



Full Equality Impact Assessment Proforma

Complete the EQIA by entering text in the text boxes provided, or directly after each question. If you want to use a hard copy, please print off the form and send to the University's Policy and Governance Officer at jill.stevenson@stir.ac.uk You can get further guidance by calling 01786 466890.

***What is equality?** - Equality is ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation, age and any other relevant protected characteristic.*

***What is diversity?** Diversity aims to recognise, respect and value people's differences to contribute and realise their full potential by promoting an inclusive culture for all staff and students*

Name of policy/function/decision: SLS FUTURE PROVISION

Responsible department: SLS/Careers Service

Who is completing this EQIA? Dr Ruth Watkins

STEP 1: What is the status of the decision being assessed?

Been out for consultation – now going to ESEC in Nov 2015

1. What is the timescale for approval of the policy or decision (if new/under review)? To be noted at ESEC in November 2015
2. Who is responsible for approving any necessary changes to this policy? Education and Student Experience Committee (ESEC)

STEP 2: What are the aims and scope of the decision?

What is the stated aim of this policy?

- To embed learning strategies/academic literacy within the curriculum
- To reconfigure SLS provision and priorities

Background - Unprecedented levels of demand have resulted in SLS provision becoming inequitable and unsustainable. The new model of provision is based upon research and good practice in the sector, which demonstrates that 'learning strategies/academic literacy' are delivered more effectively when they are directly relevant to the disciplinary context and embedded within the curriculum. This model is also more sustainable as delivering learning strategies across programmes and

within modules, ensures that all students (including students with ARUAS) can benefit from discipline-specific communities of practice. This will then allow SLS to focus on 'at risk' students, the provision of generic materials, staff development and working on local initiatives. The new model was disseminated to schools for consideration and discussions have taken place with DLTs, LTCs, Heads of Services and student representatives.

3. Who is affected by the policy? Staff and students.
4. In what areas of University life might this policy impact upon people?
 - Change in academic practices for teaching staff. Staff will require staff development.
 - Change in SLS provision for students
 - Awareness raising for students – in terms of what SLS provision is available.
5. Are external partners involved in delivering this policy? If so, what are their roles, and level of involvement/influence?
All consultation has with schools and other services. Changes in curriculum design and academic student support will be implemented through Schools.
6. Are there any statutory obligations on the University that will impact on the development/delivery of the policy (e.g. health and safety/data protection?) No

STEP 3: Summarise what you know about how the policy or decision affects – or is likely to affect – different groups of people, and the steps you have taken to find out this information.

Based on the evidence and information you have gathered, and any consultations you have carried out, you should

- (A) **Assess the likely differential impact** – positive or negative - of the policy on people with protected characteristics and;
- (B) Identify any **opportunities to promote equality and diversity** for people with different protected characteristics.

It is important to **identify whether the policy could affect some groups of people differently** (a 'differential impact'). It is particularly important to consider whether the policy would *discriminate against or disadvantage people* on the grounds of any of the protected characteristics, or whether there are *any opportunities to better promote equality or good relations* between different groups of people through modifying the policy.

Use the table on the next page to summarise the findings of the information and evidence you have gathered. This might include statistical data, external research, or feedback from formal or informal consultations with staff or students. Consider the information as it relates to the range of protected characteristics (listed in the left hand column.)

If there is no information available about the impact (or potential impact) of the policy/decision on people with a particular protected characteristic, you should note this in the table.

You do not need to fill in every single box. The questions in the proforma are there as a guide, and are prompts to help you consider the way that a policy or decision will impact on people with different protected characteristics.

Under the Equality Act 2010, the nine protected characteristics are: age, disability, gender reassignment, marital or civil partnership status, pregnancy or maternity, race, religion or belief, sex and sexual orientation.

Protected characteristics	What evidence is available to help us assess the equality impact of this policy?	What does the information we have gathered tell us about the impact of this policy or decision on different groups of people? <i>Below are some questions that will help you to assess the equality impact of this policy/decision. Consider what the evidence you have collected tells you.</i>			
	1. Summarise below the information you have considered (e.g. anecdotal evidence, management Information/research reports/consultations with staff, students and/or campus Unions)	2. Does the evidence suggest that people with different protected characteristics have different needs or experiences in relation to this policy?	3. Does the evidence suggest that any aspect of the policy does or could impact negatively on people with a particular protected characteristic?	4. Could any aspect of the policy amount to discrimination (either direct or indirect) against people on the grounds of a protected characteristic?	
Age	Literature, student surveys and anecdotal evidence to suggest that mature students returning to study may need some initial support in adapting to unfamiliar academic practices	Yes, mature students returning to study may need some initial support in adapting to unfamiliar academic practices and in understanding academic expectations.	No - mature students are offered induction study skills and if considered at 'risk' will be referred to the 1-hour tutorial system. Embedding of learning strategies within the curriculum will be to the students' advantage.	No – the change would be advantageous. Embedding of learning strategies within the curriculum will be the students' advantage. When fully implemented, this will ensure that all students get a basic level of cover within programmes	
Age	Anecdotal information and student feedback	Mature students are more likely to have caring responsibilities	Mature students may not be able to make workshops or advertised drop-in times.	No – the change would be advantageous, as this will ensure that all students get a basic level of cover within programmes. Embedding of learning strategies within the curriculum will be the students' advantage. Drop-in session are offered every day and workshops are repeated. If	

					necessary, students can also access a booked tutorials system or have an on-line tutorial. Recording of workshops should also help
Disability	Anecdotal information and student feedback	Students with a diagnosed learning difficulty are seen through SSS. Any student can access the SLS drop-in sessions.	May not be able to make workshops or advertised drop-in times.	No – the change would be advantageous, as this will ensure that all students get a basic level of cover with in programmes. Embedding of learning strategies within the curriculum will be the students' advantage. Drop-in session are offered every day and workshops are repeated. If necessary, students can also access a booked tutorials system or have an on-line tutorial. Recording of workshops should also help	
Gender	Literature and student monitoring	Indicates that young male students are the least likely to use the service.	Policy will not impact on this group. Having more drop-in session may encourage more male students to attend. Require targeted advertising to promote to this group.	Changes would be advantageous – as this will ensure that all students get a basic level of cover with in programmes.	
Marriage and civil partnership status Pregnancy and maternity Race Religion/ belief	N/A				

