



## Equality Impact Assessment

This form is intended to help you carry out an Equality Impact Assessment (EIA). An EIA is a useful tool for reviewing policies and processes to identify how they impact on people. As such it is a valuable part of the process of policy development and process improvement.

EIA is required to help the University comply with our legal obligations under the Equality Act, including our 'Public Sector Equality Duty' to have due regard to the need to eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and people who do not share it.

Throughout this form the word 'Policy' is used to cover written policies, procedures, guidance strategies, services, activities, practices, projects, processes, actions, functions, criteria or decision making.

The meaning of "impact" in this context is how the policy, process or proposed action may affect people from diverse backgrounds either adversely or beneficially. This includes both direct effects and any indirect consequence of the policy. This is to ensure that the policy or process is not discriminatory and is making a positive contribution to the University's duty to eliminate discrimination and advance equality of opportunity.

All new Policies must be assessed as well as any existing policies and processes that are being changed or re-designed. EIAs will be published, or available for scrutiny, so it is important that you have a good record of your considerations.

It is recommended that you visit our online training on Impact Assessment before you undertake this exercise which can be found at: <http://www.ed.ac.uk/schools-departments/equality-diversity/training-resources/e-diversity-training>

The EIA form is in three parts:

**Part 1** is an overview of the Policy, who it affects and who is responsible.

**Part 2** is an Initial Equality Impact Assessment. This should be carried out if you are unsure whether a Full EIA will be required, or if you think it is unlikely to be needed. It will enable you to assess the possible impact of the policy on those within the protected characteristic groups with a view to ascertaining whether a full assessment is required.

**Part 3** is a "full" impact assessment, which should be carried out if you believe from the outset that there is a need for in-depth consideration of the Policy's equality impact, e.g. where the policy has a significant impact on large numbers of people, or where a full EIA is indicated by the Initial Equality Impact Assessment in Part 2.

For assistance if required, including requesting this document in an alternative format, please contact Equality and Diversity at 650 6303 or e-mail [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)

## Part 1 - Policy Overview and Responsibilities

**Please describe briefly the Policy being assessed:** A grant has been received by the Scottish Funding Council (SFC) for continuation of the Scottish Carbon Capture and Storage group

**Is this Policy :** Existing:     **New:**     **Being updated or changed:**

**Please explain why the Policy is being introduced or changed or an action is being undertaken.**

A grant has been received by the Scottish Funding Council (SFC) for continuation of the Scottish Carbon Capture and Storage group. The purpose of the grant is for the employment of personnel (and other financial support of the group) to facilitate the formation of a Pan-Scottish collaboration of universities and industries undertaking research in the field of CCS. An EIA was requested by SFC as part of the requirements for the grant.

**Outline the main stakeholder groups and their contribution to the Policy.**

SFC – Funding body  
 ERDF – Funding Body  
 ETI – Management of ERDF funds  
 Other partners –(not yet joined) – funding  
 Scottish Universities – undertaking research

**Who will be affected by this Policy? (e.g. staff, students, only women, visitors, disabled people)**

Staff in the University of Edinburgh, Heriot-Watt University who are directly funded by the SFC/ERDF funds (the SCCS Secretariat).  
 Staff/researchers funded by future monies bought in by the SCCS secretariat

**Please explain any potential risks (of any kind) either from implementing or failing to implement the Policy.**

The research grant has been received and 2 employees are already in place. Further job adverts are in the press or will be imminently therefore implementation of the grant is occurring.

**Initial EIA undertaken by: (Name/s and Job Title/s)** Matthew Ball – Project Manager, SCCS

**Date:** 28/10/2011

**Full EIA undertaken by: (Name/s and Job Title/s)**

**Date:**

**On behalf of: (Title and/or Dept):** SCCS (School of GeoSciences, University of Edinburgh)

**EIA signed off by Line Manager/Head of Department : (Name and Job Title)**

**Date:**

Can this EIA be published? **Yes:**  **No:**  If no, please indicate which of the reason below would justify it not being published.

Its disclosure would substantially prejudice a programme of research	Its disclosure would substantially prejudice the effective conduct of public affairs
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Its disclosure would substantially prejudice the commercial interests of any person or organisation		Its disclosure would constitute a breach of confidence actionable in court	
Its disclosure would constitute a breach of the Data Protection Act		Other, within terms of FoI legislation (please give further details)	

## Part 2 - Initial Equality Impact Assessment

**Using the table below, please consider the potential impact of the Policy on the following groups and provide an explanation. Please also consider whether you think the Policy could help the University meet its Public Sector Equality Duty.**

**Consider what information you will need to make an initial assessment of the potential impact** e.g. feedback from stakeholders, relevant staff/students data; external evidence/benchmarking; expert advice. University wide staff and student data is available at: <http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/overview>

If you know at the outset that you want to carry out a full impact assessment, e.g. because the Policy has a significant impact on a large number of people, you may proceed directly to Part 3, without completing Part 2.

