



THE UNIVERSITY *of* EDINBURGH

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

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

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'.

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 assessing equality impact through asking pertinent questions and the provision of guidance and examples. Answers should be recorded after each question and the form can be expanded as required. Answers may be as long or short as is necessary and relevant. 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 Equality Impact Assessment 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):

Relocation Support Service

B. Reason for screening (delete as applicable):

- Proposed new policy/practice

C. Person responsible for the policy area or practice:

**Name:**

Anna Edgar and Ruth Austin

**Job title:**

Anna: Senior HR Partner - Resourcing

Ruth: HR Administrator - Relocation

**School/service/unit:**

University HR Services

D. Screening Analysis

**1. Does the policy or practice affect students, employees or the wider community, and therefore potentially have an effect in terms of equality?**

Yes.

If No, move to question 4; otherwise continue to question 2.

**2. Is it a major policy or practice in terms of scale or significance? (E.g. does it affect a large number of staff or students, or have a substantial impact on a moderate number of people)**

Yes

**Briefly explain this answer:**

The service will be aimed at providing support to those relocating to Edinburgh from a distance, potentially elsewhere in the UK but the service will most likely be used by those relocating internationally which will have implications in terms of nationality and ethnicity.

**3. Is there an indication that the policy or practice is likely to have a major impact on particular equality groups?**

Yes

**If Yes, describe this briefly:**

Most likely impact will be on those relocating from abroad which would suggest impact on those with a non UK nationality and various ethnicities. There will also be an impact on the protected characteristic of sex as we will be looking at dual career support. We are currently trying to address the gender imbalance in more science based subject. A study of 13 leading research universities found 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.

**4. Does it significantly affect how the University's functions are delivered?**

No

Briefly explain this answer (unless covered in 2):

**5. Will it have a significant effect on how other organisations operate?**

No

If Yes, describe this briefly:

**6. Does it relate to functions that have previously been identified as important to particular equality groups or to an area where there are known inequalities?**

Yes

If Yes, describe this briefly:

Previous surveys of international staff have found that they feel less integrated for a variety of reasons. The aim is to enable all staff to feel welcome and comfortable regardless of any nationality/ethnicity. Also, this will relate to gender inequality as specified in Q.3.

**7. Does it relate to an area where the University has set equality outcomes, targets or objectives?**

Yes

If Yes, what are they?

Section 12.2 of the strategic plan. "Increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels, and reduce the gender pay gap for University staff." Research suggests that a dual career policy would have a positive effect on this.

**8. Does it have significant potential for reducing discrimination or inequalities, advancing equality or outcomes of equality groups, or fostering good relations?**

Yes

***If yes, describe this briefly:***

Part of the project objective is to help foster a stronger sense of settling in and further encouragement of diversity within the University.

**E. Screening outcome**

If the answer to any of questions 2 to 8 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.

Equality Impact Assessment required: Yes

Record any notes about the screening process or outcome here.

- If EqIA is required, note when/at what stage and by whom the EqIA will be carried out.
- If EqIA is not required, note any plans for review, monitoring or other action.

## F. Sign-off

Screening undertaken by (name(s) and job title(s)):

Accepted by (name):

[This will normally be the person responsible for the policy/practice named in 3 above. If not, specify job-title/role.]

Date: January 2013

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

- 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. 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 current policies on relocation and partner employment are inconsistent across the University. Therefore impacting those relocating and those with concerns about their partners/families. This project is in the very early stages, but one of the main aims is to create a consistent, single, University wide policy for each. Another main aim is to provide support for those relocating to Edinburgh and to enable them to feel welcome.

2. To which equality groups is the policy/practice relevant? The protected characteristics under the Equality Act are (delete as applicable)
  - race (including ethnicity and nationality)
  - sex
  - marriage/civil partnership

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.

There has been some feedback that international staff feel they could use more support prior to and immediately following arrival, in terms of information and settling in. A large part of feedback was that more help/information was needed in terms of sourcing accommodation and schooling.

The relocation support service is still being set up, but there will be focus groups and surveys for current staff and also evaluation systems in place to monitor the impact and how well the service is received.

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

In terms of positive action for spouses/partners, there may be a risk of stigmatisation in response to them coming into a job via a job offer from their partner. There will need to be a transparency of process and we must ensure equitable treatment.

5. Does the policy/practice contribute to advancing equality of opportunity<sup>1</sup>? 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?

It's aim is certainly to address the first 3 points. In terms of disabled people impairments, each individual case will be assess in terms of what support is needed and their particular needs will be catered for.

6. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not<sup>2</sup>? Will it help to tackle prejudice and/or promote understanding?

There is a plan to implement a mentoring program as part of the service which should help to foster good relations. University wide communication of the service should help promote understanding.

7. 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?

Each individual contacting the relocation support service may have different needs, from accommodation to family support. The service is designed to be flexible enough to cater for the needs of those from various cultures as well as those with different family situations.

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<sup>1</sup> This question does not apply to the protected characteristic of marriage or civil partnership

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

8. 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)?

The aim is to gain a higher uptake of the service from those who currently feel unsupported, early research indicates it is those from the international sphere of difference nationalities/ethnicities.

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

No

10. 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?

No

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

When the policies are written they will be presented to a Project Board, HR Policy Development Group and the CJCNC to ensure all perspectives are taken into account.

12. 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.

To ensure transparency of the dual career support policy and ensure that there is agreement on its practice as well as understanding of the impact it will have.

#### **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 and review.

Please refer to section G.

#### **I Action and Monitoring**

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

Development and approval of relocation support service, development of expenses and dual career/career support policies.

2. State how the policy or practice will be monitored in relation to its equality.

This will be monitored via the Project Board, User Group and on an ongoing basis by the Relocation Support Project Team.

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

Once the project has formally been launched, approx. July 2013.

#### **J. Publication of EqlA**

The University publishes EqlAs on its Equality and Diversity website. There is a statutory requirement to publish EqlAs within a reasonable period. However, in some circumstances there may be valid reasons to limit what is published or to delay publication.

Can this EqlA be published in full, now? Yes

#### **J. Sign-off**

EqlA undertaken by (name(s) and job title(s)):

Accepted by (name):

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

Date:

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk).