

EQUALITY IMPACT ASSESSMENT

Policy, practice, process, or service title:	Student Voice Policy
Policy, practice, process, or service lead/ owner:	CELT (Head of L&T)
Others involved in EqIA assessment group	CELT Academic Enhancement Leads (2) & Officers (2) SRUCSA
Policy, practice, process, or service implementation date:	01/08/2024

1 Framing the policy, practice, process, or service

1.1 Briefly describe the outcomes, aims and purpose of the policy, practice, process, or service:

The SRUC Student Voice Policy is to set out our intentions to seek, listen and act on student views. Our aim is to maximise the methods and opportunities available to ensure that student voices and opinions heard and responded to. This policy explains when key surveys happen, if they meet the eligibility criteria for and gain a better understanding of how their voice and views can affect change to enhance existing resources, service on offer, activities, and programmes. It also explains how to feedback anonymously on the MyVoice portal should this be their preference.

1.2 Focus on the parts of the policy, practice, process, or service where equality impacts are most likely.

This is an updated version of the original policy that better reflects our current practice and activities.

1.3 Is the policy, practice, process, or service new or changed, reviewed, or stopped?

The policy was reviewed by key areas of SRUC (Registry, CELT and SRUCSA)

1.4 Who is affected by this policy, practice, process, or service?

Students will benefit from knowing how, when and where they can get involved and feedback on all matters related to their student journey.

1.5 Are there any other SRUC policies that may be affected by this policy, practice, process, or service?

List here any other policies that may be affected by changes you make to this policy, practice, process, or service, so that any equality impacts found here can be shared with those policy, practice, process, or service leads. You may need to consider where there might be cumulative impacts across several policies, practices, processes, or services.

- Induction Standard Operating Procedure.
- D1: Equality, Diversity, and Inclusion Policy.
- D3: Student Discipline.
- D5: Student Guidance and Support.
- Complaints Procedure.

2 Evidence relevant to the policy, practice, process, or service including consultation.

The information you gather in this section will:

- help you to understand the importance of your policy, practice, process, or service for different equality groups,
- inform the depth of equality impact assessment you need to do (this should be proportional to the potential impact on equality groups), and



- provide justification and an audit trail behind your decisions, including where it is agreed an equality impact assessment is not required.

2.1 Evidence: Set out in the table what you know about the experiences of people in terms of each equality group. Consider the diversity within each group (e.g. experiences of people from different religions or faiths) as well as the differences between groups. There may also be cumulative barriers experienced by people when you look at more than one group together (e.g. experiences of women of different minority ethnic groups, so the intersectional impact of sex and race).

You can add more rows to present the evidence if required.

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process, or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
ALL	<p>All numbers from our main surveys (NSS, SSES, SWS, EDI Survey) are for 2023 unless otherwise stated.</p> <p>Relevant reports and associated data dashboards:</p> <p>Student Surveys 2023 (sharepoint.com)</p> <p>Data Reports for SRUC surveys https://app.powerbi.com/links/i9ilKTKc1V?ctid=c8542d98-e64c-446e-b8d5-0c98ffe56526&pbi_source=linkShare https://app.powerbi.com/links/OoV4xk-ZxP?ctid=c8542d98-e64c-446e-b8d5-0c98ffe56526&pbi_source=linkShare</p>	<p>For some protected characteristics we lack data, as noted in the relevant sections below. In some cases, this is due to reporting thresholds: for the NSS, for example, we do not receive the data gathered by Ipsos Mori where the number of relevant respondents is below 10. In other cases, we ought to be reluctant to draw general conclusions based on percentages where the number of relevant students is low. Where this is the case below, we have looked to relevant research to indicate potential risks which the student voice policy should take into account.</p>

