



Equality Impact Assessment Guidance and Template

This form is intended to help you decide whether an Equality Impact Assessment (EqIA) is needed and, if it is, to carry out the assessment of impact.

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement 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 is part of the University's general equality duty under the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The Equality Act 2010 specifies the following 'protected characteristics': age, disability, race (including ethnicity and nationality), religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage or civil partnership. This form uses 'equality group' to mean persons who share a relevant protected characteristic.

The University has a general equality duty to have due regard to the **needs** to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

Under the Scottish Regulations, the University has a specific duty – subject to relevance and proportionality - to assess the impact of applying proposed new or revised policies and practices against the needs above. 'Policy and practice' should be interpreted widely to include the full range of the University's policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services – essentially everything we do.

This form is a tool to help with screening and EqIA and is designed to lead you through the process through asking pertinent questions and giving examples. However, the law does not dictate a particular form for EqIA. The requirement is to actively consider how a policy or practice will meet the general equality duty, and take any necessary action. Wherever practicable, EqIA should be built into standard processes and tailored to the nature of the policies or practices involved.

It is, however, necessary to publish EqIA where the policy or practice is applied, so all EqIAs – in whatever format - should be sent to equalitydiversity@ed.ac.uk for publication.

The form includes: some details about the policy/practice; a screening analysis to indicate whether full EqIA is required; and then a number of questions to enable full EqIA.

Answers should be recorded after the questions and the form can be expanded and supplemented as required. Answers may be as long or short as is necessary and relevant, bearing in mind that the effort involved in EqIA should be proportionate to the relevance of the policy or practice to equality.

Once completed, this form will be the record of the screening and, where applicable, the EqIA of the policy or practice. All full EqIAs are published.

A. Policy or Practice (name or brief description): Procedures and guidance for assessing the needs of students who are ineligible for Disabled Students Allowance (DSA) funding.
B. Reason for screening (delete as applicable): <ul style="list-style-type: none">• Undertaking a review of an existing policy/practice
C. Person responsible for the policy area or practice: Name: Sheila Williams Job title: Director School/service/unit: Student Disability Service
D. Screening Analysis <ol style="list-style-type: none">1. Does the policy or practice affect primary or high level functions of the University? NO2. Is the policy or practice relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' set out in the introduction above)? YES3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? YES <p>If the answer to any of these questions is 'Yes', an EqIA should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.</p>
E. Screening outcome Equality Impact Assessment required: Yes Record notes about the screening process or outcome here. <ul style="list-style-type: none">• If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out.• If EqIA is not required, note plans for review, monitoring or other action (including the communication of any favourable equality impact).
F. Sign-off Screening undertaken by (name(s) and job title(s)): Jan Gardiner, Assistant Director (Disability) Accepted by (name): Sheila Williams, Director Date: 12/04/13

If EqIA is not being carried out, delete the remainder of this form and send the completed form to equalitydiversity@ed.ac.uk.

G. Equality Impact Assessment

1. Overview. Indicate the current status of the policy/practice or the stage of development/review. Also note any general comments here regarding the relevance and significance of the policy/practice to equality. Which aspects of the policy/practice are particularly relevant (which should be the main focus for EqIA)? On what aspects of equality does the policy/practice particularly impact?

The current procedures for assessing the needs of students who are ineligible for Disabled Students' Allowance (DSA) are less structured and formal than the approach required by the funding bodies who administer the award of DSA. This review is an attempt to address this inconsistency, and ensure that students' needs are assessed appropriately and fairly in all cases, regardless of the way in which any support is funded. It would be inappropriate to apply the formal DSA Needs Assessment structure universally, as this would result in negative impact on all students in the form of increased waiting time for assessment of need and resultant delays in the implementation of recommended support. Consequently, the current format for assessing the needs of non-DSA funded students has been reviewed and the associated documentation (for staff use only) has been revised.

2. To which equality groups is the policy/practice relevant? Policies/practices applying to substantial groups of students or staff will be relevant to all equality groups, which should be noted. However, also indicate any equality groups for which the policy/practice is particularly relevant, and why.

This review of current practice is relevant to all equality groups, though has particular relevance for the following:

- disability
- race (including ethnicity and nationality)

In both cases, the policy/practice relates only to students.

