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): E Learning Development – two modules Understanding Annual Review and Understanding Recruitment and Selection
B. Reason for screening (delete as applicable):   • Proposed change to an existing policy/practice
C. Person responsible for the policy area or practice: Name: Kirsty Robertson   Job title: Senior HR/OD Partner L&D   School/service/unit: University HR Services
D. Screening Analysis   1. Does the policy or practice affect primary or high level functions of the University? No   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)? No   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.   This will be carried out by Kirsty Robertson, Senior HR/OD Partner L&D/Project Manager. Review will be needed as to update and use on an ongoing basis. This will be monitored through the UHRS L&D team.
F. Sign-off   Screening undertaken by Kirsty Robertson, Senior HR/OD Partner L&D   Accepted by: Kirsty Robertson, Senior HR/OD Partner L&D   Date: 27 February 2013

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?

Two e learning modules have been developed to replace existing face to face training in the areas of Annual Review and Recruitment and Selection. The main focus of revisions related to improvement in equality were to ensure all staff had access to the training, and to ensure accessibility issues were considered in development of the e learning.

The modules will be reviewed and monitoring will be undertaken throughout the first year of use and thereafter bi annually. The modules will be monitored in relation to demographics of participants (in terms of grade, area of work, protected characteristics etc.).

2. To which equality groups is the policy/practice relevant? 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 partnership[1]

The modules are available to all staff. 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 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.

L&D monitoring data shows that face to face courses run in the University are predominantly accessed by female professional services staff. We are seeking to offer alternatives to ensure appeal to different learning styles, and also to ensure accessibility issues are minimised, in order to attract a wider audience.

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 is a lack of data relating to the other protected characteristics in relation to accessing of training programmes . UHRS L&D are addressing this by enhanced monitoring and reporting in relation to protected characteristics relating to L&D programmes. This will be monitored on an ongoing basis by UHRS L&D team as part of general reporting.

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?

No

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

Accessiblity issues considered during planning and development and the modules are built in an accessible format.

6. Does the policy/practice contribute to advancing equality of opportunity[2]? Will it help to:
- remove or minimise disadvantage

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

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

The modules contribute to all the bullet points above, by allowing wider and more accessible access.

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not[3]? Will it help to tackle prejudice and/or promote understanding?

N/A

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?

The module content is process driven and therefore would not distinguish between different groups. However, the design and development does take account of different accessibility issues and seeks to address these.

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 is evidence of lower update by male academic staff, we are unsure of the reasons for this. There is currently not evidence on other groups but this will be gathered through the new monitoring process.

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?

No

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

Involved in the development and design of the programme were UHRS, an e developer and IS, all of whom were able to give professional advice regarding accessibility from different perspectives. A number of users were asked to give feedback on the module, but no one equality group was singled out for this.

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

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

and promote good relations? If so, note these here.

No

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.

I Action and Monitoring

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

No actions, see question 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 modules will be reviewed on an ongoing basis as part of UHRS monitoring processes.

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

The modules will be formally reviewed in January 2014, however ongoing monitoring will take place throughout 2013

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: Kirsty Robertson, Senior HR/OD Partner L&D

Accepted by: Kirsty Robertson Senior HR/OD Partner L&D

Date: 27 February 2013

Retain a copy of this form for your own records and send a copy to
equalitydiversity@ed.ac.uk.