



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.

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment

EqIA is part of the University's general equality duty under the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. 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. 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 University's policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services – essentially everything we do.

This form is a tool to help with screening and EqIA and is designed to lead you through the process through asking pertinent questions and giving examples. However, the law does not dictate a particular form for EqIA. The requirement is to actively consider how a policy or practice will meet the general equality duty, and take any necessary action. Wherever practicable, EqIA should be built into standard processes and tailored to the nature of the policies or practices involved.

It is, however, necessary to publish EqIA where the policy or practice is applied, so all EqIAs – in whatever format - should be sent to equalitydiversity@ed.ac.uk for publication.

The form includes: some 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.

Answers should be recorded after the questions and the form can be expanded and supplemented 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.

A. Policy or Practice (name or brief description):

Partner Career Transition Policy

The Partner Career Transition Policy has been developed to meet the University of Edinburgh's strategic aims to attract and retain the best teaching, research and professional talent in the world.

The University of Edinburgh is committed to supporting new staff to ensure their move to the University is a positive experience.

The University of Edinburgh recognises that new appointees will need to take into consideration their spouse or partner's career if relocating to Edinburgh and therefore has adopted a positive approach to providing practical support to their spouse or partner to enable them to experience a smooth career transition to Edinburgh.

The procured Partner Career Transition services will provide career coaching and advice to partners to help them secure employment. However, in exceptional circumstances where it is essential to secure a key strategic Grade 10 appointment and where we are competing in a market where other institutions offer a preferential route it is essential supernumerary partner transition posts are created

The University will not operate a promise or guarantee of employment for the accompanying partner but will support and assist in their career transition where possible.

B. Reason for screening (delete as applicable):

- **Proposed new policy/practice**

C. Person responsible for the policy area or practice:

Name: **Anna Edgar**

Job title: **Senior HR/OD Partner, Resourcing**

School/service/unit: **University Human Resource Services**

D. Screening Analysis

1. Does the policy or practice affect primary or high level functions of the University? **Yes**
2. 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)? **Yes**
3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? **Yes**

If the answer to any of these questions is 'Yes', an EqIA should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.

E. Screening outcome

Equality Impact Assessment required: **Yes**

Record notes about the screening process or outcome here.

- If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out.
- If EqIA is not required, note plans for review, monitoring or other action (including the communication of any favourable equality impact).

F. Sign-off

Screening undertaken by (name(s) and job title(s)): **Anna Edgar, Snr HR/OD Partner and Denise Boyle, HR/OD Partner**

Accepted by (name): **Margaret Ayers, Deputy Director of Human Resources**

Date: **26 September 2014**

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.

Initial/partial EqIA: in some circumstances - particularly for new policies/practices – there may be limited information on which to base EqIA. In these cases, the EqIA should be carried out to the extent possible and should identify arrangements for monitoring/investigation of equality impact and for fuller EqIA in future.

Wholly positive impact: Some policies/practices may be viewed as having only positive equality impact. For these, consideration should still be given to ensure that no adverse impact is overlooked and to ensure that full advantage is taken of the positive impact, e.g. through effective communication. However, the effort involved in carrying out EqIA should not be excessive.

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 policy has been agreed with Heads of Human Resources, Heads of College, and Remuneration Committee having been discussed at People Committee.

The policy will be taken to CJCNC for agreement at CJCNC following consultation and negotiation at HRPDG and JULC during policy development.

The University is required to negotiate and agree with Trade Unions on “Principles governing the procedures under which appointments are made and terminated and under which promotions or moves beyond an efficiency bar are made.”

It is therefore necessary to negotiate on Partner Career Transition policy where the University would give a Grade 10 appointment’s life partner a preferential route into the University, (Partner Career Transition Supernumerary Appointment Procedure).

However, no other element of the Career Transition policy is subject to negotiation

The policy will be considered at CMG on 8 October 2014 and Policy, Resources and Planning Committee on 20 October 2014 for final approval.

2. To which equality groups is the policy/practice relevant? **ALL**

Policies/practices applying to substantial groups of students or staff will be relevant to all equality groups, which should be noted. However, also indicate any equality groups for which the policy/practice is particularly relevant, and why.

The protected characteristics under the Equality Act are (delete any that are not relevant):

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership¹

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 may 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 equality 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.

