

Rapid Impact Checklist

Document title: BSL Action Plan

Author & School/Service: James Nicholson, Director of Student Services

Reason for the Equality Impact Assessment:

Proposed new document	x
Proposed change to existing document	
Review of existing document	
Other (please state):	

Could any protected characteristics be affected by this proposal?¹

Yes	No
x	

If yes, which protected characteristic groups could be affected?

Age		Disability	x
Gender reassignment		Pregnancy and maternity	
Race/ethnicity		Religion or belief (including lack of belief)	
Sex		Sexual orientation	

Will the proposal have any impact on:

	Yes	No
Discrimination?	X	
Equality of opportunity?	X	
Relations between groups?	X	

Will the proposal have an impact on the physical environment? For example, will there be impacts on:

Living conditions?	
Working conditions?	
Pollution or climate change?	
Accidental injuries or public safety?	

If the answer to any of the above is 'yes', please proceed to complete the Comprehensive Equality Impact Assessment.

¹ 'Proposal' is used as shorthand for any policy, procedure, strategy or proposal that might be assessed.



Comprehensive Equality Impact Assessment (CEIA)

Details of document

Document title	BSL Action Plan
Document owner	James Nicholson
School/Service	Student Services

Aim of the document

What are the aims and objectives of the document?
To comply with the BSL Act 2015 and the BSL National Plan 2017- 2023

How important is the document in terms of equality in the University? Does it relate to an area with known inequalities or where equality objectives have been set by the University?
It provides an action plan to ensure BSL users and D/deaf staff, students and community have equal access to information, advice, guidance and services.

Who is affected by the document and how have they been involved in the development of it?
Any person who is a BSL user including D/deaf people. The action plan has been provided to Deaf Action, current and former D/deaf students and BSL interpreters for comment. Representatives of services and academic school were also consulted as part of the development of the plan.

Are any persons affected by the document likely to benefit from it and in what way?
Any person who is a BSL user including D/deaf people. The BSL plan outlines the way in which the University is addressing the BSL National Plan 2017-2023 priorities to ensure BSL users including D/deaf people can access a variety of information, advice, guidance and services; and to participate in public life.

Is there any evidence or concern that any of the protected characteristic groups have different experiences, issues or needs in relation to this document? (Please provide details in the box below)			
Age		Race	
Disability	x	Religion or Belief	
Gender Reassignment		Sex	
Pregnancy & Maternity		Sexual Orientation	
Marriage & Civil Partnership			
Further details:			

How does the document fit into the broader strategic aims of the University?
Student retention ; better 'customer service' for applicants and current students; provides for information, advice and guidance to be provided in a language that is accessible to BSL users; address issues of equity for D/deaf people; addresses issues of supporting a University community with a diverse range of backgrounds and experiences.

Consideration of available data

(Consider what data is available. Data can include surveys, focus groups, analysis of complaints made, feedback received, consultations, etc.)

What do we know from existing data already held by the University?
For the past five years there has been exceptionally small number of D/deaf students studying at the University. There are no D/deaf people employed by the University.

What do we know from existing data which is available externally?
The number of people in Scotland whose first or preferred language is BSL was estimated by the Scottish Government to be around 6,000. Additionally, there are an estimated 57,000 people with severe to profound deafness in Scotland. [Source: Scottish Council on Deafness, http://www.scod.org.uk/faqs/statistics/]. There are no figures for the local region.

Are there any apparent gaps in knowledge?
No

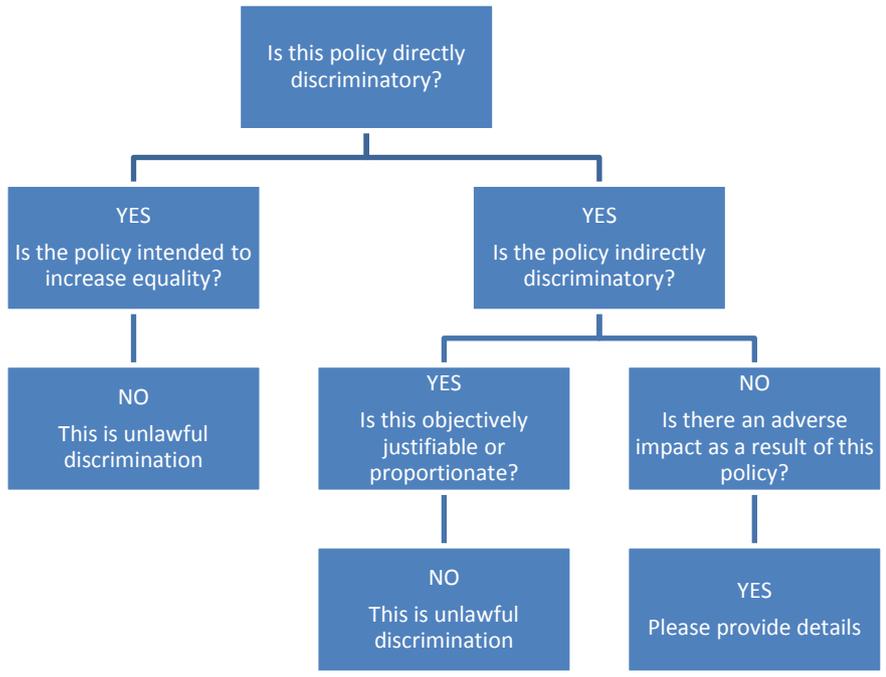
Impact of document

Could this document lead to any positive, negative, intended or unintended impact on the University or any of its stakeholders?
There is potential for positive impact for the D/deaf community in accessing information, advice, guidance and services.

Could there be a differential ² impact on any protected characteristics? Could any differential impact be adverse?
No

² Differential impact = where the positive or negative impact on one particular protected characteristic is likely to be greater than on another.

Please consider the following:



CONSIDER: Is this document unlawfully discriminatory? If you find that it is, you must decide how the University will act lawfully.

Consultation

What did this equality analysis conclude?
 The policy, as currently written, is fit for purpose and provides a clearer explanation of the processes and procedures in supporting student with mental ill health needs.

Is any action required to be taken in response to the findings from the consultation?
 None.

What is the recommendation for this document following consultation?			
Reject the document		Approve and publish the document	X
Amendment required		Other (please provide details below)	

Declaration

I confirm that this equality analysis represents a fair and reasonable view of the implications of the document for all protected characteristic groups, and that appropriate actions have been identified to address the findings.

	CEIA owner
	Line manager (if appropriate)

Committee approval

Which Committee has this document gone before for approval?
Date of Committee meeting:

Following Committee consultation, what is the decision for this document?			
Reject the document		Approve and publish the document	
Amend the document		Other (please give details below)	

If the Committee requires that the document be amended, please list amendments below.