



# Equality Impact Assessment Template

If you require this template in an alternative format, such as large print or a coloured background please contact [HRHelpline@ed.ac.uk](mailto:HRHelpline@ed.ac.uk).

You'll find it useful, before filling in this assessment template, to complete the online course:

[Introducing Equality Impact Assessment](#)

This template is designed to be used alongside the:

EqIA [Guidance and Checklist](#)

EqIA [Policy Statement](#)

EqIA covers policies, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

A. Key Information	
<b>Policy/practice name:</b>	Support for Study Policy
<b>General background/aims of policy/practice:</b>	This policy outlines the University's approach to supporting students who may be struggling with their studies due to health issues.
<b>School/Dept:</b>	Student Experience Services
<b>Assessed by:</b> (name & job title)	Rebecca Shade, Senior Policy & Projects Adviser, Students
<b>Sign off by:</b> (name & job title)	Lucy Evans, Deputy Secretary Students
<b>Sign off date:</b>	November 2024
<b>Review date:</b>	August 2026

B. Reason for EqIA	(check one)
<b>New policy/ practice is proposed</b>	<input type="checkbox"/>
<b>Change to existing policy/practice is proposed</b>	<input checked="" type="checkbox"/>
<b>Other</b> (describe in Section D below)	<input type="checkbox"/>

**C. Who will most be impacted by this proposal?**

Consider carefully how your proposal will impact both positively and negatively on people from different groups.

Consider the 9 protected characteristics as below in your proposal. There may be other identity characteristics that you wish to also include in your impact assessment. It is expected that you will consider all equality groups for impact. Please indicate below (with a tick) which groups you feel will be most affected by your proposal.

<b>Age</b>	<input type="checkbox"/>	<b>Race (including ethnicity and nationality)</b>	<input type="checkbox"/>	<b>Marriage and civil partnership<sup>1</sup></b>	<input type="checkbox"/>
<b>Disability</b>	<input checked="" type="checkbox"/>	<b>Religion or belief (including no religion or belief)</b>	<input type="checkbox"/>	<b>Sex</b>	<input type="checkbox"/>
<b>Gender reassignment</b>	<input type="checkbox"/>	<b>Pregnancy and maternity</b>	<input type="checkbox"/>	<b>Sexual orientation</b>	<input type="checkbox"/>
<b>Other characteristics</b>	<input checked="" type="checkbox"/>				

**D. Consideration of Impact**

Show your considerations of how all of the above protected characteristics may be impacted. The following prompts will help you to reflect:

- What information and evidence do I have about the needs of relevant equality groups – is this sufficient to fully assess impact?
- Could this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, or create barriers or less favourable treatment for particular groups and how can you mitigate any negative impacts?
- Does this policy/practice contribute to advancing equality of opportunity and fostering good relations?
- How can communication of the policy/practice be made accessible to all relevant groups?

Occasionally, physical or mental ill-health (including a disability) may lead to a student finding themselves in a situation which has an adverse impact on their ability to study and live as part of the university community (this includes students on online programmes, placements, fieldwork and study and work abroad). This may include behaviour that

<sup>1</sup> Note: only the duty to eliminate discrimination applied to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

poses a direct risk to health and safety, or making unreasonable support demands of other members of the University community. This policy is intended to provide an effective framework to support the student, other students and members of staff in these circumstances, where attempts to provide the student with support have been exhausted, or the action needed is more acute and/or immediate. The policy applies to all students and to all aspects of their university life.

As this policy applies to all students, it can be reasonably expected that any member of the student population might fall under a protected characteristic as defined in the Equality Act. When a student going through Support for Study also has a schedule of adjustments, or a disability registered with DLSS, staff from this service are always in attendance at SfS panels to support both the student and the staff with their specialist knowledge.

This policy should not lead to discrimination or create barriers, and will also consider the anticipatory duty to make reasonable adjustments when possible. Any decisions made in panel meetings are done by a number of senior staff in order to support the student through their studies, or to leave the University in a supported manner. We mitigate impacts of the policy by action plans in collaboration with the student at all times.

All relevant characteristics should be considered when working through this policy and needs taken account of. Staff working on the policy are aware of these as part of their roles.

This policy will be published on student web pages, and in the policy repository. Guidance for students will also be published. The policy can be made available in alternative formats for all groups free of charge.

<b>E. Equality Impact Assessment Outcome</b> 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.	(check one)
<b>Outcome 1:</b> No change required – the assessment is that the policy/practice is/will be robust.	<input checked="" type="checkbox"/>
<b>Outcome 2:</b> Adjust the policy or practice – this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.	<input type="checkbox"/>
<b>Outcome 3:</b> Continue the policy or practice despite the potential for adverse impact, and which can be justified.	<input type="checkbox"/>
<b>Outcome 4:</b> Stop the policy or practice as there are adverse effects which cannot be prevented/mitigated/or justified.	<input type="checkbox"/>

#### **F. Action and Monitoring**

Describe any actions you will take to address the findings of this EqIA.

- How can I involve equality groups or communities in the ongoing monitoring, review and potential future development, of this policy/practice?

Describe how the policy/practice will be monitored going forward, to ensure that impact is frequently reviewed. Make sure you add a review date in Section A above.

The policy was updated by the Deputy Secretary, Students and Senior Policy Adviser, Students, with input from key stakeholders. It will be considered and approved by APRC in November 2024 which will take this into consideration. The policy will be regularly reviewed with staff involved, and with student representatives from the Student's Association.

### **G. Publish**

Send your completed EqIA to the HR EDI team ([equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)) to published, and keep a copy for your own records.