



## 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](http://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><b>A. Policy/Practice (name or brief description):</b> <b>Student Staff Liaison Committee (SSLC) Policy</b></p>
<p><b>B. Reason for Equality Impact Assessment (Mark <b>yes</b> against the applicable reason):</b></p> <ul style="list-style-type: none"><li>• Proposed new policy/practice</li><li>• Proposed change to an existing policy/practice</li><li>• Undertaking a review of an existing policy/practice <b>YES</b></li><li>• Other (please state):</li></ul>
<p><b>C. Person responsible for the policy area or practice:</b></p> <p>Name: <b>Stuart Fitzpatrick</b></p> <p>Job title: <b>Academic Policy Officer</b></p> <p>School/service/unit: <b>Academic Services</b></p>
<p><b>D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:</b></p> <ul style="list-style-type: none"><li>• affects primary or high level functions of the University</li><li>• is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)?</li><li>• It is one which interested parties could reasonably expect the University to have carried out an EqIA?</li></ul>
<p><b>E. Equality Groups</b></p> <p>To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)</p> <p><b>The principles are applicable to all students and staff involved in Student Staff Liaison and therefore could be relevant to any of the protected characteristics</b></p> <ul style="list-style-type: none"><li>• Age</li><li>• Disability</li><li>• race (including ethnicity and nationality)</li><li>• religion or belief</li><li>• sex</li></ul>

- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership<sup>1</sup>

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:  
**There is potential for unconscious bias through feedback provided by students.**
- 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:  
**One of the key principles of the guidance is to support and promote the engagement of students in their learning and strengthen the value of SSLCs**
- If the policy/practice contributes to advancing equality of opportunity<sup>2</sup>
- If there is an opportunity in applying this policy/practice to foster good relations:  
**Some elements of the guidance have the potential to foster good relations, for example, SSLCs are the main forum for staff and students to discuss matters relating to the student experience.**
- If the policy/practice create any barriers for any other groups? **The guidance does not create any barriers for any other groups.**
- How the communication of the policy/practice is made accessible to all groups, if relevant? **The information can be made available in different formats**
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice? **The Senate Quality Assurance Committee which owns the guidance has representation from across the University and Edinburgh University Students' Association. The guidance was developed in partnership with Edinburgh University Students' Association.**
- 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:

#### 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

<sup>1</sup> 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.

<sup>2</sup> This question does not apply to the protected characteristic of marriage or civil partnership

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 when the guidance is next reviewed.**

2. When will the policy/practice next be reviewed? **Academic Session 2022/2023**

**H. Publication of EqIA**

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

**I. Sign-off**

EqIA undertaken by :**Stuart Fitzpatrick, Academic Policy Officer, Academic Services**

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

Date: **9 September 2021**

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)