The practice relates directly to disabled students as it is a means of assessing their support needs with regard to their academic studies. It also relates to race, as many of the students who will be assessed via this process will be non-UK students, since the vast majority of UK students are eligible for state funded DSA and will therefore be subject to the more formal DSA assessment process.

3. What evidence is available about the needs of relevant equality groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research with equality groups or individuals, equality monitoring data, service monitoring data, information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.

As stated above, the purpose of this practice is to assess the needs of disabled students whose needs are not assessed via the formal (government and research council funded) routes. The outcomes of the practice and support recommended are evaluated via an annual questionnaire, which is issued to all students who have disclosed a disability to the University.

Individual aspects of support are also evaluated through the use of email questionnaires. As part of the Student Disability Service's Annual Reporting process, data is gathered regarding the numbers of international students utilising the service, and this has more than doubled over the past 5 years (from 209 to 514).

It is vital that we develop and maintain effective means of assessing the needs of these students.

4. Might the application of this policy/practice lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for particular equality groups or give rise to indirect discrimination?

No.

5. Are reasonable adjustments built in where they may be needed?

Yes – reasonable adjustments are a feature of our practice in assessing the needs of all students.

6. Does the policy/practice contribute to advancing equality of opportunity¹? Will it help to:
- remove or minimise disadvantage
 - meet the needs of different equality groups
 - encourage increased participation of particular groups
 - take account of disabled people's impairments?

Yes – the policy will enable those students who are ineligible for DSA, including a high proportion of non-UK students, to have their needs assessed and to receive the support they require to enable them to fully participate in their academic studies at the University of Edinburgh.

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not²? Will it help to tackle prejudice and/or promote understanding?

Yes – this practice, along with the other modes of assessment of need, often results in dialogue between the Student Disability Service and other departments across the institution, on the effective support of disabled students. These exchanges can lead into wider discussions relating to the mainstreaming of support and the elimination of discriminatory practices, procedures and policies.

8. Is there evidence (or an expectation) that people from different equality groups have different needs or experiences in relation to the policy/practice? If so, what are they?

While there is no evidence that people from different equality groups will have different needs in relation to this practice, the review of this practice recognises that the process of assessment of needs for those students who are eligible for DSA is different from those who are ineligible for that funding. The review of this practice and procedures ensures a compatibility and consistency of approach to the assessment of all disabled students supported by the Student Disability Service.

9. Is there evidence (or an expectation) of higher or lower uptake by any equality group(s)? If so, give details of the differences and the reasons for these (if known)?

No.

¹ This question does not apply to the protected characteristic of marriage or civil partnership

² This question does not apply to the protected characteristic of marriage or civil partnership.

10. Is any equality group excluded from participating in or accessing the service or functions? If so, why?

No.

11. Does the policy/practice create any barriers for any other groups? For example, because of the time when the service is delivered or because of restricted income? Is the communication of the policy/practice accessible to all groups?

The policy/practice does not create barriers for any other groups. The communication of the policy/practice is accessible to all groups – information is available on the Student Disability Service Website:

<http://www.ed.ac.uk/schools-departments/student-disability-service/disabled-student-funding/am-i-eligible>

12. How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice?

Feedback on all aspects of the support and advice delivered by the Student Disability Service is sought from all disabled students via an annual evaluation.

13. Are there any other points to note regarding the potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations? If so, note these here.

None.

H. Equality Impact Assessment Outcome

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised policy or practice. This requires considering taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

Having considered the answers in section G, select one of the four options below to indicate how the development/review of the policy/practice will be progressed. Delete the options that do not apply.

Option 1: No change required – the assessment is that the policy/practice is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.

State the reasons for this conclusion and the evidence used, if not already included in section G.

Please see above.

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA.

The proposed revisions to the practice and associated documentation will now be implemented.

2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

This practice will be reviewed annually.

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

April/May 2014.

J. Publication of EqIA

EqIAs are published on the Equality and Diversity website.

There is a statutory requirement to publish EqIAs within a reasonable period. However, in some circumstances there may be valid reasons to limit what is published or to delay publication.

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

J. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Jan Gardiner, Assistant Director (Disability)**

Accepted by (name):
Sheila Williams, Director, Student Disability Service

Date: 12/04/13

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