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process, or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
	<p>https://app.powerbi.com/links/K9OF9N3IVw?ctid=c8542d98-e64c-446e-b8d5-0c98ffe56526&pbi_source=linkShare</p> <p>https://app.powerbi.com/links/sR7ZiW2smN?ctid=c8542d98-e64c-446e-b8d5-0c98ffe56526&pbi_source=linkShare</p> <p>2023 Student Survey Board of Studies Reports Available (sharepoint.com)</p> <p>SRUCSA</p>	<p>Participation in our three major surveys in 2023 was as follows: NSS: 80%. SSES: 41%. SWS: 20%. As part of a drive to improve the representativeness of the data we gather, SRUC is making a concerted effort to improve on these response rates for all groups.</p> <p>SRUCSA does not currently collect data on Co-Presidents or Liberation Officers in connection with protected characteristics.</p>
Age	NSS Survey 2023	<p>In 2023, the overall NSS response rate was 80%. By age ranges (on entry), this was as follows: Under 21: 83%; 21-25: 77%; 25-30: 75%; 31 and over: 74%. Thus, it appears that, with respect to the NSS, participation is inversely correlated with age. 53% of eligible respondents were under 21.</p>

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	SRUC EDI Report	<p>particular, concerning how to raise participation in age groups aged 21 and over.</p> <p>Students aged 21 and under are most represented at FE and HE levels, while students over 30 make up the majority of students studying at postgraduate level. Students aged between 22 and 29 make up the smallest demographic of students studying at SRUC.</p>
Disability	<p>NSS Report</p> <p>SSES Report and the SRUC EDI Report</p>	<p>In 2023, while there was no difference between those with no disability (84% response rate) and those declaring cognitive or learning difficulties (85% response rate) in the NSS, the overall response rate for SRUC was 80%, suggesting those with disabilities out with cognitive or learning difficulties had a much lower response rate (though threshold reporting does not provide us more precise figures).</p> <p>In 2023, 39% of respondents to the SSES had declared a disability. This is slightly lower than the percentage of students declaring a disability at</p>

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	<p>SRUC-Wide Survey Report and the SRUC EDI Survey</p> <p>SRUC Officers Data</p> <p>Disabled Students UK's Access Insights Report 2023</p>	<p>the FE level in 2022/23 (43%), but not significantly so.</p> <p>In 2023, 58% of respondents to the SRUC-Wide Survey had declared a disability, 16% had not and 26% chose to remain anonymous. This is significantly higher than the SRUC-wide proportion of students declaring a disability in 2022/23 (38%).</p> <p>We have had a Disabled Students Liberation Officer in place for 2023-4; however, students' other commitments, in particular their need to spend time in paid work, have posed a challenge for actions in this role. This year SRUCSA's Community Coordinator has placed importance on supporting all Liberation Officers. We do not collect data on declared disabilities for Co-Presidents.</p> <p>Currently, we do not gather data on disability for complaints or other student voice mechanisms. In some areas this is because the mechanisms are explicitly anonymous (e.g., MyVoice). However, the</p>

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		<p>Disabled Students UK's Access Insights Report for 2023 indicates that only 23% of respondents felt represented by their Students' Union, only 24% felt supported by their Students' Union, and only 29% felt that their university listened to the disabled student voice.</p>
<p>Race</p>	<p>SRUC EDI Survey</p> <p>Fielding, 2001</p>	<p>Due to a combination of factors, we have a lack of data regarding ethnicity and participation in our three major surveys, NSS, SSES and SWS. In particular, the number of non-white students eligible for these surveys is low, and numbers of participating students do not meet the reporting thresholds. Categorisations employed by the surveys are also coarse-grained – white, other ethnic origin, unknown – resulting in a lack of informative data.</p> <p>There is nonetheless a need for all students to be represented, but also empowered. Fielding (2001) suggests 'a fourfold model which distinguishes between students as sources of data, students as active respondents, students as co-researchers, and students as researchers' (Fielding, 2001: 135).</p>

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	SRUC Officers Data	<p>We therefore have an opportunity to work towards such empowerment, working alongside our SRUCSA BAME Students' Liberation Officers and potential other representatives.</p> <p>The BAME Students' Officer post has been open for 8 years and was filled this year for the first time. We do not collect data on how co-presidents identify.</p>
Sex	NSS, SSES, SWS.	<p>In 2023, our NSS response rates were 83% and 80% and for female and male students respectively. For the SSES this was 45% participation of eligible female students, 33% participation of male students. For the SWS this was 17% of eligible female students, 12% of eligible male students. The other categories were 'not known' and 'other', and the numbers of participants did not meet the reporting threshold in each case (numbers of eligible students falling under these latter categories were not sufficiently</p>

