

## EQUALITY IMPACT ASSESSMENT

<b>Policy, practice, process or service title:</b>	<b>Fitness to Reside Policy</b>
<b>Policy, practice, process or service lead/ owner:</b>	Registry
<b>Others involved in EqIA assessment group</b>	Assessment group included: Residences Managers, Head of Campus & Estates Services
<b>Policy, practice, process or service implementation date:</b>	01/09/2025

### 1 Framing the policy, practice, process or service

#### 1.1 Briefly describe the outcomes, aims and purpose of the policy, practice, process or service:

Fitness to Reside refers to the extent a student is able to live successfully with others in SRUC residences while doing so safely, and without endangering the safety or wellbeing of themselves or others. It is recognised that students residing in SRUC accommodation experience similar challenges to the wider student population, and yet are additionally contending with living away from their home location. SRUC Student Accommodation Residences Managers and the Residential Safeguarding Officers are highly experienced in providing support to students in accommodation, however there is a lack of structured process by which to implement and escalate support requirements.



This policy and procedure aims to support all accommodated students in a way that meets their individual needs and those of the residential community. It has been drawn up in order to ensure that all students who may be subject to Fitness to Reside procedures are treated in a fair and equitable manner, providing an appropriate, proportionate, prompt and flexible response to serious concerns about a student's fitness to reside.

### **1.2 Is the policy, practice, process or service new or being changed, reviewed or stopped?**

Fitness to Reside is a new policy, though relates to Fitness to Study.

### **1.3 Who is affected by this policy, practice, process or service?**

All students residing in SRUC accommodation. Those falling under Safeguarding could benefit through an effective process to manage inappropriate behaviour by others in accommodation, impacting individuals or groups and the residential community.

### **1.4 Are there any other SRUC policies that may be affected by this policy, practice, process or service?**

Fitness to Reside policy interrelates with Fitness to Study, Disciplinary and Safeguarding policies. Closely linked to the License to Occupy. May also relate to Fitness to Practise.

## **2 Evidence relevant to the policy, practice, process or service including consultation**

The information you gather in this section will:

- help you to understand the importance of your policy, practice, process or service for different equality groups,
- inform the depth of equality impact assessment you need to do (this should be proportional to the potential impact on equality groups), and

- provide justification and an audit trail behind your decisions, including where it is agreed an equality impact assessment is not required.

**2.1 Evidence:** Set out in the table what you know about the experiences of people in terms of each equality group. Consider the diversity within each group (e.g. experiences of people from different religions or faiths) as well as the differences between groups. There may also be cumulative barriers experienced by people when you look at more than one group together (e.g. experiences of women of different minority ethnic groups, so the intersectional impact of sex and race).

You can add more rows to present the evidence if required.

<b>Equality characteristics</b>	<b>Evidence source (e.g. web link, report, survey, complaint)</b>	<b>What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).</b>
<b>Age</b>	Accommodation data	Younger students are more likely to reside within accommodation as these students are prioritised when allocating spaces. Commonly these students are living away from home for the first time. Some can feel intimidated by poor behaviour.
<b>Disability</b>	Disciplinary records	May be subject to impact from other students' poor behaviour. Some students experiencing personal challenge resulting in inappropriate behaviour in accommodation. There is variation in assessment of student requirements prior to entering accommodation, and lack of clear data on the number of disabled students in accommodation.
<b>Race</b>	Complaints, disciplinary and safeguarding records	There does not appear to be an issue with racially motivated abuse/harassment in accommodation, however there may be under reporting. Groups other than white students are likely to be under represented in accommodation, though no complaints relating to poor support of groups to access SRUC accommodation.
<b>Sex</b>	Safeguarding and disciplinary records	Gender based harassment or assault has been reported through safeguarding and disciplinary records, and these policies robustly take action in response to any reports.

Equality characteristics	Evidence source (e.g. web link, report, survey, complaint)	What does the evidence tell you about the experiences of this group in relation to the policy, practice, process or service? Lack of evidence may suggest a gap in knowledge/ need for consultation (step 3).
		Fitness to Reside is unlikely to be used in these instances though could facilitate review of support.
<b>Gender Reassignment</b>	Safeguarding Officer records, safeguarding records	Records indicate that adaptations to support individuals in the process of gender reassignment are considered, however it is difficult to identify summarised data of the needs and adaptations. No safeguarding concerns raised in last two years relating to gender reassignment, however data of contextual factors is limited.
<b>Sexual orientation</b>	Safeguarding and disciplinary records	No safeguarding concerns or disciplinaries raised in last two years relating to gender reassignment, however data of contextual factors is limited.
<b>Religion or Belief</b>	Safeguarding records	Several instances recorded of students accessing accommodation in order to escape abuse based on religion. Query any adaptations or support required in accommodation?
<b>Pregnancy or maternity</b>		No data re pregnant students in accommodation. No accommodation provision for children and parents. This policy should benefit pregnant students in assisting to identify support requirements.
<b>Marriage or civil partnership</b>	Accommodation policies	No accommodation provision for couples and therefore this policy will not affect this group.

