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| --- | --- | --- | --- | --- |
| Equality Impact Assessment (EIA) | | |  | |
| **Office use only: EIA No:** | | |
| **Title:** | | |
| Policy/Procedure  Strategy and Plans  Projects  Business Case  Criteria Service  Practice/Provision  Other (please state) | New Activity  Already exists/ review | |
| College/Department: Executive Office to Vice-Provost (Education) | Lead Officer name(s):  Job Title(s) | |
| Service Area: | Other Lead Officer Name and Job Titles | |

# Step 1: What do we want to do?

The purpose of an Equality Impact Assessment is to assist decision-makers in understanding the impact of proposals as part of their duties under the Equality Act 2010.

This assessment should be started at the beginning of the process by someone with a good knowledge of the proposal and service area, and sufficient influence over the proposal. It is best practice to take a team approach to complete the equality impact assessment. Please contact the [EDI Partner, Equality, and Inclusion Manager (Student)](mailto:equalities.team@bristol.gov.uk) or your EIA Lead for early advice and feedback.

## What are the aims and objectives/purpose of this proposal?

Briefly explain the purpose of the proposal and why it is needed. Describe who it is aimed at and the intended aims/outcomes. Where known, summarise the key actions you plan to undertake. Please use [plain English](http://www.plainenglish.co.uk/), avoiding jargon and acronyms. EIAs are viewed by a wide range of people including decision-makers and the wider public.

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## Who will the proposal have the potential to affect?

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| --- | --- | --- |
| Brunel University workforce | Student | The wider community |
| Commissioned services | Partners / Stakeholder organisations | |
| Additional comments: | | |

## Will the proposal have an equality impact?

Could the proposal affect access levels of representation or participation in a service, or does it have the potential to change e.g., quality of life: health, education, the standard of living, etc.?

If ‘No’ explain why you are sure there will be no equality impact, then skip steps 2-4 and request a review by the Equality and Inclusion Manager (Student or Staff).

If ‘Yes’ complete the rest of this assessment, or if you plan to complete the assessment at a later stage, please state this clearly here and request a review by the [EDI Partner or the Equality, Diversity and Inclusion Manager (Student)](mailto:equalities.team@bristol.gov.uk)

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| **Yes**  **No** [please select] |

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# Step 2: What information do we have?

## 2.1 What data or evidence is there which tells us who is, or could be affected?

Please use this section to demonstrate an understanding of who could be affected by the proposal. Include general workforce, student and population data where appropriate, information about people who will be affected with particular reference to protected and other relevant characteristics:

Use one row for each evidence source and say which characteristic(s) or other priority areas it relates to. You can include a mix of qualitative and quantitative data e.g., from national or local research, available data, or previous consultations and engagement activities.

Outline whether there is any over or under-representation of equality groups and other priority areas across the institution and colleges (staff and student) - don't forget to benchmark to the local population where appropriate.

For workforce restructuring proposals you will need to look at the diversity of the affected teams using available evidence, which shows the diversity profile of university teams and service areas. Identify any over or under-representation compared with Brunel’s economically active citizens for different characteristics. Additional sources of useful workforce evidence include the Workforce Reports Employee Staff Survey Report, Pay Gap Reports, etc.

| **Data / Evidence Source**  [Include a reference where known] | **Summary of what this tells us** |
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| **Additional comments:** | |

## 2.2 Do you currently monitor relevant activity by the following protected characteristics?

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| --- | --- | --- |
| Age | Disability | Gender Identity (Reassignment) |
| Marriage and Civil Partnership | Pregnancy/Maternity | Race |
| Religion or Belief | Sex | Sexual Orientation |

## 2.2a Do you currently monitor relevant activity by the following other priority areas?

|  |  |  |
| --- | --- | --- |
| Socio-economic factors | Carers | Other groups (please state) |
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## 2.3 Are there any gaps in the evidence base?

Where there are gaps in the evidence, or you don’t have enough information about some equality groups or the priority areas, include an equality action to find out in section 4.2 below. This doesn’t mean that you can’t complete the assessment without the information, but you need to follow up on the action(s) and if necessary, review the assessment later. If you are unable to fill in the gaps, then state this clearly with a justification.

For workforce-related proposals, all relevant characteristics may not be included in Human Resources (HR) diversity reporting (e.g. pregnancy/maternity). For a smaller team diversity, data may be redacted. A high proportion of not known/not disclosed may require an action to address under-reporting.

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## 2.4 How have you involved communities and groups that could be affected?

You will nearly always need to involve and consult with internal and external stakeholders during your assessment. The extent of the engagement will depend on the nature of the proposal or change. This should usually include individuals and groups representing different relevant protected characteristics or priority areas. Please include details of any completed engagement and consultation and how representative this had been of Brunel’s diverse communities (student, workforce, or wider communities). Contact the Engagement Strategy and Support Unit.

Include the main findings of any engagement and consultation in **Section 2.1** above.