<b>Protected Characteristic Groups</b>	<b>Is there likely to be a positive or negative impact on any of the groups. Is this likely to be significant or minor? Provide an explanation of this assessment</b>	<b>Is there an opportunity to reduce discrimination for any of the protected groups?</b>	<b>Is there an opportunity to advance equality of opportunity for any of the protected groups?</b>	<b>Is there an opportunity to foster good relations between people in a protected group and those who are not?</b>
Race (including ethnic origin and nationality)	Due to the nature of the grant (i.e., for employment of personnel to undertake business development, project management, policy, research and support work in CCS, based on suitability for the job) there is unlikely to be any particular impact on this group.	The university has defined policies on Race Equality. These can be found at <a href="http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Race_Equality_Policy.pdf">http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Race_Equality_Policy.pdf</a>		Persons in the new roles will be working with national and international industry and funding bodies and with other Scottish universities. A range of demographics will be encountered and the fostering of good relationships with all persons will be of great importance. Interaction with persons in a protected group will depend on the demographics of associated organisations.
Sex	Due to the nature of the grant (i.e., for employment of personnel based on suitability for the job) there is unlikely to be any particular impact on this group.	Applicants will be made aware of employment policies including flexible working as defined in the specific flexible	Applicants will be made aware of employment policies including flexible working as defined in the specific flexible	

		working policy <a href="http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Flexible_Working_Policy.pdf">http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Flexible_Working_Policy.pdf</a>	working policy <a href="http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Flexible">http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Flexible</a>	
Disability	Due to the nature of the grant (i.e., for employment of personnel based on suitability for the job) there is unlikely to be any particular impact on this group. Reasonable adjustments will be considered if required in line with the legislation.	The university has defined policies Equality Opportunities <a href="http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Equality_Opportunities_Employment-Code%20of%20Practice.pdf">http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Equality_Opportunities_Employment-Code%20of%20Practice.pdf</a> Equality Act guidance provided on Equality & Diversity website: <a href="http://www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies">http://www.ed.ac.uk/schools-departments/equality-diversity/legislation-policies</a>		
Sexual Orientation	Due to the nature of the grant (i.e., for employment of personnel based on suitability for the job) there is unlikely to be any particular impact on this group.	The university has defined policies Equality Opportunities <a href="http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Equality_Opportunities_Employment-Code%20of%20Practice.pdf">http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Equality_Opportunities_Employment-Code%20of%20Practice.pdf</a>		
Religion or belief	Due to the nature of the grant (i.e., for employment of personnel based on suitability for the job) there is unlikely to be any particular impact on this group.	The university has defined policies Equality Opportunities <a href="http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Equality_Opportunities_Employment-Code%20of%20Practice.pdf">http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Equality_Opportunities_Employment-Code%20of%20Practice.pdf</a>		
Age	Due to the nature of the grant (i.e., for employment of personnel based on suitability for the job) there is unlikely to be any particular impact on this group.	The university has defined policies Equality Opportunities <a href="http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Equality_Opportunities_Employment-Code%20of%20Practice.pdf">http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Equality_Opportunities_Employment-Code%20of%20Practice.pdf</a>		

		Code%20of%20Practice.pdf		
Pregnancy/Maternity	Due to the nature of the grant (i.e., for employment of personnel based on suitability for the job) there is unlikely to be any particular impact on this group.	The university has a Maternity Policy in place to prevent less favourable treatment <a href="http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Maternity_Policy_New_from_15_Nov._2010.pdf">http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Maternity_Policy_New_from_15_Nov._2010.pdf</a>		
Gender Reassignment	Due to the nature of the grant (i.e., for employment of personnel based on suitability for the job) there is unlikely to be any particular impact on this group.	The university has a defined trans equality policy <a href="http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Trans_Equality_Policy.pdf">http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Trans_Equality_Policy.pdf</a>		
Marriage or Civil Partnership	Due to the nature of the grant (i.e., for employment of personnel based on suitability for the job) there is unlikely to be any particular impact on this group.	The university has defined policies Equality Opportunities <a href="http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Equal_Opportunities_Employment-Code%20of%20Practice.pdf">http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Equal_Opportunities_Employment-Code%20of%20Practice.pdf</a>		

