

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			
Creation of a named talent scholarship for LGBT+ Vet students			
ii. Owner of policy/practice (College, School/Research Institute or Service)			
Development and Alumni Office			
iii. Date of policy/practice approved			
TBC			
iv. Approved by? (Committee, College, School or Service)			
Undergraduate Talent Scholarship Panel chaired by Moira Fishbacher-Smith			
STEP 2 – Description of policy/practice			
i. What are the aims?			
This scholarship has been donated to support undergraduate talent scholars in veterinary medicine with a preference to support those who are LGBT+			
ii. Who does it cover?			
This scholarship will be awarded to an undergraduate student pursuing a veterinary degree who qualifies, from a widening participation background			
iii. How often is this policy/practice reviewed?			
This is a singular gift. Should an additional scholarship become available through donor funds, the statistics on representation of these groups should be reviewed and analysed again.			
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?			
STEP 3a – Yes, there is a potential implication or barrier for a protected characteristic group.			
Please tick all that are relevant			
	Protected Characteristics	Tick ✓	Notes
	Age		
	Disability (including BSL users)		
	Gender Reassignment (including Gender Neutral Language)	x	
	Marriage and Civil Partnership		
	Pregnancy and Maternity		
	Race		
	Religion or Belief		
	Sex		
	Sexual Orientation	x	
If any of the above have been ticked - Go to Step 4			

STEP 3b – No, there are no potential implication or barrier for a protected characteristic group.
Go to Step 8

STEP 4 – What evidence do you have for this conclusion (potential implication for a protected characteristic group)?
Briefly explain:
Undergraduate LGBT+ offer holders to Veterinary Sciences who fit the criteria to be offered a Talent Scholarship will be eligible to receive this named Scholarship. This Scholarship will not affect the numbers of students who do not identify as LGBT+ admitted into Veterinary Sciences and thus will not be disadvantaged. Non-LGBT+ students from a widening access background can also apply for a Talent Scholarship.
Veterinary Science LGB+ population has grown from 4.2% in 2013/14 to 13% in 2019/20. The statistics for Trans Veterinary Science students are too small to be statistically relevant or published due to GDPR.

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STEP 4a – Does the evidence show a positive impact?

Please provide an example and attach evidence:

This scholarship is specially to support LGBT+ widening access students. Although the percentage of LGB+ students in Veterinary Science has grown, the demographic from widening access backgrounds is still low. Therefore this scholarship specifically addresses this intersectional approach to Talent Scholarships.

Go to Step 5

STEP 4b – Does the evidence show a negative impact?

You need to consult with relevant stakeholders – the EDU will assist with this process.
Provide brief details and attach evidence:

This scholarship will not negatively affect Undergraduate Non-LGBT+ Veterinary Science offer holders as they can also apply for Talent Scholarships. As most Talent Scholarships have no restrictive criteria against them, any possible preferential impact on LGBT+ students can be balanced by the award of a non-named Talent Scholarship to a Non-LGBT+ candidate.

Go to Step 6

STEP 4c – Does the evidence show NO impact?

Attach evidence:

Not relevant

Go to Step 8

STEP 5 – Continue to promote good opportunity for all people

Promote and implement as exemplar policy/practice

Most Talent Scholarships have no restrictive criteria against them, and therefore any students from a widening participation background may apply.

Go to Step 8

STEP 6 – Involve and consult stakeholders to address any negative impacts?

EDU will assist with this process. Provide brief details of involvement and consultations:

Alison Halley in Admission and Student Support Office, School of Veterinary Medicine.

Go to Step 7

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

Provide details of changes:

N/A

Go to Step 8

STEP 8 – Publish results (as required by law)

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

Go to Step 9

STEP 9 – Regular review

Regular reviews ensure 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 are being implemented, the policy owner should define a timescale for review.

Please give details of review process:

This is a singular gift. Should an additional scholarship become available through donor funds, the statistics on representation of these groups should be reviewed and analysed again.

SIGN OFF PROCESS	
Name of EIA Owner	Catherine Mulgrew
Signature	Catherine Mulgrew
College/School/RI/Service	Development and Alumni
Date of Completion	14/01/2022
Date received by EDU	
Approved in Principle?	YES NO
Any actions required? Please specify	<u>No</u>
Signed on behalf of EDU	<u>Mhairi Taylor</u>
Date	<u>26 January 2022</u>