



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 Wellbeing Service and Residence Life Wellbeing starting to use Advocate Case Management system to receive and process student wellbeing support requests**

This EqIA deals with introduction on a new student support referral request form (online), and new case management system. Both closely match existing form (MS Forms)/case management system (SharePoint), with no major changes to the policy or process, only tools the help with service provision.

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: **Paddy Corscadden / Christopher Tucker**

Job title: **Head of Student Wellbeing Service / Director - Residence Life**

School/service/unit: **Student Wellbeing Service / Residence Life**

D. An Impact Assessment should be carried out if any of 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)?
- It is one which interested parties could reasonably expect the University to have carried out an EqIA?

E. Equality Groups

The online referral form is available to use to all student or concerned parties, and requests basic information regarding the user of concern.

The CMS' student profile uses student's details that are available in EUCLID, including age, sex and nationality. All students can access the services, regardless of these markers.

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

- Age - **Students are eligible to access the form/service regardless of their age, and so the move to different case management system is not anticipated to have an impact on this characteristic.**
- Disability – **All students are eligible to access the form/service. The form has been reviewed by Vicky Galt, and updated to improve accessibility markers. Having a good CMS system is going to help keep all student case details within the same area, allowing better organisation and uniformity if support offered.**
- Race (including ethnicity and nationality) - **All students are eligible to access the form/service. The form is in English, but as this is the primary teaching language of the University, this will not lead to disadvantage.**
- Religion or belief - **All students are eligible to access the form/service.**
- Sex - **All students are eligible to access the form/service. There are no sex markers collected or available.**
- Sexual orientation - **All students are eligible to access the form/service. This information could be supplied by the student on voluntary basis, and stored in case notes, however, it has no impact on service delivery.**
- Gender reassignment - **All students are eligible to access the form/service. This information could be supplied by the student on voluntary basis, and stored in case notes, however, it has no impact on service delivery.**
- Pregnancy and maternity - **All students are eligible to access the form/service; the form is publicly available, allowing flexibility in how/when to use it. No impact on the status for CMS.**
- Marriage or civil partnership¹ - **No impact on marriage or civil partnership status.**

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups: **Only students/concerned parties requiring wellbeing support are to use the online forms. Advocate CMS has a direct feed and stores basic information on all current students, new students and students who have graduated within last 5 years. Only markers coming from EUCLID are: age/DOB (to ensure support is provided to the correct student), sex (to ensure support is provided to the correct student), nationality (for reporting and targeting groups of students who struggle more with wellbeing outreach).**
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed: **N/A**
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups: **No.**
- If the policy/practice contributes to advancing equality of opportunity² : **It is expected that the new case management system is going to streamline the wellbeing support, ensuring uniformity of support, and that all support documentation is safely kept in one place. It should improve the support provided to the students, and have allow a better oversight of support provided and required.**
- If there is an opportunity in applying this policy/practice to foster good relations:

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.

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

It is expected that the new case management system is going to streamline the wellbeing support, ensuring relevant service can engage with support requester quicker.

- If the policy/practice create any barriers for any other groups? **No.**
- How the communication of the policy/practice is made accessible to all groups, if relevant?

The change is being communicated via online resources. The existing form is going to be replaced with the new one on the same day, with no loss of service. The new case management system is only accessible by wellbeing services, who are trained in usage and required no additional communication.

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice? **N/A**
- 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 the new case management system is going to streamline the wellbeing support.

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 Services 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)): **Anastasia Mezecka, Assistant Business Analyst, Registry Services, SSP.**

Accepted by (name): **Paddy Corscadden, Head of Student Wellbeing Service / Christopher Tucker, Director - Residence Life**

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

Date: 05/06/2024

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