<b><u>INITIAL EIA OUTCOME</u></b>	<b><u>Mark X below as appropriate</u></b>	<b>What level of priority would you give this Policy and what other action will be taken?</b>
<b>No impact identified</b>	<b>X</b>	No further EIA action required for 3 years
<b>Beneficial impact only identified</b>		(e.g. No further EIA required but state how you/the University will promote the beneficial effects)
<b>Minor negative impact</b>		(e.g. Low or Medium, Full EIA required within 6 -12 months and/or other action)

<p><b>Potential significant negative impact</b> (take account of the impact itself; the scale of the policy; and the potential for reputational damage)</p>		<p>Full EIA required as soon as possible or before the Policy is approved.</p> <p>Proceed to Part 3 - Full Impact Assessment</p>
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**If a Full Assessment is required:**

Consider the timescale for conducting a Full Assessment, e.g. in relation to external factors such as Committee meetings or other deadlines?

Record the details of those carrying out the Full EIA in Part 1.

**If no Full Assessment is required:**

How will this Policy be monitored?	By the SCCS Project Manager and Grant PI
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When will the EIA be reviewed?	<b>Date: 01/06/2014</b> Funding in place until 2016
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If you do not require a full EIA and so have not used Part 3 of the form, you may delete Part 3. Once completed, send this EIA Form to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)

## Part 3 - Full Equality Impact Assessment, Record & Action

### Step 1: Considering Existing Information & Assessing the Impact

Please answer the following questions. If you do not have enough information to make a judgement please state this and include in the Action Plan what steps you need to take to obtain the information.

Protected Characteristic Groups	What evidence have you considered to help you assess the impact of the Policy e.g. monitoring data, staff surveys, research reports, management information or consultations?	Is there evidence that people from different protected groups have different needs or experiences in relation to the Policy? If so, what are they?	Is there evidence of higher or lower uptake by a protected group? If so, do you know why?	Is any protected group excluded from participating in or accessing the service or functions? If so do you know why?
Race/ethnicity/ nationality				
Sex				
Disability				

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Sexual Orientation				
Religion or belief				
Age				
Pregnancy/Maternity				
Gender Re-assignment				



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Marriage or civil Partnership				

## **Step2: Involvement**

**If you are impact assessing a proposal, what steps have you taken to ensure that interested parties from any of the potentially affected protected groups have been able to put forward their views on the proposal?** (E.g. information on earlier consultation on Disability may be available on the Disability Office website at: [www.ed.ac.uk/schools-departments/disability-office](http://www.ed.ac.uk/schools-departments/disability-office))

**What steps have you taken/will you take to test out your findings and possible courses of action? What feedback have you had if any?**

## **Step 3: Action to Avoid Adverse or Unlawful Impact**

**Are there any actions that could help remove or reduce any adverse impact, e.g. support or planning required?**

**What support would be necessary to carry out these actions?**

**Are there any issues that might prevent these actions being taken?**

**If procurement is a part of this Policy, could you include anything in the procurement process which could minimise any negative impact?**

**Is there any action needed to ensure the Policy eliminates discrimination, disadvantage and/or or unfair impact or to promote equality of opportunity and/or foster good relations?**

**If you have not been able to fully assess the impact because you do not have enough information, what action do you need to take to take this forward and what issues will this address? For example, you might need to consult with staff and/or students or undertake a survey to find out more about how the Policy will affect people in a specific protected group. Include who will be responsible for doing this and what the timescales involved will be.**

### **Step 4: Recommendations**

<b>EIA Outcome</b>	<b>Explanation</b>
<p><b>Adopt the Policy</b> The EIA demonstrates that the policy is robust and that the evidence shows no potential for adverse impact and that opportunities to promote equality have been taken</p>	
<p><b>Adjust the Policy</b> The EIA shows that steps should be taken to remove barriers or better promote equality</p>	
<p><b>Continue the Policy</b> The EIA shows that there is potential for adverse impact but there is good cause for doing so based on objective consideration of all the facts. Provide full details and initially discuss with the Equality &amp; Diversity dept (<a href="mailto:equalitydiversity@ed.ac.uk">equalitydiversity@ed.ac.uk</a>) before proceeding.</p>	
<p><b>Pilot the Policy &amp; Re-assess it</b> The EIA shows that there may be an adverse impact but it is thought that it would be preferable to continue and</p>	

### **Step 5: Monitoring**

**Describe how and when the policy will be monitored and reviewed in terms of its impact on equality? In particular state who will be responsible for this and the time frame involved.**

re-evaluate the Policy at the end of the period. Please provide a full explanation.

**Remove or do not adopt the Policy**

The EIA shows that there is potential for adverse impact which is unacceptable.

Once completed, please retain a copy for your own records and e-mail a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)