



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): Student Partnership Agreement
B. Reason for Equality Impact Assessment (Mark yes against the applicable reason): <ul style="list-style-type: none">• Proposed new policy/practice Yes (the agreement replaces the Student Engagement Statement)• Proposed change to an existing policy/practice• Undertaking a review of an existing policy/practice• Other (please state):
C. Person responsible for the policy area or practice: Name: Gillian Mackintosh Job title: Academic Policy Officer School/service/unit: Academic Services
D. What is the reason for carrying out an Impact Assessment of the policy/practice?: <ul style="list-style-type: none">• The policy / practice affects primary or high level functions of the University• It 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
E. Aims and practices What are the main aims of the new policy / regulation / guidance, or the changes to the existing policy / regulation / guidance? The University of Edinburgh and Edinburgh University Students' Association have enjoyed a long and productive partnership. The Student Engagement Statement was launched in 2013. The Partnership Agreement builds on the strength of that partnership. It serves to highlight ways in which the wider University, including all staff and students, can effectively work together in partnership to enhance the student experience. It sets out our values, our approach to partnership and the priorities we have agreed to work on together during academic year 2017-2018.

What changes to practices will they introduce?

Enhancement in the areas of the key themes to be addressed during academic year 2017-2018: student voice, academic support and mental health and wellbeing.

F. Are these changes likely to have particular impacts (whether positive or negative) for students (or staff) with particular protected characteristics?

Equality and Diversity is a key underlying motivation for the Partnership Agreement; to enhance the student experience for all students.

Enhancements in the areas of the key themes to be addressed will potentially impact positively on all students. Where particular enhancements require a new or a change to existing policy or practice, the equality and diversity implications will be considered as part of this work.

The agreement applies to all students and staff therefore could have an impact for any of the protected characteristics.

G. If you have answered yes to Question F, what evidence has assisted you to assess the likely impact of these changes?

There is no formal evidence as such regarding the needs of relevant equality groups however Edinburgh University Students' Association and the University developed the Agreement in partnership and consulted with colleagues as appropriate in relation to the particular themes.

Please summarise the main sources of evidence you have utilised, and what the evidence has told you.

Feedback from students via existing mechanisms such as the National Student Survey, (NSS), the Postgraduate Taught Experience Survey (PTES), and the Postgraduate Research Experience Survey (PRES)

Edinburgh University Students' Association consulted with students and student representatives via various mechanisms such as School Rep Forums.

Consultation with staff via key stakeholders such as Learning and Teaching Policy Group.

The feedback identified three key themes to be addressed during academic year 2017/18: student voice, academic support, and mental health and well-being

The Student Partnership Agreement aligns with the Learning & Teaching Strategy and Students' Association priorities

H. If you have identified that the changes are likely to have particular negative impacts for students (or staff) with particular protected characteristics:

- Is the policy / regulations justifiable and why?
- Have you amended the policy / regulation etc in order to remove or minimise these unintended impacts, and, if so, how?

I. If you have identified that the changes are likely to have particular positive impacts for students (or staff) with particular protected characteristics, what actions will the University take to maximise these benefits?

The implementation plan will track progress against the agreement which will be communicated to students and staff.

Equality and Diversity implications will continue to be considered as the areas of work in the implementation plan are carried out.

Funds have been made available for students and staff to submit bids from Schools to undertake work that supports the partnership agreement. Project outputs and impact will be reviewed to identify where these have supported working in partnership to enhance the student experience. In addition, project outcomes will be reviewed to identify where they can be shared in other areas of the University.

J. 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.

Option 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.

Option 3: Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified

Option 4: Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.

K. 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).

No specific actions identified. The EqIA will be reviewed as the implementation plan actions are carried out and when the Agreement is next reviewed.

2. When will the policy/practice next be reviewed? **Academic Session 2018/19**

L. Publication of EqIA

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

If No – please specify when it may be published or indicate restrictions that apply:

M. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Gillian Mackintosh, Academic Policy Officer, Academic Services.**

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

Date: 09.03.18

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