



## 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.

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

**New DLSS registration process for students seeking study support.**

**B.** Reason for Equality Impact Assessment (Mark **yes** against the applicable reason):

- Proposed new policy/practice
- Proposed change to an existing policy/practice **YES**
- Undertaking a review of an existing policy/practice
- Other (please state):

**C.** Person responsible for the policy area or practice:

- Name: **Victoria Buchanan**
- Job title: **Director**
- School/service/unit: **Disability & Learning Support Service**

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

- 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)? **YES**
- It is one which interested parties could reasonably expect the University to have carried out an EqIA? **YES**

**E.** Equality Groups

To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)

- Age - Yes
- **Disability - YES**
- race (including ethnicity and nationality) - Yes
- religion or belief - yes
- sex - yes
- sexual orientation - yes
- gender reassignment - yes
- pregnancy and maternity - yes
- marriage or civil partnership<sup>1</sup> - yes

<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.

**Because all students potentially have these characteristics it has an incidental potential to impact on these students but the primary impact is on disabled students. Only disabled students are eligible for the relevant support being administered by this new process.**

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups: **Only students with a disability, health condition or specific learning difference (all classified under the disability characteristic) who need support for their studies would register with the Service and potentially go through this process to do this.**
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed: **No**
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups: **In general this should make the student experience better but some students may find certain aspects of this process challenging. However, our Service can provide advice, guidance and support to help the student overcome these challenges.**
- If the policy/practice contributes to advancing equality of opportunity<sup>2</sup>: **It is expected that this updated process will give the student a more streamlined experience when registering with the Service. It allows the student to submit all their information in one go, removing several back and forth steps from the previous process. It also provides the student with clear guidance on what happens next when submitting their registration form. The new process is also set up to allow DLSS to put basic adjustments in place based on submitted documents. This will mean students have some support in place while they wait for an appointment during busy periods. It has several features that allow us to resolve more straightforward queries and issues quickly, reserving advisor appointments for the more in-depth and complex queries and support needs.**
- If there is an opportunity in applying this policy/practice to foster good relations: **It is expected that this process will give the student a more streamlined experience with some support being implemented quickly. See features detailed above.**
- If the policy/practice create any barriers for any other groups? **This shouldn't affect any of the other named groups other than incidentally and not in a negative way as it about enabling them to get quicker and more direct support.**
- How the communication of the policy/practice is made accessible to all groups, if relevant? **Staff have received training and a comprehensive guidance manual on how to use their areas of the system. For students, guidance on how to complete the form is detailed with in the form to help them make the most appropriate selections. Our Operations Team can also guide the student if they are struggling.**
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice? **The new process was developed based on feedback and issues faced by both students and staff. Issues and solutions were discussed by the DLSS team over the year. The solutions were incorporated into this new process and tested by staff over the month of May. A soft launch to students in June to allow us to resolve any procedural or system issues before the busy period of August and first semester.**
- 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: **It is expected that this process will give the student a more streamlined experience with some support being implemented quickly.**

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<sup>2</sup> 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.**

**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.

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

**The Service regularly reviews its processes and adjusts areas that are not working at optimum level. We have the ability to tweak/fix the process as issues arise.**

## H. Publication of EqIA

Can this EqIA be published in full, now? **Yes/No**

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

## I. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Gael Campbell, Assistant Director Operations**

Accepted by (name): **Victoria Buchanan, Director – Disability and Learning Support Service**

[This will normally be the person responsible for the policy/practice named above. If not, specify job-title/role.]

Date: 15-06-23

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