

Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form.
If you need assistance please contact the EDU. Please return the completed form to the EDU.

STEP 1 - Define policy/ practice
i. Name of policy/ practice/ significant change
Gaelic Immersion Year (Pilot Project for 3 Years)
ii. Owner of policy/ practice (College, School or Service)
Celtic and Gaelic / College of Arts
iii. Date of policy/ practice approved
iv. Approved by? (Committee, College, School or Service)

STEP 2 - Description of policy/ practice
i. What are the aims?
This Gaelic Language Immersion Year will be delivered on the main University of Glasgow campus over an academic year and includes a three-week residential course in South Uist in the final semester. The immersion year aims to provide students with an opportunity to improve fluency levels in Gaelic through a period of intensive language learning as part of Gaelic (single / joint hon) undergraduate degree programmes or on a postgraduate basis.
The Gaelic immersion year is an opportunity to better meet the needs of Gaelic students and the professional Gaelic sector by increasing levels of fluency amongst graduates. This development also allows for the opportunity to secure parity between students studying Gaelic language degrees and modern languages, where an immersion experience forms part of the programme.
ii. Who does it cover?
Students studying on undergraduate Gaelic degree programmes (joint & single hon) and postgraduate students
iii. How often is this policy / practice reviewed?
This is a pilot project covering a 3-year period from 2020 - 2023

STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice?
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STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.																											
Please tick all that are relevant ✓																											
Notes																											
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 150px;">Age</td> <td style="width: 50px; text-align: center;">x</td> <td style="width: 50px;"></td> </tr> <tr> <td>Disability</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Gender Reassignment</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Marriage and Civil Partnership</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Pregnancy and maternity</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Race</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Religion or Belief</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Sex</td> <td style="text-align: center;">x</td> <td></td> </tr> <tr> <td>Sexual Orientation</td> <td style="text-align: center;">x</td> <td></td> </tr> </table>	Age	x		Disability	x		Gender Reassignment	x		Marriage and Civil Partnership	x		Pregnancy and maternity	x		Race	x		Religion or Belief	x		Sex	x		Sexual Orientation	x	
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STEP 3b - No, there is no potential implication for a protected characteristic group.
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STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?
Briefly explain:
This immersion year will be available to students studying on undergraduate Gaelic degree programmes and postgraduate students wishing to achieve increased fluency in Gaelic. The target audience will be equivalent to the students currently targeted for Gaelic-related degree programmes which does include the groups listed above. Therefore, this development could have an impact on all of the protected characteristics groups listed above.

STEP 4a - Does the evidence show a positive impact?
Please provide an example and attach evidence:
Broadly speaking this would be a positive impact in that, students falling into these protected groups would form part of the target audience to participate in the immersion year and would make a valuable contribution to a diverse cohort of Gaelic students. Any student participating in the Gaelic immersion year would have full access to all University of Glasgow support services and be protected and supported under various policies and procedures including: Glasgow University LGBTQ Students' Association, UofG Disability Service, Various student faith societies registered with the Students Representative Council, Equality and Diversity Unit, Dignity at Work and Study Policy, Equality and Diversity Policy & Student Maternity, Maternity Support and Adoption Policy. (This is not an exhaustive list of services and policies at the University of Glasgow).

STEP 4b - Does the evidence show a negative impact?
You need to consult with relevant stakeholders - the EDU will assist with this process
Please provide brief details and attach evidence:
N/A

STEP 4c - Does the evidence show no impact?

Attach evidence to this form

N/A

STEP 5 - Continue to promote good opportunity for all people

Promote and implement as exemplar policy/ practice

The proposed immersion year does not present any particular barriers to the protected characteristic groups above. As previously detailed, the needs of these groups are met by a significant suite of policies, procedures and support services at the University of Glasgow aimed at protecting and supporting these groups.

It would be accurate to say that there is currently an underrepresentation of male students in Gaelic degree programmes; a trend that is evident in Gaelic language programmes across the country and similar to patterns emerging in modern language programmes where male students are also underrepresented. The University of Glasgow works closely with the SFC's Gender Action Plan and combined with recruitment strategies outlined in the UofG Gaelic Language Plan, we are committed to addressing this imbalance in partnership with both internal and external partners and stakeholders.

There are a variety of external factors impacting on this at school level education hence the importance of working with external partners.

STEP 6 - Involve and consult stakeholders to address any negative impacts

EDU will assist with this process

Please provide brief details of involvement and consultations:

N/A

STEP 7 - Outline any changes made to the policy/ practice as a result of the consultation

Please provide details of changes:

N/A

STEP 8 - Publish results (as required by law)

Please return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website.

Please note items sent to EDU here:


STEP 9 - Regular review

Regular reviews ensures that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions is being implemented, the policy owner should define a timescale for review.

Please give details of review process:

This is a pilot project over a period of three years and will be monitored throughout that period. Final conclusions on further development and a full review will be made at the end of the pilot.

SIGNING OFF PROCESS

Name of EIA Owner	FIONA DUNN
Signature	
College/ School/ Service	COLLEGE OF ARTS
Date of Completion	24.05.19

Date received by EDU	28-May-19
Approved in principle?	Yes <input type="checkbox"/> X <input checked="" type="checkbox"/>

Any actions required? Please specify
No.

Signed on behalf of EDU
Date:28 May 2019

Signature Mhairi Taylor