

## Checklist for Carrying out an Equality Impact Assessment (EqIA)

Equality Impact Assessment (EqIA) is part of the University's <sup>1</sup>general equality duty under the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

EqIA contributes to meeting the University's <sup>2</sup>general equality duty under the Equality Act 2010. The University's approach to EqIA is set out in its Equality Impact Assessment Policy Statement at: <http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment/policy>

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy' hereinafter.

All Colleges/Support Groups, Schools/Support Departments and Services that have the lead responsibility for developing and revising policies are required to understand and implement this process.

<b>Who</b>	The person conducting an EIA must have a detailed understanding of the policy and must be in a position to ensure changes are made where they are needed. Usually this is the person responsible for developing the policy, with full support from senior management.
<b>Partners/ decision makers/ implementers etc.</b>	Identify who else will need to be involved. This can be decision-makers, frontline staff implementing the policy, partner/parent organisations, etc.
<b>When to EqIA</b>	Ideally should be started prior to policy development or at the Design/project stages of the review and continue throughout the policy development/review. For an existing policy, it needs to be ensured that any changes identified as necessary can be implemented.  (All formal committee papers should include a question about EqIA on the cover sheet to enable decision-makers to ensure that due regard is given to the general equality duty).
<b>Relevance</b>	Outline what the relevance of the policy is to the general equality duties and equality groups, personal characteristics (PCs) e.g. age disability, and its impact. Record if beneficial or not.
<b>Aims of the policy, service etc.</b>	<ul style="list-style-type: none"> <li>• Why is the policy needed?</li> <li>• What is hoped to be achieved by it?</li> <li>• How will we ensure that it works as intended?</li> </ul>

<sup>1</sup> The Equality Act 2010 specifies the following 'protected characteristics': age, disability, race (including ethnicity and nationality), religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage or civil partnership.

The general equality duty covers the following protected characteristics: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. It also covers marriage and civil partnerships with regard to eliminating unlawful discrimination in employment.

- <sup>2</sup> Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not, by:
  - Removing or minimising disadvantage
  - Meeting the needs of particular groups that are different from the needs of others
  - Encouraging participation in public life
- Foster good relations between people who share a protected characteristic and those who do not.

<b>Available evidence</b>	<p>Identify what evidence is available and set it out here. This includes evidence from involvement and consultation.</p> <ul style="list-style-type: none"> <li>• Consider data where possible.</li> <li>• Consider if there are any gaps in evidence and how these will be filled, if possible.</li> </ul>
<b>Involvement and consultation</b>	<ul style="list-style-type: none"> <li>• What involvement and consultation has been done in relation to this (or a similar) policy or function, and what are the results?</li> <li>• What involvement and consultation will be needed and how will it be undertaken?</li> <li>• Report the results.</li> </ul>
<b>Likely impact</b>	<p>Consider the impact of the policy in respect of the individual requirements of each of the three public sector duties (disability, gender and race) to which the policy is relevant.</p> <p>The assessment can be supported with a set of key questions to identify the effect of the policy, tailored to the area being considered. These should cover all relevant aspects of the policy and, where appropriate, the different policy options. Broadly the following should be identified:</p> <ul style="list-style-type: none"> <li>• Who benefits?</li> <li>• Who doesn't benefit and why not?</li> <li>• Who should be expected to benefit and why don't they?</li> </ul> <p>The discussion is likely to reveal additional aspects, so the policy owner should not be constrained by these questions but guided by them. Document the actual or likely impact, along with the evidence used to explain how that conclusion was reached.</p>
<b>Addressing the impact</b>	<ol style="list-style-type: none"> <li>1. No major change.</li> <li>2. Adjust the policy.</li> <li>3. Continue the policy.</li> <li>4. Stop and remove the policy.</li> </ol> <ul style="list-style-type: none"> <li>• Document the range of options and identify the effects of each.</li> <li>• Identify the option(s) chosen and document the reasons for this. Note any actions.</li> <li>• Where there is potential for adverse impact but the policy will still be applied, indicate the rationale/justification.</li> </ul>
<b>Monitoring and Review</b>	<p>Set out the arrangements for reviewing the actual impact of a new policy or changes to an existing one once it has been implemented.</p>