

## Equality Impact Assessments (EIA)

1. An EIA is an evidence-based approach to ensure that policies, practices, and decision-making processes are fair and do not present barriers to participation or disadvantage any protected groups from participation. EIAs apply to a range of functions, activities, and decisions for which the University is responsible, including learning and teaching, research and employment policies and procedures. It is considered good practice to undertake EIAs on courses being taken through validation/revalidation, and on research proposals, bids, grants, and contracts.
2. The University is committed to promoting equality and participation in its activities related to the work it does with students and external stakeholders, and its responsibilities as an employer. As a public authority the University is required to meet the Public Sector Equality Duties (PSED); to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations when making decisions and developing policies and procedures. The Equality Act 2010 does not specifically require EIAs to be conducted, although they provide evidence to demonstrate compliance with the PSED.
3. An EIA will help to ensure that:
  - we understand the potential effects of the policy or procedure by assessing the impacts on different groups both external and internal
  - any adverse impacts are identified, and actions identified to remove or mitigate them
  - decisions are transparent and based on evidence with clear reasoning
  - the publication of the policy or procedure meets the standards for being perceivable, operable, understandable, and robust
4. Whether an EIA is needed or not will depend on the likely impact that the policy or procedure may have and the relevance of the activity to equality. The EIA should be done when the need for a new policy or procedure is identified, or when an existing one is reviewed. Depending on the type of policy or activity advice can be sought from the University Secretary, the HR department, or the Academic Registrar.
5. The Policy Officer responsible for the policy or procedure should undertake the EIA and involve at least one other person in the process. The Approving Body for the document should be provided with the outcomes of the EIA and any mitigating actions taken to address negative outcomes. The completion of the EIA must be noted in the Approval Box on the policy document.
6. The EIA Process

### Building the evidence

Discrimination is where someone is treated less favourably or put at a disadvantage because of their protected characteristic. The different groups covered by the Equality Act are referred to as protected characteristics:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage or civil partnership status
- Pregnancy and maternity
- Race and ethnicity

- Religion or belief
- Sexual orientation

It is good practice to include other employment characteristics such as full/part time contract status and fixed term/open contracts. Consideration should also be given to whether any groups of students could be being discriminated against such as undergraduate/postgraduate, full-time/part time. Many EIAs also include the impact on those with caring responsibilities, care leavers, and those from areas of low higher education participation, low household income or low socioeconomic status.

### Consultation

Consultation is important and key to demonstrating that organisations are meeting the equalities duties, but it also needs to be proportionate and relevant. Considering the degree and range of consultation will safeguard against 'groupthink'. It is important to guard against over-consultation on a small policy or procedure or under-consultation on a significant policy or procedure.

### Provisional Assessment (PIA)

A Provisional Assessment is required once the policy or procedure has been sufficiently developed. A provisional assessment is undertaken by at least two people to determine if there might be a positive, neutral, or negative impact for any of the groups. A form has been developed for this process, see Appendix 1. When this has been completed and if there is no negative impact on any of the groups then the policy can continue through the relevant approval procedures. A copy of the provisional assessment needs to be retained by the policy owner and it is good practice to include this as part of the subsequent approval procedure.

### Full Assessment (FIA)

A full EIA will be required if the provisional assessment identifies a negative impact on a particular group/s (Appendix 2). Data to inform this process can be obtained from HR for staff related matters, and from the Academic Registrar for student-related matters.

### Evaluation Decision

Having undertaken the FIA, the following options are available to the POA.

1. Policy or procedure will be recommended for approval
2. Decision to not proceed with the policy or procedure because the evidence shows negative bias towards one or more groups
3. Adapt or change the policy or procedure in a way which eliminates the bias
4. Proceed with caution, providing justification for this decision.

Policies will need to be changed or adapted where a disproportionate disadvantage is identified.

### Recording the EIA

Once the decision has been taken to proceed with the policy or procedure it should be transmitted to the appropriate Approval Body, through the University's normal approval processes. The document should be accompanied by a summary of the EIA process and completed Provisional Assessment or Full Assessment. The date that the EIA was completed should be recorded in the

Approval Box on the policy or procedure document. The Policy Officer should retain a copy of the EIA alongside their copy of the policy or procedure, there is no requirement to publish the EIA.

## Provisional Equality Impact Assessment

Name of policy/procedure/system/re-structure					
Summary of the aims and objectives					
Those likely to be affected (i.e students, staff, visitors, wider community, potential students, and staff)					
Consultation process undertaken at this stage					
Protected Characteristics		What is the likely impact on those with this protected characteristic (also consider those with multiple identities e.g., disability and age)?			
		Positive	Neutral	Negative	Reasons for this assessment
1. Age					
2. Disability					
3. Gender					
4. Gender re-assignment					
5. Marriage and civil partnership					
6. Pregnancy and maternity					
7. Race and ethnicity					
8. Religion and belief					
9. Sexual orientation					
Other characteristics					
10. Full or part time (staff or student)					
11. Fixed term or open contract (staff)					
12. Those with carer responsibilities (student or staff)					
13. Any other group/s – please specify					

Provisional assessment completed by (at least 2 people, add others if more than 2):

Name	Job title	Date

**Requirement for Full Assessment:**

No	Yes
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## Full Equality Impact Assessment

<b>Name of policy/procedure/system/re-structure</b>	
<b>Summary of the aims and objectives</b>	
<b>Those likely to be affected (i.e students, staff, visitors, wider community, potential students, and staff)</b>	
<b>Consultation process undertaken to date</b>	

<b>Protected Characteristic</b> (consider those with multiple identities e.g., disability and age)	<b>Details of the profile for the people where implementation is planned</b> (e.g., % of those in different age groups/disclosing disability/gender...)	<b>If there is potential for positive or negative impact, explain and give examples of any evidence/data used.</b>	<b>Action to address negative impact (i.e., adjustment)</b>
<b>1. Age</b>			
<b>2. Disability</b>			
<b>3. Gender</b>			
<b>4. Gender re-assignment</b>			
<b>5. Marriage and civil partnership</b>			
<b>6. Pregnancy and maternity</b>			
<b>7. Race and ethnicity</b>			
<b>8. Religion and belief</b>			
<b>9. Sexual orientation</b>			
<b>Other characteristics</b>			
<b>10. Full or part time (staff or student)</b>			

<b>Protected Characteristic</b> (consider those with multiple identities e.g., disability and age)	<b>Details of the profile for the people where implementation is planned</b> (e.g., % of those in different age groups/disclosing disability/gender...)	<b>If there is potential for positive or negative impact, explain and give examples of any evidence/data used.</b>	<b>Action to address negative impact (i.e., adjustment)</b>
<b>11. Fixed term or open contract (staff)</b>			
<b>12. Those with carer responsibilities (student or staff)</b>			
<b>13. Any other groups – please specify</b>			

**5. What are the future arrangements for monitoring and reviewing the actual impact?**

**6. Evaluation**

Consider if it is possible that the proposed policy or procedure could discriminate or unfairly disadvantage people, and decide the action required.

Action	Comment
a. No barriers identified; therefore, it will proceed	
b. Stop the policy or procedure as the data shows potential detriment for one or more groups	
c. Adapt or change the policy in a way which will eliminate the detriment	
d. Barriers and impacts are identified, however having considered all available options carefully, there appears to be no other proportionate way to achieve the aim. Therefore, proceed with caution knowing that it may favour some people less than others, providing justification for this decision.	

**Full EIA completed by** (at least 2 people, add others if more than 2):

Name	Job title	Date