



Equality Impact Assessment Guidance and Template

This form is intended to help you decide whether an Equality Impact Assessment (EqIA) is needed and, if it is, to carry out the assessment of impact.

Assessing equality impact is a useful way of improving policy development and service delivery, making sure that we consider the needs of our students, employees and the wider community we serve, identify potential steps to advance equality and foster good relations, and do not discriminate unlawfully.

EqIA is part of the University's public sector equality duty under the Equality Act 2010 and the associated Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The Equality Act 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. This form uses 'equality group' to mean persons who share a relevant protected characteristic.

The University has a general equality duty to have due regard to the **needs** to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

Under the Scottish Regulations, the University has a specific duty – subject to relevance and proportionality - to assess the impact of applying proposed new or revised policies and practices against the needs above. 'Policy and practice' should be interpreted widely to include the full range of the Universities policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services – essentially everything we do.

The form includes some administrative details about the policy/practice, a screening analysis to indicate whether full EqIA is required, and then a number of questions to enable full EqIA. All policies and practices that are being developed or reviewed should be screened and, where indicated, subject to full EqIA.

This form is designed to lead you through the process of EqIA through asking pertinent questions and the provision of examples. Answers should be recorded after each question or set of questions and the form can be expanded as required. Answers may be as long or short as is necessary and relevant, bearing in mind that the effort involved in EqIA should be proportionate to the relevance of the policy or practice to equality.

Once completed, this form will be the record of the screening and, where applicable, the EqIA of the policy or practice. All full EqIAs are published.

It is recommended that you undertake our online training on Equality and Diversity and EqIA before you carry out EqIA. This can be found at: <http://www.ed.ac.uk/schools-departments/equality-diversity/training-resources/e-diversity-training>

A. Policy or Practice (name or brief description): Contribution Reward Policy (including Voucher Reward Scheme appendix)
B. Reason for screening (delete as applicable): <ul style="list-style-type: none"> Proposed change to an existing policy/practice
C. Person responsible for the policy area or practice: <p>Name: Lindsey Miller</p> <p>Job title: Senior HR Partner Reward and Management Systems</p> <p>School/service/unit: HR</p>
D. Screening Analysis <ol style="list-style-type: none"> Does the policy or practice affect primary or high level functions of the University? No Is the policy or practice relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' set out in the introduction above)? No Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? Yes
E. Screening outcome <p>If the answer to any of questions in section D above is 'Yes', an Equality Impact Assessment should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.</p> <p>Equality Impact Assessment required: Yes</p> <p>Record any notes about the screening process or outcome here.</p> <ul style="list-style-type: none"> If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out. <ul style="list-style-type: none"> The EqIA will be completed prior to the first panel meeting. The EqIA will be carried out by Lindsey Miller (Senior HR Partner Reward & Management Systems), Denise Boyle (HR Partner Employee Relations) and Kirsten Partridge (HR Partner Reward). If EqIA is not required, note any plans for review, monitoring or other action (including the communication of any favourable equality impact).
F. Sign-off <p>Screening undertaken by (name(s) and job title(s)): Lindsey Miller (Senior HR Partner Reward & Management Systems), Denise Boyle (HR Partner Employee Relations) and Kirsten Partridge (HR Partner Reward)</p> <p>Accepted by (name): Lindsey Miller [This will normally be the person responsible for the policy/practice named in 3 above. If not, specify job-title/role.]</p> <p>Date: 21st January 2013</p>

If EqIA is not being carried out, delete the remainder of this form and send the completed form to equalitydiversity@ed.ac.uk.

G. Equality Impact Assessment

Before assessing the policy/practice, ensure that you have a clear understanding of the purpose of the policy or practice, the context, the intended beneficiaries and the results aimed for.

In answering the questions below:

- Bear in mind that the extent of EqIA should be proportionate to the relevance of the policy/practice to equality. It may not be practicable or necessary to answer every question or address every potential scenario.
- Focus mainly on aspects of the policy/practice that are most relevant to the question, to ensure most attention is given to the most important areas.
- Relate answers to consideration of the available evidence and address any gaps or disparities revealed, where feasible without disproportionate effort. For new policies, assess potential impact.
- Describe any action identified to address any issues highlighted.
- Where there is potential for adverse impact, but the policy/practice will still be applied, indicate the rationale for that decision.

1. Overview. Indicate the current status of the policy/practice or the stage of development/review. Also note any general comments here regarding the relevance and significance of the policy/practice to equality. Which aspects of the policy/practice are particularly relevant (which should be the main focus for EqIA). On what aspects of equality does the policy/practice particularly impact?

The main focus of revisions related to improvement in the equality of distribution across grades, as opposed to across specific protected characteristics. Previous research was considered in this review and grade differences were considered to be the main area of inequality.

The Contribution Reward policy has been published and the Voucher Reward scheme appendix is due to go live shortly. The practices for these are not yet live and will be scheduled at local level in the current academic year.

