**University based exemplar with sample prompts**

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| **Strategic Equality Priorities****Key priorities are:** * Equality of access and outcomes for all protected characteristic and widening access groups.
* Address gender imbalances across all relevant subject areas in line with requirements of GAP.
* Identify and implement strategies to reduce race related disadvantage and inequalities.
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| **Area of activity:** Access to education from the widest range of backgrounds, including implementation of the recommendations of the Scottish Commission on Widening Access (COWA) and addressing gender balance.**Scoping current strategy approach and evidence – what are the key issues we need to think about?** * What’s our current strategy approach linked to widening access, recruitment, admissions, transitions, retention, attainment, student experience and support?
* What are our aims for removing barriers for learners from disadvantaged backgrounds to ensure equal access to education is possible? How do we prioritise these and what’s the impact of this?
* What equality outcomes do we have that relate to this area of strategy?
* What other related strategies, policies and initiatives link to this area of work and need to be considered? E.g. Equality outcomes, Athena SWAN, SFC Gender Action Plans (GAP), contextual admissions, widening access policies, student support initiatives, employment initiatives etc.
* What data and evidence do we have, regularly use and review to support and monitor this work on a cross-institutional basis?
* How successful are we and how do we judge this?
* Where are there gaps in data & evidence?
* Where are there evident different experiences for specific groups of students (and staff) and how are these justified or explained?
* Who’s involved in the planning and delivery of this area of strategic work and are there sufficient links, systems and processes to maximise joined up and collaborative approaches?
* What could change to improve or enhance activity and reduce negative impacts, disadvantage and barriers across this area of strategy and activity?
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| **PC (& other groupings)** | **Evidence linked to impact, high level risks and opportunities.** | **Overall assessment, decisions, rationale and actions.** |
| **Age** | **PSED.**  There is no institutional equality outcome that links to age. **Data and evidence.** Our data profile suggests a fall in the number of female mature students over the age of 30 and poorer outcomes for male SIMD students in the 18 – 21 age grouping. **GAP.** Our gender action plan focuses on male and female student representation in specific subject areas but does not consider age, SIMD areas, or other intersections. **Programme design** - Course provision is full time only for specific course areas potentially impacting on specific age groups with parental caring, employment responsibilities etc. **High level risks**A lack of focus on addressing age related and intersectional age-related factors issues could compromise achievement of core priorities, student access and outcomes. **Opportunities**Improve age related access, retention, outcomes and opportunities. | **Overall assessment**There are evidenced impacts for age groupings from the data profile and statistics and also impacts from programme design. **Changes, mitigation & action**1. Enhance focus on widening access strategies by ensuring an intersectional approach is taken to data and evidence to include age and other pcs alongside socio-economic data.
2. Review programme design and access in the context of age, gender, caring responsibilities and other key factors.
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| **Disability** | **PSED –** there is an equality outcome about enhancing disabled student outcomes. **Data and evidence.** We havedata and evidence for students that suggestsoverall access, retention and attainment is positive but fewer disabled students progress to postgraduate study and research. Data is not currently interrogated at the level of individual disability types or impairments.**Policies and initiatives.** There is a significant institutional focus on mental health & wellbeing for students. There is also a focus on supporting employment outcomes for disabled students.**High level risks**A lack of detailed and targeted focus on disabled student issues could compromise achievement of Scottish Government and SFC priorities on disabled student outcomes and impact on support to this student group. **Opportunities**Improve overall support to disabled students, enhance existing initiatives and reputation. | **Overall assessment**Positive impacts are identified for disabled students overall, in relation to mental health support and work on disabled student employment outcomes. Impacts are not clear in relation to student outcomes for particular disabilities, PG study and research **Changes, mitigation & action**1. Improve data gathering and review mechanisms for disabled student impairment types to help understand and support existing initiatives and progress.
2. Ensure data gathering changes extend to considering outcomes for intersectional groups e.g. disabled female students, black students with a disability, disabled students from SIMD areas etc.
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| **Gender reassignment** (transgender & non- binary) | **PSED.**  There is no institutional equality outcome that links to gender reassignment. **Data and evidence.** No data and evidence is currently available to understand the experiences of transgender or non- binary students.**High level risks**There are potential legal and reputational risks from a lack of consideration or focus on any PC group. **Opportunities**Improve institutional focus on this area of work.  | **Overall assessment** A lack of focus on students identifying within this grouping or understanding of their experiences suggests a negative impact. **Changes, mitigation & action**1. Review data collection mechanisms and procedures to include gender reassigment as part of access and outcomes considerations.
