



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): Student Case Review Procedure
B. Reason for Equality Impact Assessment: <ul style="list-style-type: none">Proposed new policy/practice
C. Person responsible for the policy area or practice: Name: Gavin Douglas Job title: Deputy Secretary (Student Experience) School/service/unit: USG
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 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)? ✓It is one which interested parties could reasonably expect the University to have carried out an EqIA? ✓
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">Disability, Gender, Race, Sexual Orientation <p>The procedure sets out how the University should carry out a case review in the event of a sudden or unexpected student death, including student suicides, in order to generate learning that might improve support for students in future. As such while it is not expected to disadvantage any particular group, it is likely to particularly benefit students of any background who have mental health conditions, though it may also benefit those with other serious health conditions or disabilities, for example eating disorders.</p>

We know that suicides are a leading cause of death for young men in Scotland, therefore the procedure may be of additional relevance to them.
We also know that levels of disadvantage in some BAME communities are linked to increased prevalence of mental health issues, for example suicide rates among Black and Black African young men are higher (at UK level) than for their British White counterparts, therefore the procedure may indirectly be of relevance to some BAME groups. We also know there is above average prevalence of mental health issues among the LGBT+ community, and therefore the procedure may be of additional relevance to them.

Where a case review identifies improvements to support for students, the procedure will contribute to advancing equality of opportunity (by ensuring better support for at risk groups or individuals) as well as fostering good relations where the review itself, or associated training and improvements, contributes to greater understanding of the needs of at-risk groups or individuals across the wider University community.

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.

The procedure is expected to have a positive impact on support for students with disabilities, in particular mental health conditions, and indirectly may have a particular impact on young males, young BAME men and members of the LGBT+ community.

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).

Triennial review of all case reviews carried out, analysis of student cases by protected characteristic, analysis of recommendations by protected characteristic.

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

It will be reviewed every three years, with the policy being initially approved by University Executive in July 2021.

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:

Can now be published following approval of the procedure by University Executive at its meeting in July 2021.

I. Sign-off

EqIA undertaken by (name(s) and job title(s): Andy Shanks, Director of Student Wellbeing

Accepted by (name): Gavin Douglas, Deputy Secretary (Student Experience)

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

Date: 30 June 2021

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