<p>Sex Sexual orientation</p>				
<p>Students on placement or Distance students</p>	<p>Anecdotal information and student feedback</p>	<p>Are not able to access the face-to-face workshops and drop-in sessions</p>		<p>No – the change would be advantageous. This will ensure that all students get a basic level of cover with in programmes Embedding of learning strategies within the curriculum will be the students' advantage. These students can also access a booked tutorials system or have an on-line tutorial. Recording of workshops should also help.</p>

Protected characteristics	<p>What does the information we have gathered tell us about the impact of this policy or decision on different groups of people? <i>Below are some questions that will help you to assess the equality impact of this policy/decision. Consider what the evidence you have collected tells you.</i></p>		
<p>Age Disability Gender Gender reassignment Marriage/Civil Partnerships Pregnancy and maternity Race Religion/ Belief Sex Sexual orientation Other e.g. caring responsibility; working pattern;</p>	<p>5. In what ways does this policy promote equality of opportunity or good relations between people with different characteristics (e.g. male and female; different racial groups)?</p>	<p>6. From the evidence you have gathered, what opportunities might there be to better promote equality of opportunity or good relations between different groups of people through modifying the policy in some way?</p>	<p>7. <i>For services offered:</i> Is there any evidence of higher or lower participation or uptake of services (if relevant) by people who have a particular protected characteristic? Are any groups of people excluded from accessing the service (if relevant?)</p>
	<p>More drop-in sessions and on-line resources = more opportunities for students to engage with the service and materials. Embedding study skills in the curriculum means that all students can benefit.</p>	<p>The policy has been designed to be fairer, and to maximise the benefit for all students. Staff development and awareness raising is required to ensure that all staff are able to comply, they are able to implement an inclusive curriculum and are aware of the different learning needs of different groups. Consistent advertising and targeted initiatives to ensure that students know about the SLS services and they are used appropriately.</p>	<p>Nobody is excluded. See above for comment about young males and poor uptake. Distance/on-line/placement students are catered for by e-mail/skype/phone appointments and on-line resources.</p>

contract type			
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STEP 4: Action plan

You should now be able to identify whether the University needs to take any action to eliminate discrimination, disadvantage or unfair impact, or to make changes to more effectively promote equality, diversity or good relations. Alternatively, you might have identified that you cannot fully assess the impact of the policy on different groups until you have more information, data or other evidence. Actions that you might identify at this stage could include:

- Changes to the policy itself
- Collecting and analysing data not currently available e.g. management information
- Consulting further with staff, students or Unions in order to find out more about how the policy or decision will affect people
- Undertaking surveys or other research

Action/change required	Responsibility	Timescale	Resources required	What issue/problem will this action address?
Improved publicity to enable all students to access service. Targeted publicity for young male students and students 'at risk'	SLS	Ongoing	Staff time, resources	Possible indirect discrimination due to lack of appropriate advertising
Liaise with Student programmes/personal tutors	SLS/Schools	Ongoing	Staff time	Ensuring that students at risk are identified and directed to SLS
Improved on-line resources	SLS	Ongoing	Staff time to develop materials Staff training in use of software and on-line pedagogy	Ensuring all students have access to basic generic materials
Staff development	Implemented by HR/OD, Schools and SLS	Ongoing	Staff time	Inconsistent application of policy and teaching

STEP 5: Recommend whether the University should adopt, modify, pilot or reject the policy/function

X					
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- A: Adopt the policy in its originally proposed format (no issues identified)**
- B: Modify the policy to address any negative impact or to better exploit any potential to promote equality, diversity and good relations**
- C: Continue the policy despite identifying issues (note: justification must be provided)**
- D: Reject the policy entirely, due to the findings of the EIA**
- E: Pilot the policy and re-evaluate the equality impact after the pilot period**
- F: Modify the policy to meet separate statutory changes, not linked to equality/diversity**

Based on the work undertaken in this EQIA, briefly set out your reasons for this recommendation:

This new 'policy' is specifically designed to ensure that the provision of learning strategies is more equitable and efficient. The new provision should ultimately benefit all students.

STEP 6: Set out how the policy will be monitored, evaluated and reviewed in future

1. What equality data will be collected in relation to this policy in future?
 - Basic demographic data on students attending SLS provision. Changes in schools will be monitored through schools.
 - Student feedback on service
2. How will this data be collected?
 - Logging of tutorials through database
 - On-line SLS surveys
3. How will this data be analysed and reported on, how often.
Reported annually to Schools and ESEC.
4. Who will be responsible for collecting, analysing and reporting on this data?
SLS
5. When will this policy next be reviewed (including equality screening/EQIA as appropriate)? August 2016

Is this EQIA now complete, or do you need to return to it once further information, data has been gathered, or following further consultation?

YES

Signed (lead officer): *Lesley Grayburn*

Date 10.12.15

Signed (accountable officer):

Date 15.12.15

Ruth Watkins

Once you have completed this EQIA and it has been signed off by the accountable officer, please send a copy to Jill Stevenson, Policy and Governance Officer at jill.stevenson@stir.ac.uk The completed EQIA will be published on the University's website in due course.

