the service is offered to all students and delivered by staff, it has the potential to affect all protected characteristics. However due to the nature of the service, the protected characteristic most likely to be impacted is disability.

Were staff groups consulted –Staff Disability network – other general college staff?

The Director of the Student Disability Service and the Director of Student Wellbeing were consulted, both of whom were supportive of the move. EUSA was also invited to visit and consult. Additional consultations were undertaken with colleagues and students in the school including the Student Support Officers as well as Programme Directors and Senior Personal tutors, academic staff involved in teaching, and student representatives.

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:

We will liaise closely with staff and students during the implementation of this change to maximise positive impact and reduce time required to fully transition to the new location. Staff will be able to directly input into the layout and operation of the space via a working group.

Throughout the planning and transition phase we will continue to collaborate closely with staff and students to shape the service and to allay any fears or concerns staff and/or students may have particularly related to any of the 9 protected characteristics.

By increasing the visibility of the service we believe this change will advance the accessibility of the service and thereby enhance the equality of opportunity for student access student support.

How the communication of the policy/practice is made accessible to all groups, if relevant?

Student and staff were informed of the move via email, the school's primary method of communication, from the Head of School. Receivers of the email were also invited to meet with the Head of School in open hours. The School will continue to update staff and students via email as the move progresses.

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. (Delete the options that do not apply):

Option 1: No change required – the assessment is that the new provision will be robust and ultimately an enhancement to existing provision.

G. Action and Monitoring

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

- *Monitoring will be undertaken by the Head of Teaching and Student Services to whom this team ultimately reports.*
- *A student user group will also be established to help fine tune our provision*
- *The UTC will monitor feedback, inform staff of reasonable adjustments, ensure communications are available in alternative formats on request.*

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

- *Annually as a matter of routine;*
- *ongoing reflection and review;*
- *and responsively to any feedback via staff and stakeholder groups*

H. Publication of EqlA

Can this EqlA be published in full, now?

Yes.

I. Sign-off

EqlA undertaken by (name(s) and job title(s)):

Ian McNeill (Head of IILTS);

Marie Craft (Head of Teaching and Student Services)

Accepted by (name): **Linda McKie (Head of School)**

Date: **5 June 2019**

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