

Rapid Impact Checklist

Document title: Student Mental Health Policy

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

Reason for the Equality Impact Assessment:

Proposed new document	
Proposed change to existing document	x
Review of existing document	x
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.



Abertay University

Comprehensive Equality Impact Assessment (CEIA)

Details of document

Document title	Student Mental health Policy
Document owner	James Nicholson
School/Service	Student Services

Aim of the document

What are the aims and objectives of the document?
To provide policy guidance relating to students with mental health difficulties or illness

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?
The document provides a policy statement in relation to student with mental health difficulties or illness, information in relation to support and how the University will address students suffering a mental health crisis/emergency or mental illness when related to their fitness to study.

Who is affected by the document and how have they been involved in the development of it?
Students with mental health difficulties or illness. Staff supporting student with mental health difficulties or illness. Students and staff were consulted as part of a working group to review the student mental health policy.

Are any persons affected by the document likely to benefit from it and in what way?
Students and staff will have better information in relation to the support available and the University's approach to student mental health. Staff are provided with a formal way of raising and addressing concerns relating to individual students and their mental ill health.

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 students; clearer guidelines and responsibilities for staff supporting students; addresses issues of supporting student 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?
There has been an increase in the numbers of student declaring a mental health condition over the past 5 years (up by 50%). Additionally, the number of student accessing the counselling and mental health service has increased by 72% since 2012/13.

What do we know from existing data which is available externally?
Information and data from a variety of sources indicates that student with mental health concerns are more likely to have issues relating to the engagement of their studies (related to their mental health) which can have an effect on completion and attainment.

Are there any apparent gaps in knowledge?
No

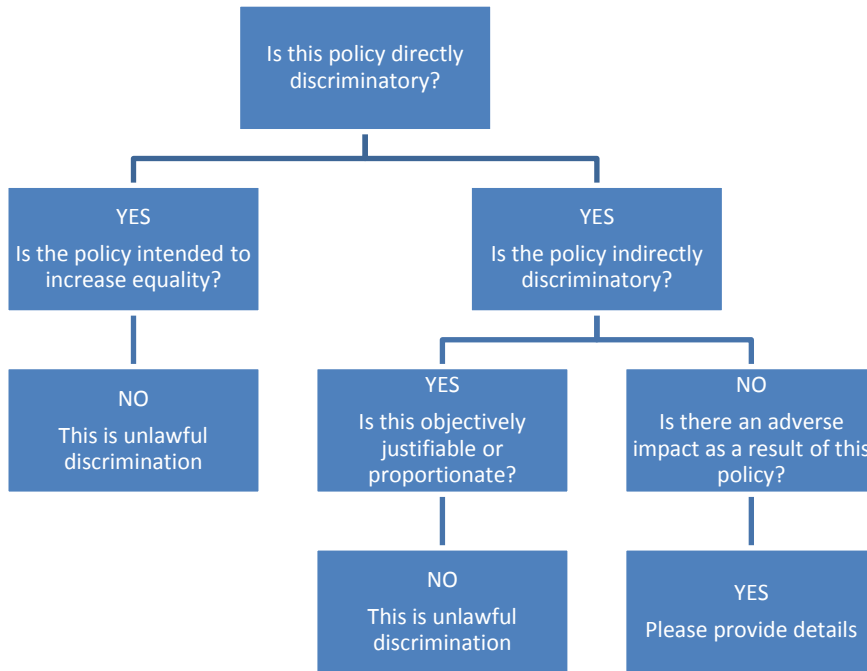
Impact of document

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 in relation to the removal of the stigma of mental ill health and in addressing and supporting students in distress or crisis in a compassionate and caring manner. The ability to address risk relating to mental ill health.

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.