**University of Stirling**

**Equality Impact Assessment Template**

This template should be read in conjunction with the [guidance on equality impact assessment](https://stir.app.box.com/file/676999536175).

#  Equality Impact Relevance

#

|  |  |
| --- | --- |
| Title of policy, practice, activity or proposed decision | **Extenuating Circumstances Policy** |
| Purpose/aim of above | To offer students flexibility when they encounter personal difficulties that impact on their ability to study and/or complete their assessments |
| Faculty or Professional Services area responsible | Academic Registry |
| 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.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) | n |  |  |  |
| Caring responsibilities  | y | y | Unknown- circumstance dependent | This policy provides for a committee to consider whether a student should be given flexibility to overcome difficulties they face. These difficulties may relate to this protected characteristic. Any disadvantage therefore will depend on the circumstances the student finds themselves and the approach the committee takes to their application  |
| Disability (PC) | y | y | Unknown- circumstance dependent | This policy provides for a committee to consider whether a student should be given flexibility to overcome difficulties they face. These difficulties may relate to this protected characteristic. Any disadvantage therefore will depend on the circumstances the student finds themselves and the approach the committee takes to their application |
| Gender identity | n |  |  |  |
| Gender Re‐assignment (PC) | n |  |  |  |
| Marriage and civil partnership (PC) | n |  |  |  |
| Mental health and wellbeing[[3]](#footnote-3) | y | y | Unknown- circumstance dependent | As above |
| Pregnancy and Maternity (PC) | y | y | Unknown- circumstance dependent | As above |
| Race (including ethnicity, nationality & skin colour) (PC) | n |  |  |  |
| Religion or belief (PC) | n |  |  |  |
| Sex (PC) | n |  |  |  |
| Sexual orientation (PC) | n |  |  |  |
| Socio-economic status | y | y | Unknown- circumstance dependent | As above |
| Experience of the care system (“careexperienced”) | y | y | Unknown- circumstance dependent | As above |

# 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?

|  |  |  |
| --- | --- | --- |
| **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) | n |  |
| Caring responsibilities  | y |  |
| Disability (PC) | y |  |
| Gender identity | n |  |
| Gender Re‐assignment (PC) | n |  |
| Marriage and civil partnership (PC) | n |  |
| Mental health and wellbeing[[4]](#footnote-4) | y |  |
| Pregnancy and Maternity (PC) | y |  |
| Race (including ethnicity, nationality and skin colour) (PC) | n |  |
| Religion or belief (PC) | n |  |
| Sex (PC) | n |  |
| Sexual orientation (PC) | n |  |
| Socio-economic status | y |  |
| Experience of the care system (“care experienced”) | y |  |

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

|  |  |
| --- | --- |
| **Characteristic** | **Steps/adjustments required to mitigate risks of disadvantage/discrimination or promote equity and good relations** |
| Age (PC) | Students are given the opportunity to set out details of the circumstances leading to their difficulties, which may include details of any protected characteristic. These are unique for each application and the committee will consider each on their merits.  |
| Caring responsibilities  | As above |
| Disability (PC) | As above. Students with a disability are encouraged to seek an ARUAA adjustment, rather than apply through the EC process so appropriate support can be arranged. The EC process has also been simplified and the application process made easier which should assist all students but especially those with a specific learning difference.  |
| Gender identity | As above |
| Gender Re‐assignment (PC) | As above |
| Marriage and civil partnership (PC) | As above |
| Mental health and wellbeing[[5]](#footnote-5) | As above. The policy provides that the committee may refer the student to other support services for support should this appear to be required/helpful. This will include the Wellbeing and Counselling service |
| Pregnancy and Maternity (PC) | As above |
| Race (including ethnicity, nationality and skin colour) (PC) | As above |
| Religion or belief (PC) | As above |
| Sex (PC) | As above |
| Sexual orientation (PC) | As above |
| Socio-economic status | As above. The policy provides that the committee may refer the student to other support services for support should this appear to be required/helpful. This will include the Student Hub and financial advice service, which can offer advice and emergency funding through the hardship fund, depending on the circumstances |
| Experience of the care system (“care experienced”) | As above. The policy provides that the committee may refer the student to other support services for support should this appear to be required/helpful. This will include the Student Hub who offer a range of services.  |

1. **Action Plan**

Summarise any actions required as a result of the EIA

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action/change required** | **Responsibility** | **Timescale** | **Resources required** | **Who else needs to be involved in approval of** **actions/resources?**  |
| The policy has been simplified and has been road tested by students to ensure it is easy to follow | Dean TQE | 12/20 | N/A | ESEC – 12/20 |
| The policy now provides for the committee to refer students to other services in the university for support |  |  |  |  |
| Examples of the sorts of disruptions to study that a student may experience have been updated in the guidance. This give a wider range of  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Equality Impact Assessment completed by[[6]](#footnote-6)** |  Alison Green  (Signature 2) | Date |

 Once the EIA has been completed and signed off, please submit to 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)