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	<p>(PDF) The silent voices: Pupil participation for gender equality and diversity (researchgate.net)</p> <p>SRUC EDI Survey</p>	<p>high to draw conclusions about willingness to participate; nonetheless the percentages could otherwise be said to be comparable to those for male/female students).</p> <p>However, some comments made in the SSES are relevant here: "Sexism is very bad in both students and some staff." "Discrimination is not often taken seriously and can come from staff and students."</p> <p>While participation rates among female students are higher than those for male students at SRUC, some research indicates that gender inequality can impact on students' willingness to participate in student voice activities, in particular those such as may involve more 'active' participation than survey completion (in Fielding's (2001) levels: 'students as co-researchers or researchers')</p> <p>There are fewer female students at board of study level in Golf, Greenkeeping and Hospitality and Forestry, Forge-work and Engineering with male students making up 95% and 93% of this board of</p>

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	SRUCSA	<p>study. The demographic profiles for veterinary science and Animal care, however, show the reverse trend: Female students vastly outnumbering male students with only 3% of male students enrolled in Veterinary science programmes and 13% in animal care.</p> <p>The Women’s Liberation Officer has been unfilled in 2023–4. A WLO was elected the previous year, however unfortunately they did not continue on their course.</p>
Gender Reassignment	NSS, SSES, SWS https://www.stonewall.org.uk/system/files/z_student_voice-2021_-_august2022v2.pdf	<p>We do not have gender reassignment data in connection with the NSS, as responses are withheld by IPSOS Mori when reporting by these characteristics if the threshold of responses from students is not met. Numbers of participants for the SSES and SWS were also below threshold,</p> <p>A 2017 Stonewall report found that 1 in 5 LGBTQ+ students “had experienced homophobic, biphobic, or transphobic bullying in the past year” and recommends “[e]ncouraging LGBTQ+ people to participate in public life or any other activity</p>

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	<p>SRUC EDI report</p> <p>SRUCSA</p>	<p>where participation is disproportionately low". Whilst our survey participation data does not demonstrate a definite shortfall of participation, there is an ongoing need to encourage participation, alongside SRUCSA's LGBTQ+ Students' Liberation Officer where possible. This paragraph applies equally to the section on sexual orientation below.</p> <p>Just over 1% of students reported being transgender. However, the question at registration on gender identity has been removed for this academic year for HE students so this figure may not be an accurate representation of the student cohort.</p> <p>The LGBTQ+ Liberation Officer post has been filled for the past four Academic years, since 2019.</p>
Sexual orientation	NSS	For the category 'Lesbian, Gay or Bisexual', NSS participation was 83%. Overall eligible-student participation was 80%, as was participation of heterosexual students specifically. There was

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	<p>SSES</p> <p>SWS</p> <p>SRUC EDI report</p> <p>SRUCSA</p>	<p>however an 'Unknown' category of respondent, for which the participation rate was 75% (albeit this meant 12 out of only 16 eligible students).</p> <p>For the SSES (overall participation 41%), participation was as follows: heterosexual (37%); not known (49%); bisexual (41%); gay or lesbian (35%); other sexual orientation (39%).</p> <p>For the SWS (overall participation 20%), participation was as follows: heterosexual (13%); not known (31%); bisexual (21%); gay or lesbian (18%: 8 students, therefore below reporting threshold); other sexual orientation (14%: 4 students, therefore below reporting threshold).</p> <p>80% of students reported being heterosexual/straight, 9% of students are gay or lesbian or bisexual.</p> <p>The LGBTQ+ Liberation Officer post has been filled for the past four Academic years, since 2019.</p>

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process, or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
Religion or Belief	<p>NSS</p> <p>SSES</p> <p>SWS</p> <p>SRUC EDI Report</p>	<p>The NSS provides participation by religion data in NI only.</p> <p>For the SSES, participation by religion is as follows: No religion (37%); Christian (43%); not known (35%: 9 students, therefore below reporting threshold); other religious belief (29%: 5 students, therefore below reporting threshold).</p> <p>For the SWS, participation by religion is as follows: No religion (14%); Christian (14%); not known (33%); other religious belief (31%).</p> <p>In each case, the categories of ‘not known’ and ‘other’ pose a barrier to drawing insights from these rates.</p> <p>The majority of SRUC students do not have a faith or religious belief across all levels. Christian denominations (Church of Scotland, Roman Catholic and other Christian Denominations) have the highest representation of any faith in SRUC.</p>