**2.2 Consultation and stakeholder involvement:** Speaking to people who will be affected by your policy, practice, process or service can help clarify the impact it will have on different equality groups. Describe below what you learned from the consultation/ involvement. Consultation can take time so make sure that you build this into your policy, practice, process or service review/ development timeline.

Note who you consulted with, when you consulted with them, and what they told you about the impact of your proposed policy, practice, process or service.
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Although there has been limited formal consultation with stakeholders thus far, those with expertise of potential impacts to specific groups (e.g. neurodivergence) have been consulted as part of the drafting of the policy. Examples of input include clarity of language, appropriate terminology, ensuring definition of vulnerable adult is current and clearly defined. Also advice provided which should inform accommodation processes.

Impact of UK Supreme Court ruling on the definition of sex currently under review and therefore may require further reflection and revision following this outcome.

Feedback from equality groups will be important as the policy becomes in use, in establishing how well the policy works, any unintended consequences, and where revisions are required.

**2.3 Record here if you need to undertake a full equality impact assessment based on your evidence above.**

<b>Outcome of Step 2 following initial evidence gathering and relevance to equality characteristics</b>	<b>Yes/ No (Y or N)</b>	<b>Next steps</b>
There is no relevance to equality		Proceed to sign off (step 5) to agree with decision makers that no EqIA is required based on current evidence
There is relevance to some or all of the equality groups	Y	Proceed to Step 3: complete full EqIA
It is unclear if there is relevance to some or all of the equality groups		Proceed to Step 3: complete full EqIA

**3 Impact on equality groups and changes to policy, practice, process or service**

You must consider the three aims of the general duty for each protected characteristic. The following questions will help:

- **Is there potential for discrimination, victimisation, harassment or other unlawful conduct that is prohibited under the Equality Act 2010?** How will this be mitigated?
- **Is there potential to advance equality of opportunity between people who share a characteristic and those who do not?** How can this be achieved?
- **Is there potential for developing good relations between people who share a relevant protected characteristic and those who do not?** How can this be achieved?

**3.1 Does the policy, practice, process or service have any impacts (whether intended or unintended, positive or negative) on any of the equality characteristics?** In the tables below, record the impact of the policy, practice, process or service, as it is planned or as it operates, might have on each equality characteristic and describe what changes in policy, practice, process or service or actions will be required to mitigate that impact or to take advantage of a positive impact.

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
Age	Potential for discrimination	x			The process should facilitate support to students experiencing challenge in accommodation, however some students may not be able to engage/resent the process. The policy could better facilitate a safe environment for those impacted by poor behaviour. CES to consider in the training of staff and review of accommodation adjustments assessment processes.
	Potential to advance equality of opportunity	x			
	Potential to foster good relations	x	x		

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
<b>Disability</b>	Potential for discrimination	x	x		The process should support those in accommodation requiring adjustments. There is a potential for those on FtR panels to lack understanding of the individual's requirements which may impact judgements. Suggest including a panel member experienced in this area or an observer with expertise to support the panel where this is not possible. Any panel arrangements for panel meetings should consider requirements for the individual e.g. access, adaption to communications, and this information should be sought from the student.
	Potential to advance equality of opportunity	x			
	Potential to foster good relations	x	x		
<b>Race</b>	Potential for discrimination		x		There is a potential for those on FtR panels to lack understanding of the individual's experiences which may impact judgements. Suggest including a panel member experienced in this area or an observer with expertise to support the panel where this is not possible. Add unconscious bias training for panel members.
	Potential to advance equality of opportunity			x	
	Potential to foster good relations			x	
<b>Sex</b>	Potential for discrimination		x		

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
	Potential to advance equality of opportunity			x	There is a potential for those on FtR panels to lack understanding of the individual's experiences which may impact judgements. Suggest including a mixed panel to provide balance.
	Potential to foster good relations			x	
<b>Gender Reassignment</b>	Potential for discrimination		x		There is a potential for those on FtR panels to lack understanding of the individual's experiences which may impact judgements. Suggest including a panel member experienced in this area or an observer with expertise to support the panel where this is not possible. Add unconscious bias training for panel members.
	Potential to advance equality of opportunity	x			
	Potential to foster good relations	x	x		
<b>Sexual orientation</b>	Potential for discrimination		x		There is a potential for those on FtR panels to lack understanding of the individual's experiences which may impact judgements. Suggest including a panel member experienced in this area or an observer with expertise to support the panel where this is not possible. Add unconscious bias training for panel members.
	Potential to advance equality of opportunity	x			
	Potential to foster good relations	x	x		
	Potential for discrimination				