This policy will be reviewed and monitoring will be undertaken after the first year of use and thereafter annually. It is difficult to assess the policy impact in equality terms until it has been implemented. Although not directly relevant to equality, practices will need to be monitored in relation to breakdown of applicants (in terms of grade, area of work, protected characteristics etc.) and success rates. An aspect of the policy that is particularly relevant is the monitoring of decisions that are made.

2. To which equality groups is the policy/practice relevant? The protected characteristics under the Equality Act are (delete as applicable)

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership

This policy is relevant to all eligible staff, which is determined by grade. It would not necessarily be known by the panel whether an employee shares a particular protected characteristic. No equality group is excluded.

In answering the questions below consider each of these equality groups. As part of this, consider diversity within, as well as between groups (e.g. different disabilities, different racial groups). Consider the implications of combinations of protected characteristics e.g. issues of relevance to women will vary once race, religion and age are taken into consideration. Also consider the impact on those with caring/family responsibilities (which tends to impact more on women).

3. What evidence is available about the needs of relevant groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research with equality groups or individuals, equality monitoring data, service monitoring data, information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.

Historical data did not show any sex/age discrimination issues. Other protected characteristics were not considered as part of the review as data was not available. The review did consider inequalities across grades, which resulted in revisions, including the development of the Voucher Reward scheme.

Where are the gaps in evidence? If there is insufficient information to properly assess the policy, how will this be addressed? If information cannot be gathered now, consider building monitoring into the plans for implementation/review of the policy/practice. Note: The resources put into collecting evidence should be proportionate to the relevance of the policy/practice to equality.

There was lack of available data relating to other protected characteristics. This issue cannot be easily addressed as it requires sufficient numbers of employees willing to provide data.

4. Might the application of this policy/practice lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for particular groups or give rise to indirect discrimination?

As line managers will nominate staff for rewards, there may potentially be allegations of discrimination. With respect to the Voucher Reward Scheme, there could potentially be allegations of bribery. Both of the above will be monitored.

5. Are reasonable adjustments built in where they may be needed?

Reasonable adjustments are not built into the policy but if monitoring identifies any areas of concern, these would be considered and if required, action taken e.g. the policy could be reviewed.

6. Does the policy/practice contribute to advancing equality of opportunity¹? Will it help to:
- remove or minimise disadvantage
 - meet the needs of different groups
 - encourage increased participation of particular groups
 - take account of disabled people's impairments?

N/A due to nature of policy

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not²? Will it help to tackle prejudice and/or promote understanding?

¹ This question does not apply to the protected characteristic of marriage or civil partnership

N/A

8. Is there evidence (or an expectation) that people from different protected groups have different needs or experiences in relation to the policy/practice? If so, what are they?

There could potentially be indirect discrimination issues associated with those on long term absence. This will be monitored and if any issues arise, revisions will be made to the policy and further guidance will be made available for panel members.

9. Is there evidence (or an expectation) of higher or lower uptake by any protected group(s)? If so, give details of the differences and the reasons for these (if known)?

There is currently no evidence to suggest that there are significant differences between the success rates of males and females. Theoretically, males may be more likely to nominate themselves for an increment/lump sum reward. This will continue to be monitored.

10. Is any protected group excluded from participating in or accessing the service or functions? If so, why?

No

11. Does the policy/practice create any barriers for any other groups? For example, because of the time when the service is delivered or because of restricted income?

Because line managers are responsible for nominating employees, it is vital that those who are absent are still taken into account when deciding who to put forward. Employees on long-term absence would not be able to self-nominate.

12. How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice?

Equality groups were not specifically involved in the development and review of the policy, however, the working group included employees whose remit includes promotion of equality e.g. HR and the trade unions.

13. Are there any other points to note regarding the potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations? If so, note these here.

N/A

H. Equality Impact Assessment Outcome

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised policy or practice. Having considered the answers in section G, select one of the four options below to indicate how the development/review of the policy/practice will be progressed. Delete the options that do not apply.

Option 1: No major change – the assessment is that the policy/practice is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring

² This question does not apply to the protected characteristic of marriage or civil partnership.

and review.

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA.

No actions – see No. 2.

2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

The monitoring process will be reviewed with the working group who developed the policy

3. When will the policy/practice next be reviewed?

Two years from implementation (December 2014 for Contribution Reward Policy, TBC for Voucher Reward Scheme).

J. Publication of EqIA

The University's Records Management Office publishes EqIAs on its website. There is a statutory requirement to publish EqIAs within a reasonable period. However, in some circumstances there may be valid reasons to limit what is published or to delay publication. Can this EqIA be published in full, now? Yes

If No – please specify when it may be published or indicate restrictions that apply.

J. Sign-off

EqIA undertaken by (name(s) and job title(s)): Lindsey Miller (Senior HR Partner Reward & Management Systems), Denise Boyle (HR Partner Employee Relations) and Kirsten Partridge (HR Partner Reward)

Accepted by (name): Lindsey Miller

[This will normally be the person responsible for the policy/practice named in C above. If not, specify job-title/role.]

Date: 21st January 2013

Retain a copy of this form for your own records and send a copy to .