2. Consider what policy and support procedures are in place or may need to be instigated.
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| **Pregnancy & maternity** | **PSED.**  There is no institutional equality outcome that links to pregnancy & maternity. **Data and evidence.** No data and evidence is currently available at an institutional level to understand the experiences of pregnant students or those in a period of maternity. **High level risks**There are potential legal and reputational risks from a lack of consideration or focus on any PC group.**Opportunities**Improve institutional focus on this area of work. Consider any existing school based institutional activity e.g. School of Nursing procedures required by professional standards. Enhance aims for PSED equality outcome and for GAP by enhancing student gender-based evidence and support.  | **Overall assessment** A lack of focus on students identifying within this grouping or understanding of their experiences suggests a negative impact. **Changes, mitigation & action**1. Review data collection mechanisms and procedures to include pregnancy and maternity as part of access and outcome considerations.
2. Consider what policy and support procedures are in place or may need to be instigated.
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| **Sex (men & women)** | **PSED.**  We have an institutional equality outcome that links to achieving gender balance in specific subject areas. Recent activity aimed at increasing male participation in nursing has seen poorer retention outcomes for male students. We also have an equality outcome aimed at increasing the proportions of female staff into leadership. **GAP.** We are working to achieve gender action plan targets across relevant subject areas where there are gender imbalances.**Policies and initiatives.** We have initiatives aimed at enhanced students support in subject areas where GAP targets are in place. We have a range of initiatives and family friendly policies in place aimed at supporting male and female staff.  We engage in Athena Swan activities and have measures in place to improve the proportion of female staff in leadership positions.**High level risks**Action to support gender balance within GAP may require long term focus in order to achieve sustained results and progress and may require different approaches to achieve success. A lack of sustained focus on this area may compromise Scottish Government and SFC priorities, achievement of core institutional priorities, student access and success. **Opportunities**Maintain and build on existing positive work to address core gender-based issues, reviewing and adjusting progress where necessary.  | **Overall assessment** A focus on activity linked to gender equality suggests and overall positive impact. However, data and evidence shows activity may not have had the intended impact in all areas. **Changes, mitigation & action**1. Note that some initiatives to address gender imbalances require lengthy periods to implement, monitor and assess change, and factor into planning and review processes.
2. Review retention rates for male nursing students in the context of wider course admissions, access, programme and support policy and in consultation with relevant student and staff partners.
3. Monitor and review other gender-based based support approaches to ensure intended aims are being effectively and consistently met and aligned and unintended consequences are identified and mitigated.
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| **Sexual orientation** (lesbian, gay, bisexual LGB) | **PSED.**  There is no institutional equality outcome that links to sexual orientation. There is limited data and evidence available to understand the experiences of LGB students. **High level risks**There are potential legal and reputational risks from a lack of consideration or focus on any PC group. **Opportunities**Improve institutional focus on this area of work. | **Overall assessment** A lack of focus on students identifying within this grouping or understanding of their experiences suggests a negative impact. **Changes, mitigation & action**1. Review data collection mechanisms and procedures to include gender reassignment as part of access and outcomes considerations.
2. Consider what policy and support procedures are in place or may need to be instigated.
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| **Race** | **PSED**. We have an institutional equality outcome that links to supporting greater race equality for students. **Data and evidence.** Data currently suggests differential access, retention and outcomes for specific BAME groups in particular subject areas. There are relatively high proportions of some minority ethnic groups in some schools and programme areas and very few in others. **Programme design.** A review of programme design is also currently underway to consider the impact of course design for BME students. **High level risks**A lack of progress on race equality could compromise Scottish government and SFC priorities, as well as core institutional priorities and contribute to legal and reputational risk. Staff race equality is equally important in terms of institutions that are ‘representative’ to students, provide role models and evidence active commitment to race equality. **Opportunities**Support and build on race equality aims by continuing and extending this work and ensuring consistent embedding across all institutional functions and areas of work.    | **Overall assessment** There are both identified negative impacts for race equality and potential positive impacts from a focus on this PC group. Fostering good relations between different groups is a requirement of the general duty under the Equality Act and is important in the context of seeking equitable outcomes and experience for all groups and maintaining positive relations. **Changes, mitigation & action**1. Monitor ongoing race equality work.
2. Consider and instigate work to address staff as well as student equality on race.
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| **Religion or belief** | **PSED.** There is no institutional equality outcome that links to religion or belief. **Data and evidence.** We have a high proportion of mainly international students of particular faiths. **Policy and initiatives.** We support all international students through targeted welcome activities and we provide faith support as part of our student well-being function. **High level risks**A lack of considered focus on any PC group may result in legal and reputational risks. Fostering good relations between different groups is a requirement of the general duty under the Equality Act and is important in the context of seeking equitable outcomes and experience for all groups and maintaining positive relations. **Opportunities**Build on and extend existing work to provide faith support. Consider the links between religion and race related aims. Consultation with external agencies to gain an expert knowledge and perspective may be particularly beneficial e.g. local interfaith groups.  | **Overall assessment** A lack of targeted focus on any PC group suggests a negative impact, particularly where data shows there are significant numbers of students from specific faith groups. There may be a positive impact linked to the provision of specific support initiatives, where these are tailored to encompass the needs of faith groups. **Changes, mitigation & action**1. Review access, retention, progress and outcomes for students from different faiths or beliefs to understand their experiences and outcomes and how support may be improved.