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process, or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
Pregnancy or maternity	Student pregnancy and maternity: implications for higher education institutions Advance HE (advance-he.ac.uk)	<p>We do not have data from our three main surveys regarding pregnancy or maternity. A report by the Equality Challenge Unit notes that "[t]he Higher Education Statistics Agency (HESA) does not currently require HEIs to collect data on students who are pregnant or who are parents", and it may be that numbers of pregnant or recently pregnant students would not meet reporting thresholds. However, the ECU report recommends "that HEIs collect such data to ensure they are aware of the number of students who are pregnant or are parents. This information will enable HEIs to determine the scale of the facilities and services they need to provide to support students during pregnancy and maternity, and to support existing student parents" (p. 24).</p> <p>To facilitate student voice in connection with this category, we may need to consider methods of gathering qualitative feedback for students who are pregnant or recently pregnant. Beyond the requirements of the Equality Act 2010, we may also consider means of enhancing student voice</p>

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		among parents more broadly (i.e. less-recent parents).
Marriage or civil partnership	N/A	We do not currently have data on this characteristic in connection with student voice, and there appears to be a lack of relevant research. However, we may note that the protection afforded by the Equality Act 2010 only applies in relation to employment.

2.2 Consultation and stakeholder involvement: Speaking to people who will be affected by your policy, practice, process, or service can help clarify the impact it will have on different equality groups. Describe below what you learned from the consultation/ involvement. Consultation can take time so make sure that you build this into your policy, practice, process, or service review/ development timeline.

Note who you consulted with, when you consulted with them, and what they told you about the impact of your proposed policy, practice, process, or service.

SRUC staff included, CELT, Registry, SRUCSA, and Marketing, Digital & Communication & EDI.

2.3 Record here if you need to undertake a full equality impact assessment based on your evidence above.

Outcome of Step 2 following initial evidence gathering and relevance to equality characteristics	Yes/ No (Y or N)	Next steps
There is no relevance to equality	N	Proceed to sign off (step 5) to agree with decision makers that no EqlA is required based on current evidence.
There is relevance to some or all the equality groups.	Y	Proceed to Step 3: complete full EqlA.
It is unclear if there is relevance to some or all the equality groups.		Proceed to Step 3: complete full EqlA.

3 Impact on equality groups and changes to policy, practice, process, or service

You must consider the three aims of the general duty for each protected characteristic. The following questions will help:

- **Is there potential for discrimination, victimisation, harassment, or other unlawful conduct that is prohibited under the Equality Act 2010?** How will this be mitigated?
- **Is there potential to advance equality of opportunity between people who share a characteristic and those who do not?** How can this be achieved?
- **Is there potential for developing good relations between people who share a relevant protected characteristic and those who do not?** How can this be achieved?

3.1 Does the policy, practice, process, or service have any impacts (whether intended or unintended, positive, or negative) on any of the equality characteristics? In the tables below, record the impact of the policy, practice, process, or service, as it is planned or as it operates, might have on each equality characteristic, and describe what changes in policy, practice, process or service or actions will be required to mitigate that impact or to take advantage of a positive impact.

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
All	Potential for discrimination		X		All feedback mechanisms must adhere to ethical standards and should be conducted with dignity and respect in keeping with our Equality, Diversity, and Inclusion Policy
	Potential to advance equality of opportunity	X			<p>Provide several feedback mechanisms such as data, feedback, comments, and requests continually collected through:</p> <p>External surveys such as the mandatory/statutory</p> <ul style="list-style-type: none"> • National Student Survey • Student Satisfaction and Engagement Survey • Internal surveys such as the SRUC-wide survey • Module evaluations • MyVoice • Student Liaison Committees • Student Liaison Groups • Students' Association engagement • You said - we did - Speak Week. • Advisory Groups • Class Rep Meetings • Informal and formal dialogue • Institution Led Reviews

