**University of Stirling Equality Impact Assessment**

# Equality Impact Relevance

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| Title of policy, practice, activity or proposed decision | Collating and publishing information on the University website to support and offer flexibility for students during spring semester 2021, to mitigate against the impact of Covid. Measures are designed to address the general student population and those with protected characteristics.  In addition to the published guidance for students, staff guidance has also been produced on our approach to assessment for spring 2021. |
| Purpose/aim of above | To support all students to succeed in their studies during the pandemic on an equitable basis, while preserving the value of their degrees |
| Faculty or Professional Services area responsible | Dean TQE |
| Will the policy/practice/activity/proposal impact on people? | Yes – an EIA is required. Proceed to section 2. |

1. **Identifying and mitigating risks of disadvantage and discrimination**

Will any aspect of the policy/practice/activity/proposal be likely to result in a differential impact for people sharing a particular characteristic, and, if so, could this result in disadvantage, discrimination, harassment, victimsation or any other conduct prohibited by the Equality Act (2010)[[1]](#footnote-1)? In answering these questions, please summarise the evidence you have considered and the issues you have identified.

*Note: 9 of the characteristics listed are protected in law under the Equality Act 2010. These are denoted below by (PC). The other characteristics are those which the University has identified should be considered as part of its work to achieve its published equality outcomes.*

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| **Characteristic** | **Is there potential for a differential impact between people who share a characteristic and those who do not? (YES/NO/UNKNOWN)** | **If yes, is there potential for that differential outcome to result in disadvantage/ discrimination? (YES/NO/UNKNOWN)** | **If disadvantage was identified, is this lawful, justifiable and proportionate[[2]](#footnote-2)?**  **(YES/NO/ UNKNOWN)** | **Summarise the reasoning behind your findings, and any evidence you have drawn upon in coming to that conclusion.**  **If the answer to any of the 3 questions is “unknown”, note what steps will be taken to investigate further.** |
| Age (PC) |  |  |  |  |
| Caring responsibilities | x | no |  | The measures taken are to offer flexibility for those with caring responsibilities such as offering extended periods for examinations to help mitigate the impact of these responsibilities on the individual’s performance in assessments |
| Disability (PC) | x | no |  | The measures taken are to offer flexibility for those with disabilities, such as offering extended periods for examinations, to help mitigate the impact of disability on the individual’s performance. We have also retained a needs led approach to ensure that all students are treated as individuals in the reasonable adjustments they require.  The advice and guidance is set out clearly in one place to help students, who may have specific learning difficulties, navigate the support and guidance available.  The website is meets accessibility standards |
| Gender identity |  |  |  |  |
| Gender Re‐assignment (PC) |  |  |  |  |
| Marriage and civil partnership (PC) |  |  |  |  |
| Mental health and wellbeing[[3]](#footnote-3) | x | no |  | The measures taken are to offer flexibility for those with mental health and wellbeing issues, such as offering extended periods for examinations, to help mitigate the impact of stress on the individual’s performance  The advice and guidance is set out clearly in one place to help students, who may be unable to focus fully due to ill health, to navigate the support and guidance available |
| Pregnancy and Maternity (PC) |  |  |  |  |
| Race (including ethnicity, nationality & skin colour) (PC) | x | no |  | The measures taken are to offer flexibility for those with students who may be in different timezones, such as by offering extended periods for examinations, to help mitigate the impact of this on the individual’s performance  Additional support for English language is also being offered to help mitigate the impact of poor English skills on student performance  The advice and guidance is set out clearly in one place to help students whose first language is not English to navigate the support and guidance available |
| Religion or belief (PC) | x | no |  | The measures taken are to offer flexibility for those with a range of religious beliefs, for example extended periods for examinations, to allow students to take part in prayer and religious ceremonies during these extended periods, without impacting on the individual’s performance |
| Sex (PC) |  |  |  |  |
| Sexual orientation (PC) |  |  |  |  |
| Socio-economic status |  |  |  | The measures taken include offering financial support and access to laptop loan services and dongles, to help those who do not have access to electronic devices or stable Wifi. |
| Experience of the care system (“care  experienced”) |  |  |  |  |

# Promotion of equality and good relations

Does this policy/practice/activity/proposal help the University fulfil its [statutory duties to promote equity and good relations](https://www.equalityhumanrights.com/sites/default/files/essential-guide-public-sector-equality-duty-scotland.pdf) between people who share a characteristic and those who do not?

