

## Equality and Human Rights Impact Assessment Summary

### SFC Student Support

This document summarises the key decisions/actions taken in the Student Support Equality Impact Assessment. It can be read in conjunction with the full EIA and is not a substitute for it. EIAs are published on the SFC external website in compliance with legal requirements, either in summary or full format (or both).

<b>Title of Policy:</b>	<b>Student support policies</b> (bursary, childcare and discretionary fund guidance) for Further Education students.		
<b>EHRIA Lead Person:</b>	Sarah Kirkpatrick	<b>Role &amp; Establishment/Business Area:</b>	Senior Policy and Analysis Officer, Finance Directorate.
<b>Date EHRA Completed:</b>	29 July 2016 (updated 2017-18 to take account of Independent Review and Updated Data)	<b>Is this a new or revised policy?</b>	New <input type="checkbox"/>
<b>Date EHRA published and where:</b>	2 July 2018 <a href="http://www.sfc.ac.uk">www.sfc.ac.uk</a>		Revised <input checked="" type="checkbox"/>
<b>Review Date and frequency:</b>	Further changes likely in 2018 or 2019 as a result of 2017 independent review of student support. EHRIA to be reviewed at this stage.		
<b>Aims of policy:</b>	To allocate support to further education students in a fair and equitable manner, directing funding at those students who need it most and taking account of other income sources that are available to students.		
<b>What quantitative and/or qualitative evidence as well as case law relating to equality and human rights have you considered when deciding to develop new or</b>	<ul style="list-style-type: none"> <li>• SFC data</li> <li>• Surveys carried with colleges, students and other relevant contacts.</li> <li>• SAAS policy on student support for higher education students.</li> <li>• SFC's previous equality impact assessment of the</li> </ul>		

<b>revise current policy?</b>	student funding policies (carried out in 2011).
<b>Who did you consult with?</b>	Students, College Management and Bursary Advisors, CPAG, CELSIS and Who Cares? Scotland, Colleges Scotland, and internal SFC Groups (Access & Inclusion Cttee, College Funding Group, FE Student Support Advisory Group, Student Support Review Group).
<b>What did you learn?</b>	<ul style="list-style-type: none"> <li>• Funding rates for Care Experienced students needed to be higher and allocated consistently and with minimal bureaucracy.</li> <li>• SFC need to introduce changes to polices to take account of the new Universal Credit benefit, so that students were not disadvantaged.</li> <li>• In general terms, there are tensions between allowing colleges elements of discretion in making payments to students and having a consistent system of student support where all students are treated equally. We identified some ways in which the areas of inconsistency could be eliminated or reduced.</li> </ul>
<b>How did the consultation shape the policy?</b>	The views of the consultees were fundamental to shaping the changes to the policy.
<b>State what effect the new or revised policy has on:</b>	
1. Contributing to eliminating discrimination, harassment and victimisation?	Positive <input checked="" type="checkbox"/>
	Negative <input type="checkbox"/>
	No effect <input type="checkbox"/>
2. Advancing equality of opportunity between those who share a protected characteristic and those who do not?	Positive <input checked="" type="checkbox"/>
	Negative <input type="checkbox"/>
	No effect <input type="checkbox"/>
3. Fostering good relations between those who share a protected characteristic and those who do not?	Positive <input checked="" type="checkbox"/>
	Negative <input type="checkbox"/>
	No effect <input type="checkbox"/>
4. Ensuring Human Rights articles compliance	Compliant <input checked="" type="checkbox"/>
	Breach <input type="checkbox"/>

Select a recommended course of action:	
Outcome 1: Proceed – no potential for unlawful discrimination or adverse impact or breach of human rights articles has been identified.	<input checked="" type="checkbox"/>
Outcome 2: Proceed with adjustments to remove barriers identified for discrimination, advancement of equality of opportunity and fostering good relations or breach of human rights articles.	<input type="checkbox"/>
Outcome 3: Continue despite having identified some potential for adverse impact or missed opportunity to advance equality and human rights (justification to be clearly set out).	<input type="checkbox"/>
Outcome 4: Stop and rethink as actual or potential unlawful discrimination or breach of human rights articles has been identified.	<input type="checkbox"/>

Summary of results, including the likely impact of the proposed policy advancing equality and human rights
<p>All changes to the policies are intended to make the policies clearer and fairer, or to take account of changes to other areas of public policy, such as benefits legislation or legislation and ministerial guidance relating to care experienced young people. We have identified some areas where we would like to make further improvements – primarily the introduction of an entitlement system - but would require additional funding to do so and we have referred these to Scottish Government and the 2017 Independent Review of Student Support.</p>

Next Steps
<p>Further changes are likely to be implemented to student support policies in 2018 or 2019 as a result of 2017 independent review of student support. We await the Scottish Government response to the independent review. The changes to be implemented and the timing of this will be dependent on the Scottish Government response. This EHRIA will require to be updated as these changes are implemented.</p>