



THE UNIVERSITY *of* EDINBURGH

Equality Impact Assessment Template

If you require this template in an alternative format, such as large print or a coloured background please contact HRHelpline@ed.ac.uk.

You'll find it useful, before filling in this assessment template, to complete the online course:

[Introducing Equality Impact Assessment](#)

This template is designed to be used alongside the:

EqIA [Guidance and Checklist](#)

EqIA [Policy Statement](#)

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

| A. Key Information | |
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| Policy/practice name: | Student Record Maintenance |
| General background/aims of policy/practice: | <p>Maintenance of the student record aims to ensure that student data is correct and up to date during the duration of the student's application and enrolment at the University. Student data can range from personal data, including protected characteristics, data required for statutory reporting by HESA, SFC, to course and programme enrolment data and results and study outcome data.</p> <p>Every student must register as part of their matriculation process at the start of their study and then annually during that instance of their study. The registration process is performed via an online Annual Registration process.</p> <p>The Annual Registration process collects and confirms data relating to the individual student completing the process, including personal details, protected characteristics, contact details, programme details, statutory required data and consent and agreement to University rules and regulations. Outside of the Annual Registration process, personal data on the student record can be provided and updated by the student via Student Self Service or by an appropriate service request to Registry staff.</p> <p>Updates to other types of data can be made by varied administrative processes across the University and throughout the student journey.</p> <p>Maintenance of personal information is normally only performed during the student's time at the University.</p> |

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| School/Dept: | Registry Services |
| Assessed by: (name & job title) | Craig Warrack, Student Systems Operations Manager |
| Sign off by: (name & job title) | Lizzie Beattie, Head of Student Record Operations |
| Sign off date: | 4 th June 2025 |
| Review date: | January 2028 |

| B. Reason for EqIA | (check one) |
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| New policy/ practice is proposed | <input type="checkbox"/> |
| Change to existing policy/practice is proposed | <input type="checkbox"/> |
| Other (describe in Section D below) | <input checked="" type="checkbox"/> |

C. Who will most impacted by this proposal?

Consider carefully how your proposal will impact both positively and negatively on people from different groups.

Consider the 9 protected characteristics as below in your proposal. There may be other identity characteristics that you wish to also include in your impact assessment. It is expected that you will consider all equality groups for impact. Please indicate below (with a tick) which groups you feel will be most affected by your proposal.

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|------------------------------|-------------------------------------|---|--------------------------|---|-------------------------------------|
| Age | <input type="checkbox"/> | Race (including ethnicity and nationality) | <input type="checkbox"/> | Marriage and civil partnership¹ | <input checked="" type="checkbox"/> |
| Disability | <input checked="" type="checkbox"/> | Religion or belief (including no religion or belief) | <input type="checkbox"/> | Sex | <input checked="" type="checkbox"/> |
| Gender reassignment | <input checked="" type="checkbox"/> | Pregnancy and maternity | <input type="checkbox"/> | Sexual orientation | <input checked="" type="checkbox"/> |
| Other characteristics | <input type="checkbox"/> | | | | |

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

D. Consideration of Impact

Show your considerations of how all of the above protected characteristics may be impacted. The following prompts will help you to reflect:

- What information and evidence do I have about the needs of relevant equality groups – is this sufficient to fully assess impact?
- Could this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, or create barriers or less favourable treatment for particular groups and how can you mitigate any negative impacts?
- Does this policy/practice contribute to advancing equality of opportunity and fostering good relations?
- How can communication of the policy/practice be made accessible to all relevant groups?

This is an update to the previous EQIA of Student Record Maintenance.

Euclid processes are tested via Accessibility Assessments.

Data relating to the above protected characteristics is collected and maintained via the Annual Registration process. There are statutory requirements and equality monitoring purposes and justifications attached to this data, however where the student does not wish to disclose the information, they are able to select “prefer not to say.”

Maintenance of the student record is normally only carried out during the student's time at the University, so changes to personal data that happen after they leave the University are not made on the record. This includes changes to the protected characteristics, name changes and address changes, for reasons such as marriage, civil partnership and divorce. Exceptions to this are permitted where errors have been identified, or there are personal safety concerns. Under the [Trans Policy \(Students\)](#) the process allows for a name change on the record and any official documentation such as transcript or graduation certificate outside of the student's time at the University. This exception seeks to minimise the potential for direct discrimination that may result from disclosure of trans status (via a ‘dead name’), and recognises that trans individuals may experience a high risk of challenges to personal safety as a result of disclosure. This approach is proportionate and legitimate due to the low volume of requests received seeking a name change for transitioning purposes or other purposes which highlight a concern for personal safety.

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| E. 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. | (check one) |
| Outcome 1: No change required – the assessment is that the policy/practice is/will be robust. | <input checked="" type="checkbox"/> |
| Outcome 2: Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations. | <input type="checkbox"/> |
| Outcome 3: Continue the policy or practice despite the potential for adverse impact, and which can be justified. | <input type="checkbox"/> |
| Outcome 4: Stop the policy or practice as there are adverse effects which cannot be prevented/mitigated/or justified. | <input type="checkbox"/> |

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| F. Action and Monitoring Describe any actions you will take to address the findings of this EqIA. <ul style="list-style-type: none"> • How can I involve equality groups or communities in the ongoing monitoring, review and potential future development, of this policy/practice? Describe how the policy/practice will be monitored going forward, to ensure that impact is frequently reviewed. Make sure you add a review date in Section A above. |
| Changes to Annual Registration and Student Self Service will be assessed for equality impacts as standard practice in the Continuous Service Improvement project. |

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| G. Publish |
| Send your completed EqIA to the HR EDI team (equalitydiversity@ed.ac.uk) to published, and keep a copy for your own records. |