**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

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| --- | --- |
| Title of policy, practice, activity or proposed decision | Revisal of Student Graduate Attributes |
| Purpose/aim of above | To recognize a set of attributes which graduates of University of Stirling will have the opportunity to acquire during their degree |
| Faculty or Professional Services area responsible | Dean TQE |
| Will the policy/practice/activity/proposal impact on people? | Yes |

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) | no |  |  |  |
| Caring responsibilities | no |  |  |  |
| Disability (PC) |  | yes | yes | The graduate attributes explicitly recognize that every student develops attributes in the context of their own experience and have their own voice.  Through discussion with the Accessibility & Inclusion team we have recognized the following potential areas of disadvantage:  Those with autism may struggle with change but we have support in place for students to support them to develop strategies to cope with change.  Those with hearing impairment will struggle with “listening” in the traditional sense but with assistive technology or human support they can do so.  Those with sight impairment may struggle with digital literacy but again, with assistive technology, training and support, the impact of this impairment can be minimized. |
| Gender identity | no |  |  |  |
| Gender Re‐assignment (PC) | no |  |  |  |
| Marriage and civil partnership (PC) | no |  |  |  |
| Mental health and wellbeing[[3]](#footnote-3) | no |  |  |  |
| Pregnancy and Maternity (PC) | no |  |  |  |
| Race (including ethnicity, nationality & skin colour) (PC) | no |  |  |  |
| Religion or belief (PC) | no |  |  |  |
| Sex (PC) | no |  |  |  |
| Sexual orientation (PC) | no |  |  |  |
| Socio-economic status | no |  |  |  |
| Experience of the care system (“care  experienced”) | no |  |  |  |

# 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) | yes | The graduate attributes focus on social intelligence which explicitly includes open and honest communication; mutual understanding; taking account of others thoughts, feeling and perspectives and being able to work with others, no matter their background or culture. By doing so, the intention is to break down any barriers to equality and to promote good relations. |
| Caring responsibilities | yes | As above |
| Disability (PC) | yes | As above |
| Gender identity | yes | As above |
| Gender Re‐assignment (PC) | yes | As above |
| Marriage and civil partnership (PC) | yes | As above |
| Mental health and wellbeing[[4]](#footnote-4) | yes | As above |
| Pregnancy and Maternity (PC) | yes | As above |
| Race (including ethnicity, nationality and skin colour) (PC) | yes | As above |
| Religion or belief (PC) | yes | As above |
| Sex (PC) | yes | As above |
| Sexual orientation (PC) | yes | As above |
| Socio-economic status | yes | As above |
| Experience of the care system (“care experienced”) | yes | As above |

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) |  |
| Caring responsibilities |  |
| Disability (PC) | Those with autism may struggle with change but we have support in place for students to support them to develop strategies to cope with change. These include an induction process (introduced in 2019); on-going support from SSS and Autism Scotland; ARUAA adjustments to help these students develop the attributes at their own pace.  Those with hearing impairment will struggle with “listening” in the traditional sense but with assistive technology or human support they can do so. Through our ARUAA system these support systems are in place.  Those with sight impairment may struggle with digital literacy but again, with assistive technology, training and support, the impact of this impairment can be minimized and is currently supported through our ARUAA system. |
| 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action/change required** | **Responsibility** | **Timescale** | **Resources required** | **Who else needs to be involved in approval of**  **actions/resources?** |
| None |  |  |  |  |

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| --- | --- | --- |
| **Equality Impact Assessment completed by[[6]](#footnote-6)** | Prof Alison Green Prof Alison Green  Pam Crawford | Date  4/08/2020 |

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)