



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): 3rd Party Suppliers for Disabled Student Support.
B. Reason for Equality Impact Assessment (Mark yes against the applicable reason): <ul style="list-style-type: none">Proposed new policy/practiceProposed change to an existing policy/practice YESUndertaking a review of an existing policy/practiceOther (please state):
C. Person responsible for the policy area or practice: Name: Paddy Corscadden Job title: Director School/service/unit: Student Disability Service
D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it: <ul style="list-style-type: none">affects primary or high level functions of the Universityis relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? YESIt 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) <ul style="list-style-type: none">Age – YesDisability – Yesrace (including ethnicity and nationality) – Yesreligion or belief – Yessex – Yessexual orientation – Yesgender reassignment – Yespregnancy and maternity – Yesmarriage or civil partnership¹ - Yes Because all students 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 this funding.

¹ 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.

Add notes against the following applicable statements:

Disabled Students' Allowance (DSA) is to provide equality of opportunity for disabled students. The reason we are making this process change to adhere to DSA requirements for how this funding is administered. We use this process already for some types of support, we are bringing the rest into line with expected/required procedure.

- On any available information about the needs of relevant equality groups: **Because all students have these characteristics it has an incidental potential to impact on these students but the primary impact is on disabled students. This funding is only available to students with a disability who need support for their studies and this particular process change is in regards to support that cannot be provided directly by the University.**
- 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: **Some students may find certain aspects of the administration of this process challenging but our Service can provide advice, guidance and support to help the student overcome these challenges.**
- If the policy/practice contributes to advancing equality of opportunity²: **It is expected that this practice will give the student more control over their support as their relationship will be directly with the supplier rather than through SDS as a middleman. It should also help to speed up the process of the student engaging with the support.**
- If there is an opportunity in applying this policy/practice to foster good relations: **It is expected that this practice will give the student more control over their support as their relationship will be directly with the supplier rather than through SDS as a middleman. It should also help to speed up the process of the student engaging with the support.**
- 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. It affects some disabled students who receive support from a 3rd party supplier.**
- How the communication of the policy/practice is made accessible to all groups, if relevant? **This affects a very few number of students (approx. 15) and SDS communicate directly with all students who are impacted. We will still be making introductions between the student and the 3rd party supplier.**
- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice? **DSA is state funding and the processes are laid out by the government. SDS have regular contact with students to monitor how their support is being implemented and provided.**
- 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 practice will give the student more control over their support as their relationship will be directly with the supplier rather than through SDS as a middleman. It should also help to speed up the process of the student engaging with the support.**

² 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?

SDS will have regular contact with students to monitor how their support is being implemented and provided and consequently the impact of this process. In addition DSA is almost constantly monitored and reviewed by the four home nation governments.

H. 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:

I. Sign-off

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

Accepted by (name): Paddy Corscadden

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

Date: 22 July 2021

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