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| **Marriage & civil partnership** (employment matters) | **PSED.** There is noequality outcome that linksto this PC.**High level risks**Linked to legal and reputational risks for gender equality and sexual orientation as well as core institutional priorities. **Opportunities**Consider marriage and civil partnership in conjunction with other PC areas and core priorities.  | **Overall assessment** A lack of targeted focus on any PC group suggests a negative impact. The legal protection for this this PC links to employment, so is unlikely to have a significant impact for this area of strategy. However, there may be links to other areas of work and policy such as staff related aspects of GAP, family friendly HR policies etc. In relation to civil partnership, there will also be links to policies on sexual orientation. **Changes, mitigation & action**1. Review existing policy and activity to ensure this is integrated and aligned with other relevant priorities.
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| **Other groups** e.g. care experience, SIMD status, carer status etc. | **Policy and initiatives.** There is currently a significant amount of institutional activity focused on the recommendations of COWA, school and college partnerships, transitions and work on contextualised admissions for specific socio-economic groups. We have specific outreach and support initiatives in place for students with care experience. **Data and evidence.** We are currentlymeeting targets forspecific widening groups gaining access to education.**High level risks**There are regulatory, funding and reputational risks in not addressing some of these factors.**Opportunities**There is scope to develop a broader and more encompassing approach to equity and fairness. By considering overlapping and holistic needs and taking an intersectional approach to both personal circumstances and (protected) characteristics, there is an opportunity to ensure students (and staff) can be treated as individuals rather than being defined within specific groupings. This is likely to ensure increased consideration of needs and identify groups facing multiple and significant barriers that require more tailored attention and support.  | **Overall assessment** Outside the scope of the Equality Act, there are a range of other drivers which may not have the same legal status but are recognised as important by the Scottish Government and SFC linked to aims for achieving a fairer Scotland. There are positive impacts from focusing on these issues in terms of access and outcomes but also viewing them alongside the requirements for protected characteristic groups. **Changes, mitigation & action**1. Consider a holistic and intersectional approach to data gathering and to the review and development of policy and activity to support fair and equal access and outcomes.
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| **Summary of actions, timescales and accountability:** 1. Enhance focus on widening access strategies by ensuring an intersectional approach is taken to data and evidence to include age and other pcs alongside socio-economic data.1. Review programme design and access in the context of age, gender, caring responsibilities and other key factors.
2. Improve data gathering and review mechanisms for disabled student impairment types to help understand and support existing initiatives and progress.
3. Ensure data gathering changes extend to considering outcomes for intersectional groups e.g. disabled female students, black students with a disability, disabled students from SIMD areas etc.
4. Review data collection mechanisms and procedures to include gender reassignment as part of access and outcomes considerations.
5. Consider what gender reassignment policy and support procedures are in place or may need to be instigated.
6. Review data collection mechanisms and procedures to include pregnancy and maternity as part of access and outcome considerations.
7. Consider what pregnancy and maternity related policy and support procedures are in place, or may need to be instigated for pregnancy and maternity.
8. Note that some initiatives to address gender imbalances require lengthy periods to implement, monitor and assess change, and factor into planning and review processes.
9. Review retention rates for male nursing students in the context of wider course admissions, access, programme and support policy and in consultation with relevant student and staff partners.
10. Monitor and review other gender-based based support approaches to ensure intended aims are being effectively and consistently met and aligned and unintended consequences are identified and mitigated.
11. Review data collection mechanisms and procedures to include gender reassignment as part of access and outcomes considerations.
12. Consider what policy and support procedures are in place or may need to be instigated in relation to gender reassignment.
13. Monitor ongoing race work.
14. Consider and instigate work to address staff as well as student equality on race.
15. Review access, retention, progress and outcomes for students from different faiths or beliefs to understand how support may be improved.
16. Review existing policy and activity on marriage and civil partnership to ensure this is integrated and aligned with other relevant priorities.
17. Consider a holistic and intersectional approach to data gathering on other non-PC groups and to the review and development of policy and activity to support fair access and outcomes.
 | **Against each action:*** Date action due by OR date due to be reviewed by;
* Staff member accountable.

**Note:** Although a number of specific actions have been identified against each protected characteristic, actions can be summarised and grouped where they relate to the same or similar objective e.g. approaches to data gathering and analysis to support an informed understanding of the current situation and to enable evaluation of progress.  |
| **Monitoring & review:** * Ensure the actions from this EIA are embedded and integrated into all relevant strategy, policy and activity by regularly reviewing progress with actions through ongoing strategic and operational review including Boards, Senior Management Teams, Executive Committees, Equality & Diversity Committees, Learning & Teaching Committees, Departmental and School Review Meetings etc.
* Ensure that data, actions and monitoring from other relevant EIAs are also referenced and linked.
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