¹ Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

An Equality Impact Assessment was carried out at the outset of the Relocation Support Service project and identified that there may be a positive impact on the protected characteristic of sex given the Partner Career Transition Policy and research² has found that that women are disproportionately affected in dual career situations because more academic women than men have academic spouses (particularly in science and engineering). Women were also found to be more likely than men to reject a job offer because a suitable post could not be found for their partner

Research carried out by TMP Worldwide, late 2013, examining the career choices of academics found that over 75% of academics would change country location to fulfil their career ambitions. Of those respondents when asked what is stopping them moving country the most common response was family commitments (35%). In addition, 30% of their participants had a spouse working within academia and when asked what their expectations of would-be employers they responded:

I would be more attracted to working in an area where my spouse could find appropriate work	90%
I would expect my new employer to at least help my spouse find appropriate work	75%
I would expect a new employer to offer us both jobs as part of the deal	38%

The Career Transition policy addresses these expectations. The procured Partner Career Transition services meet this need and are more inclusive than supernumerary post creation alone. However, in exceptional circumstances where it is essential to secure a key strategic Grade 10 appointment and where we are competing in a market where other institutions offer a preferential route it is essential supernumerary partner transition posts are created.

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

UHRS Relocation team have sought legal advice on the policy and the risk of legal challenge is low. The University must be mindful of direct and indirect discrimination in its application. It is important, that as with all policies it is applied in a non-discriminatory way to all Grade 10 appointees and therefore irrespective of any protected characteristic. The University will need to keep the application of the partner employment policy under review and seek to operate it in such a way that those at risk of redundancy are not disadvantaged by it.

The policy states that all cases, where a post is created the normal recruitment process should be followed. The post should be advertised and an interview and assessment of the partner's qualifications, knowledge, skills and experience will be carried out to ensure that they have the competencies to meet the University's normal standard of excellence. Records must be kept to evidence how the candidate meets the appointment criteria.

² ²Dual- Career Academic Couples - What Universities need to Know by Lorna Schiebinger, Andrea Davies Henderson, Shannon K Gilmartin. Michelle R Clayman Institute for Gender Research Stanford University 2008

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

The appointment of the 3rd party supplier to deliver the career coaching and advice service was following a competitive tender process. As part of that tender all suppliers were evaluated on how they would deliver and adjust their service provisions to meet the needs of any appointee and family members with additional needs, such as a disability.

6. Does the policy/practice contribute to advancing equality of opportunity³?

Will it help to:

- remove or minimise disadvantage
- meet the needs of different equality groups
- encourage increased participation of particular groups
- take account of disabled people's impairments?

As above

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not⁴? Will it help to tackle prejudice and/or promote understanding?

Not directly.

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

Unknown.

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

There are eligibility criteria for the policy which are

- **the appointee is to be appointed at Grade UE08 or above;**
- **the appointee is offered an initial appointment for a duration of 36 months or longer⁵;**
- **the appointee will be fulfilling a role where there is a demonstrated requirement / need to recruit from the national and/or international labour market and recruitment from the local area would not normally provide a sufficient applicant pool for consideration;**

³ This question does not apply to the protected characteristic of marriage or civil partnership

⁴ This question does not apply to the protected characteristic of marriage or civil partnership.

⁵ The justification for this difference of treatment based on length of service is that the costs involved in providing Relocation Packages are such that there is no business case for providing them for appointment of such a short duration, and the University does not need to use this feature to assist in its recruitment of such short-term appointments. In addition the benefit to the University would be disproportionate to the costs incurred by the University.

- the appointee's post is funded by the University; and
- the appointee's existing main residence is more than a 40 mile radius from the location of the new post.

In addition;

- the appointee's new main residence must be within a reasonable commuting distance of their place of work; and
- the new residence must become the appointee's main residence.

Clinical Lectureship posts funded by NHS Education are not eligible to receive a relocation package from the University.

It is recommended that equal opportunity monitoring is carried out assess the impact of the policy applying to contracts expected to last more than 36 months on any protected characteristic group.

10. Is any equality 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? Is the communication of the policy/practice accessible to all groups?

As above.

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

Equality Groups are not included in development, review and or monitoring. However, the UHRS Relocation Service and supplier will be monitoring usage and reporting to Remuneration Committee who will monitor the application of the policy. In addition, it will be reviewed by CJCNC to establish whether the Supernumerary Partner Career Transition element is operating satisfactory and not adversely impacting any equality or other groups. This review will take place by 31 October 2015.

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.

As above

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. This requires considering taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

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 change required – 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 and review.

State the reasons for this conclusion and the evidence used, if not already included in section G.

As noted above

I Action and Monitoring

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

The application of the new policy should be monitored and in particular analysis should take place to assess the gender/race/age etc distribution of those in receipt of the provisions and what those provisions were.

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

By October 2015 a review of application of the policy will be undertaken by CJCNC.

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

As above

J. Publication of EqIA

EqIAs are published on the Equality and Diversity 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)): **Anna Edgar and Denise Boyle**

Accepted by (name): **Margaret Ayers, Deputy Director of Human Resources**

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

Date: **26 September 2014**

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

equalitydiversity@ed.ac.uk