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					<ul style="list-style-type: none"> • Complaints • Peer support groups <p>Liaise with relevant staff to promote and support digital literacy sufficient to access these mechanisms; however, the variety in the above list is intended to enable participation where such literacy is lacking.</p> <p>Ensuring anonymous feedback mechanisms and students' awareness of these.</p> <p>SRUCSA will collect data on co-presidents and Liberation Officers from annual year 2024-5. SRUCSA's liberation Officers aim to amplify traditionally under-represented groups' voices.</p> <p>Review induction and regular check-ins/support, to ensure liberation officers' autonomy is balanced with appropriate scaffolding.</p> <p>Staff development workshop on student voice will incorporate measures to increase staff awareness of liberation officer posts, guidance needs, promotion of the roles (e.g. CV improvement, intrinsic value of promoting student voice); also different levels of student engagement (Fielding 2001, cited above).</p>

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
					<p>Principles of student voice policy to include the directive: Ensure that a diverse range of student perspectives is included and accessible to all ensuring that there is representation from different, cultural, socioeconomic, and academic backgrounds.</p> <p>Monitor and report (e.g. in survey reports, EDI report) on survey uptake in relation to protected characteristics so that we better understand trends and changes, and implement any actions as required – for instance, liaising with SRUCSA representatives, taking this data into account when strategising for survey outreach and adjusting survey promotion methods accordingly.</p>
	Potential to foster good relations	X			<p>See above.</p> <p>SRUC calendar of event to be used to promote year-round opportunities to promote student voice to students in protected groups, e.g. in connection with religious events.</p>
Age	Potential for discrimination		X		<p>In light of the potential relationship between age and participation (greater age somewhat linked to fewer participants), age should become a focus of future discussions around increasing participation. The appearance of a negative correlation will be checked across the surveys and recent years as we triangulate data across student feedback sources in 2024. (Student Voice Policy will include directives to increase participation in collaboration with student partners.)</p>
	Potential to advance	X			

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
	equality of opportunity				This policy will clearly state how a student can contribute, be heard and feedback on any element of their student journey throughout the year. SRUC actively supports individuals who may experience Digital exclusion through alternative opportunities, provision of equipment, upskilling, Drop-in clinics, and Pop-up clinics.
	Potential to foster good relations	X			
Disability	Potential for discrimination		X		<p>As noted above, there is a potential relative shortfall in responses for students with a disability out with learning or cognitive difficulties for the NSS. The policy will enforce opportunities to build on staff-student relations to enable students to take part where disability may be a barrier. It will also provide for means to build a culture of students as partners, through SRUCSA and specifically through engagement promoted through the Disability Liberation Officers. As noted, however, it has been challenging to fill this role in recent academic years. The CELT team will work in collaboration with SRUCSA and student comms to take additional measures to promote these roles.</p> <p>This policy will provide information to all students and staff to ensure a student-centred approach is taken, providing a clear understanding of how and when a student can take part in surveys and who can support or help share their ideas or feedback, being mindful of an individual's needs and abilities.</p>
	Potential to advance equality of opportunity	X			
	Potential to foster	X			

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
	good relations				
Race	Potential for discrimination		X		<p>The student voice policy will include principles of inclusion to be adhered to.</p> <p>In addition, the CELT team will work closely with SRUCSA to promote active engagement with representatives including the BAME students' Liberation Officer. SRUC Students' Association Election 2021- Become a Student Leader (srucsa.org.uk)</p> <p>Potential for discrimination is mitigated through compulsory SRUC student induction online training at the start of each academic year for all students. Induction_1: Equality, Diversity and Inclusion SRUC Moodle https://moodle.sruc.ac.uk/pluginfile.php/953259/mod_page/content/23/Valuing%20our%20Diversity%20Presentation%202023.pptx</p>
	Potential to advance equality of opportunity	X			Mitigation via SRUCSA or other areas of Student Support Services i.e., Pastoral / Academic, for support through the process – they can provide advice on the interpretation of the policy.
	Potential to foster	X			As above – there is especially potential to foster good relations between students and SRUCSA representatives.