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| **Characteristic** | **YES/NO/ UNKNOWN** | **Summarise the reasoning behind your findings, and any evidence you have drawn upon in coming to that conclusion.**  **If the answer is “unknown”, note what steps will be taken to investigate further.** |
| Age (PC) |  |  |
| Caring responsibilities | y | By offering a wide range of inclusive support and flexibility to all students, those in protected characteristics groupings will not feel alienated or different to the general student body. |
| Disability (PC) | y | As above |
| Gender identity |  |  |
| Gender Re‐assignment (PC) |  |  |
| Marriage and civil partnership (PC) |  |  |
| Mental health and wellbeing[[4]](#footnote-4) | y | As above |
| Pregnancy and Maternity (PC) |  |  |
| Race (including ethnicity, nationality and skin colour) (PC) | y | As above |
| Religion or belief (PC) |  |  |
| Sex (PC) |  |  |
| Sexual orientation (PC) |  |  |
| Socio-economic status | y | As above |
| Experience of the care system (“care experienced”) |  |  |

1. As a result of the thought and engagement process in steps 2 and 3, if you have identified (a) risks of disadvantage, discrimination, harassment or victimisation; or (b) opportunities to help better promote equity and good relations between people who share a characteristic and those who do not, summarise below **what steps need to be taken/adjustments need to be made to** the policy/practice/activity/proposal

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| --- | --- |
| **Characteristic** | **Steps/adjustments required to mitigate risks of disadvantage/discrimination or promote equity and good relations**  **N/A** |
| Age (PC) |  |
| Caring responsibilities |  |
| Disability (PC) |  |
| Gender identity |  |
| Gender Re‐assignment (PC) |  |
| Marriage and civil partnership (PC) |  |
| Mental health and wellbeing[[5]](#footnote-5) |  |
| Pregnancy and Maternity (PC) |  |
| Race (including ethnicity, nationality and skin colour) (PC) |  |
| Religion or belief (PC) |  |
| Sex (PC) |  |
| Sexual orientation (PC) |  |
| Socio-economic status |  |
| Experience of the care system (“care experienced”) |  |

1. **Action Plan**

Summarise any actions required as a result of the EIA

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| --- | --- | --- | --- | --- |
| **Action/change required** | **Responsibility** | **Timescale** | **Resources required** | **Who else needs to be involved in approval of**  **actions/resources?** |
| The measures taken promote equality and no further changes are required. |  |  |  |  |

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| **Equality Impact Assessment completed by[[6]](#footnote-6)** | (Signature 1)  Alison Green  Jacqui Lenaghen  (Signature 2) | Date29/1/21 |

Once the EIA has been completed and signed off, please submit to [equality@stir.ac.uk](mailto:equality@stir.ac.uk)

Findings of the EIA including the action plan will be published, in line with the University’s statutory duties.

1. See appendix 2 of the full guidance on conducting an EIA <https://stir.app.box.com/file/676999536175> [↑](#footnote-ref-1)
2. Consider the definitions of discrimination in the Equality Act (2010) – refer to guidance. [↑](#footnote-ref-2)
3. Note people with mental health conditions are protected under the disability elements of the Equality Act 2010. [↑](#footnote-ref-3)
4. Note people with mental health conditions are protected under the disability elements of the Equality Act 2010. [↑](#footnote-ref-4)
5. Note people with mental health conditions are protected under the disability elements of the Equality Act 2010. [↑](#footnote-ref-5)
6. Note that an EIA should be carried out by at least two people responsible for the policy, activity, practice or proposal. [↑](#footnote-ref-6)