Equality group	Public sector equality duty	Place 'X' in the relevant box(es)			Describe the changes or actions (if any) you plan to take. E.g. to mitigate any impact, maximise the positive impact, or record your justification to not make changes despite the potential for adverse impact.
		Positive impact	Negative impact	No impact	
<b>Religion or Belief</b>	Potential to advance equality of opportunity				There is a potential for those on FtR panels to lack understanding of the individual's experiences which may impact judgements. Suggest including a panel member experienced in this area or an observer with expertise to support the panel where this is not possible. Add unconscious bias training for panel members. Any panel arrangements for panel meetings should consider requirements for the individual e.g. timings, and this information should be sought from the student.
	Potential to foster good relations				
<b>Pregnancy or maternity</b>	Potential for discrimination	x			Any panel arrangements for panel meetings should consider requirements for the individual e.g. timing, nursing breaks, and this information should be sought from the student.
	Potential to advance equality of opportunity	x			
	Potential to foster good relations	x	x		
<b>Marriage or civil partnership</b> (in employment only)	Potential for discrimination			X	
	Potential to advance equality of opportunity			X	
	Potential to foster good relations			X	

**3.2 Think about and describe below how your assessment impacts on your policy, practice, process or service review or development timeline including but not limited to:**

- Procurement criteria: do you need to include specific equality criteria as part of the technical specification ?
- Communication plan/ products: do you need to communicate with people affected by this policy, practice, process or service in a specific format (e.g. audio, subtitled video, different languages)?
- Cost: do you propose any actions because of this assessment which will incur additional cost?
- Resources: do the actions you propose require additional or specialist resource to deliver them?

**3.3 Record the outcome of this assessment below having considered the potential or actual impacts of your policy, practice, process or service on equality groups.** Choose from one of the following (mark with an X or delete as appropriate):

**Note: You must take action to remove barriers or take advantage of positive opportunities BEFORE the policy, practice, process or service goes live.**

Please select (X)	Implications for the policy, practice, process or service
	<b>No major change:</b> Your assessment demonstrates that the policy, practice, process or service is robust. The evidence shows no potential for unlawful discrimination and that you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review.
x	<b>Adjust the policy, practice, process or service:</b> You need to take steps to remove any barriers, to better advance equality of to foster good relations. You have set actions to address this and have clear ways of monitoring the impact of the policy, practice, process or service when implemented.
	<b>Continue the policy, practice, process or service:</b> The policy, practice, process or service will continue despite the potential for adverse impact. You have justified this with this assessment and shown how this decision is compatible

	with our obligations under the public sector equality duty. When you believe any discrimination can be objectively justified you must record in this assessment what this is and how the decision was reached.
	<b>Stop and remove the policy, practice, process or service:</b> The policy, practice, process or service will not be implemented due to adverse effects that are not justified and cannot be mitigated.

#### 4 Monitoring the policy, practice, process or service impact and further actions

It is important to continue to monitor the impact of your policy, practice, process or service on equality groups to ensure that your actual or likely impacts are those you recorded. Your monitoring information will also inform a future review of the policy, practice, process or service.

##### 4.1 Record in the table below how you intend to monitor the impact of this policy, practice, process or service on equality groups. In the table below you should:

- list the relevant measures,
- Identify who or which team is responsible for implementing or monitoring any changes
- Where the measure will be reported to (e.g. committee, ELT, Board) and how often.

Measure	Lead department/ individual	Reporting (where/ frequency)
Review a summary of Fitness to Reside panels, particularly to understand the demographics of students involved, and outcomes	CES (Residences)	SSEC



**4.2 Record further actions or changes required after the policy, practice, process or service is implemented in the table below. Make it clear if there are no outstanding actions.**

Action	Lead department/ individual	Action target date
CES to review accommodation application/ assessment for adjustments processes	CES (Stewart Rogerson/Fiona MacKay)	December 2025

**5 Sign off and future review**

Equality impact assessments must be signed off by the relevant Head of Service/ Department, even where an EqIA is not required. Also note here when you plan to review the policy, practice, process or service and accompanying EqIA which should be no later than 5 years from policy, practice, process or service implementation.

**5.1 Senior Responsible Owner/ Committee sign off.**

Job/ Committee title: Student Support & Engagement Committee

Date: 21/08/2025

**5.2 Equality impact assessment review date.**

Date: [Click here to enter a date.](#)

**Important: You must send the final version of this equality impact assessment to:**



- the Equality Diversity & Inclusion Lead.
- the Communications team for publication on SRUC's equality page on the external website.

<b>Document control</b>		
<b>Document control:</b>	<b>V0.1</b>	
<b>Date policy, practice, process or service live from:</b>	<b>01/09/2025</b>	
<b>Review/ Approval Group:</b>	<b>[project board if relevant or delete]</b>	
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