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		Positive impact	Negative impact	No impact	
	good relations				
Sex	Potential for discrimination		X		<p>Educational and staff development content is being created by Academic Enhancement (CELT) surrounding misogynistic language, behaviour, its effects and what can be done about it.</p> <p>Classroom management staff development is also in preparation for AY 2024/5.</p> <p>Compulsory SRUC student induction online training at the start of each academic year for all students. Induction_1: Equality, Diversity and Inclusion SRUC Moodle https://moodle.sruc.ac.uk/pluginfile.php/953259/mod_page/content/23/Valuing%20our%20Diversity%20Presentation%202023.pptx</p>
	Potential to advance equality of opportunity	X			As part of the general drive to promote active engagement through SRUCSA representatives, share information with representatives relating to student numbers, where this may aid in seeking out feedback of those who can be considered minority groups within their particular programmes.
	Potential to foster	X			Above measures aim to foster good relations between staff and students, and among students of different groups.

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		Positive impact	Negative impact	No impact	
	good relations				
Gender Reassignment	Potential for discrimination		X		Compulsory SRUC student induction online training at the start of each academic year for all students. Induction_1: Equality, Diversity and Inclusion SRUC Moodle https://moodle.sruc.ac.uk/pluginfile.php/953259/mod_page/content/23/Valuing%20our%20Diversity%20Presentation%202023.pptx
	Potential to advance equality of opportunity	X			Actions ('All' section above) to increase scaffolding for SRUCSA Liberation Officers and increase awareness through staff development will incorporate guidance Guidance to Support Trans and Gender Diverse Students at SRUC: Version 2 - Copy 02.08.23.docx (sharepoint.com)
	Potential to foster good relations	X			Above measures aim to foster good relations between staff and students, and among students of different groups.
	Potential for		X		As above, working to support SRUCSA liberation officers to promote active student voice in LGBTQ+ student community.

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		Positive impact	Negative impact	No impact	
Sexual orientation	discrimination				
	Potential to advance equality of opportunity	X			
	Potential to foster good relations	X			
Religion or Belief	Potential for discrimination		X		Compulsory SRUC student induction online training at the start of each academic year for all students. Induction_1: Equality, Diversity and Inclusion SRUC Moodle https://moodle.sruc.ac.uk/pluginfile.php/953259/mod_page/content/23/Valuing%20our%20Diversity%20Presentation%202023.pptx

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		Positive impact	Negative impact	No impact	
	Potential to advance equality of opportunity		X		Student voice policy to underwrite respect for diverse student beliefs: We recognise that there will be a wide range of student voices within SRUC and acknowledge and recognise that our student body is diverse, and views will differ and vary.
	Potential to foster good relations	X			SRUC calendar of event to be used to promote year-round opportunities to promote student voice to students in protected groups, e.g. in connection with religious events.
Pregnancy or maternity	Potential for discrimination		X		<p>The policy provides information to all students to ensure a consistent approach in providing reasonable adjustments for how they can take part, feedback with surveys and anonymously during and after their studies. BO2.1.3 Reasonable Adjustments.docx (sharepoint.com)</p> <p>Access to My Voice remains open 24/7 (including during maternity leave), and the NSS, SSES and SWS can be completed, and will be promoted to the student regardless of maternity status, provided they fits the eligibility criteria (essentially, that they are registered with SRUC before January of that year).</p>

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
	Potential to advance equality of opportunity	X			As noted in the Pregnancy/Maternity box of Section 2 above: To facilitate student voice in connection with this category, we may need to consider methods of gathering qualitative feedback for students who are pregnant or recently pregnant. Beyond the requirements of the Equality Act 2010, we may also consider means of enhancing student voice among parents more broadly (i.e. less-recent parents). Measures could include targeted surveys, focus groups, and consultation with student support.
	Potential to foster good relations	X			There is potential for increased awareness of challenges faced by students with parenting responsibilities among staff, and therefore improved communication with students where these challenges may affect their studies.
Marriage or civil partnership (in employment only)	Potential for discrimination			x	N/A – the protection afforded by the Equality Act 2010 only applies in relation to employment.
	Potential to advance equality of			x	

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
	opportunity				
	Potential to foster good relations			x	

3.2 Think about and describe below how your assessment impacts on your policy, practice, process or service review or development timeline including but not limited to:

- Procurement criteria: do you need to include specific equality criteria as part of the technical specification?
- Communication plan/ products: do you need to communicate with people affected by this policy, practice, process, or service in a specific format (e.g. audio, subtitled video, different languages)?
- Cost: do you propose any actions because of this assessment which will incur additional cost?
- Resources: do the actions you propose require additional or specialist resource to deliver them?

3.3 Record the outcome of this assessment below having considered the potential or actual impacts of your policy, practice, process, or service on equality groups. Choose from one of the following (mark with an X or delete as appropriate):

Note: You must take action to remove barriers or take advantage of positive opportunities BEFORE the policy, practice, process, or service goes live.

Please select (X)	Implications for the policy, practice, process, or service
	No major change: Your assessment demonstrates that the policy, practice, process, or service is robust. The evidence shows no potential for unlawful discrimination and that you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review.
	Adjust the policy, practice, process, or service: You need to take steps to remove any barriers, to better advance equality of to foster good relations. You have set actions to address this and have clear ways of monitoring the impact of the policy, practice, process, or service when implemented.
X	Continue the policy, practice, process, or service: The policy, practice, process, or service will continue despite the potential for adverse impact. You have justified this with this assessment and shown how this decision is compatible with our obligations under the public sector equality duty. When you believe any discrimination can be objectively justified you must record in this assessment what this is and how the decision was reached.
	Stop and remove the policy, practice, process, or service: The policy, practice, process, or service will not be implemented due to adverse effects that are not justified and cannot be mitigated.

4 Monitoring the policy, practice, process or service impact and further actions

It is important to continue to monitor the impact of your policy, practice, process, or service on equality groups to ensure that your actual or likely impacts are those you recorded. Your monitoring information will also inform a future review of the policy, practice, process, or service.



4.1 Record in the table below how you intend to monitor the impact of this policy, practice, process, or service on equality groups. In the table below you should:

- list the relevant measures,
- Identify who or which team is responsible for implementing or monitoring any changes
- Where the measure will be reported to (e.g. committee, ELT, Board) and how often.

Measure	Lead department/ individual	Reporting (where/ frequency)
<ul style="list-style-type: none"> • Analysing student responses to surveys and MyVoice to determine representation in feedback that reflects the student population. • SRUCSA will collect data on co-presidents and Liberation Officers from annual year 2024-5. SRUCSA's liberation Officers aim to amplify traditionally under-represented groups' voices. 	CELT, Academic Enhancement, Equality, Diversity and Inclusion (EDI), Marketing & Student Comms, SRUCSA	<ul style="list-style-type: none"> • AE, EDI, SRUCSA, Registry Reporting on surveys, NSS, SSES and SWS from March August; November Speak Week report in February; SLCs and SLGs throughout the academic year. • SRUCSA to report to CELT, EDI, and relevant external and internal committees.

4.2 Record further actions or changes required after the policy, practice, process, or service is implemented in the table below. Make it clear if there are no outstanding actions.

Action	Lead department/ individual	Action target date
No outstanding actions		



5 Sign off and future review

Equality impact assessments must be signed off by the relevant Head of Service/ Department, even where an EqIA is not required. Also note here when you plan to review the policy, practice, process, or service and accompanying EqIA which should be no later than 5 years from policy, practice, process, or service implementation.

5.1 Senior Responsible Owner/ Committee sign off.

Job/ Committee title: Student Support and Engagement Committee

Date: 18/04/2024

5.2 Equality impact assessment review date.

Date: 01/08/2025

Important: You must send the final version of this equality impact assessment to:

- the Equality Diversity & Inclusion Lead.
- the Communications team for publication on SRUC's equality page on the external website.

Document control	
Document control:	V0.1
Date policy, practice, process, or service live from:	01/08/2024
Review/ Approval Group:	Student Support and Engagement Committee

Last reviewed:		18/04/2024
Review cycle:		Annual
Document change log		
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VO.1	18/04/2024	First EqlA Review