If you are managing a workforce change process or restructure please refer to the managing change or restructure document for advice on consulting with employees etc.Relevant stakeholders for engagement about workforce changes may include e.g. Staff Network and trades unions as well as affected staff.

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## 2.5 How will engagement with stakeholders continue?

Explain how you will continue to engage with stakeholders throughout the course of planning and delivery. Please describe where more engagement and consultation are required and set out how you intend to undertake it. Include any targeted work to seek the views of under-represented groups. If you do not intend to undertake it, please set out your justification. You can ask the Engagement Strategy and Support Unit, EDI Partner, Equality & Inclusion Managers (Student), EIA Lead, or Engagement Team for help in targeting particular groups.

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# Step 3: Who might the proposal impact?

Analysis of impacts must be rigorous. Please demonstrate your analysis of any impacts of the proposal in this section, referring to the evidence you have gathered above, and the characteristics protected by the Equality Act 2010 and other priority areas. Also include details of existing issues for particular groups that you are aware of and are seeking to address or mitigate through this proposal. See detailed guidance documents for advice on identifying potential impacts etc.

## 3.1 Does the proposal have any potentially adverse impacts on people based on their protected characteristics or priority areas?

Please consider whether the evidence has an impact on that protected group – is the impact positive, neutral, or negative (Appendix A below sets out the impacts in more detail) Ensure you consider sub-categories (different kinds of disability, ethnic background, etc.) and how people with combined characteristics (e.g., young women) might have particular needs or experience particular kinds of disadvantage.

Where mitigations indicate a follow-on action, include this in the ‘Action Plan’ Section 4.2 below.

|  |  |
| --- | --- |
| **GENERAL COMMENTS (**highlight any potential issues that might impact all or many groups) | |
|  | |
| **PROTECTED CHARACTERISTICS** | |
| **Age: Young People** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence impacts |  |
| Mitigations: |  |
| **Age: Older People** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence impacts: |  |
| Mitigations: |  |
| **Disability** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence impacts: |  |
| Mitigations: |  |
| **Sex** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence impacts: |  |
| Mitigations: |  |
| **Sexual orientation** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence impacts: |  |
| Mitigations: |  |
| **Pregnancy / Maternity** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence impacts: |  |
| Mitigations: |  |
| **Gender reassignment** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence impacts: |  |
| Mitigations: |  |
| **Race** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence impacts: |  |
| Mitigations: |  |
| **Religion or Belief** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence impacts: |  |
| Mitigations: |  |
| **Marriage & civil partnership** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence impacts: |  |
| Mitigations: |  |
| **OTHER RELEVANT CHARACTERISTICS** | |
| **Socio-Economic (deprivation)** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence impacts: |  |
| Mitigations: |  |
| **Carers** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence impacts: |  |
| Mitigations: |  |
| **Human Rights** |  |
| Evidence impacts: |  |
| Mitigations: |  |
| **Other Groups** [Please add additional rows below to detail the impact for other relevant groups as appropriate | |
| **Other Groups – please state** | Does your analysis indicate a Positive, Neutral or Negative impact? P  Ne  Neg |
| Evidence Impacts |  |
| Mitigations: |  |

## 3.2 Does the proposal create any benefits for people based on their protected or other relevant characteristics?

Outline any potential benefits (positive impacts) of the proposal and how they can be maximised. Identify how the proposal will support our [Public Sector Equality Duty](https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty) to:

* Eliminate unlawful discrimination for a protected group.
* Advance equality of opportunity between people who share a protected characteristic and those who don’t.
* Foster good relations between people who share a protected characteristic and those who don’t.

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# Step 4: Assess Impact

## 4.1 How has the equality impact assessment informed or changed the proposal?

What are the main conclusions of this assessment? Use this section to provide an overview of your findings. This summary can be included in your Committee Reports etc to aid with decision making.

If you have identified any significant negative impacts which cannot be mitigated, provide a justification showing how the proposal is proportionate, necessary, and appropriate despite this.

To assist with this, you need to identify what action you will be taking using the course of action table, and then summarise your findings in the table below:

Taking the equality and the engagement information into consideration and the duties around the Public Sector Equality Duty, what action will be taken?

More details are contained in the Appendix

**Course of Action Table**

|  |  |
| --- | --- |
| **Actions** | **Decision – please select** |
| **Continue unchanged** – the business change does not cause any disproportionate impacts and can proceed with no major change required. |  |
| **Justify and continue** – decide that some adjustment is required to avoid disproportionate impacts arising |  |
| **Change**–This involves making changes to the business to ensure it does not adversely affect certain groups of people or miss opportunities to affect them positively. |  |
| **Stop and remove** – the business change will cause a sustainable risk to equality. |  |

**Summarise your findings from the evidence above in the sections below.**

|  |  |
| --- | --- |
| **Summary of your EIA activity** | **Response** |
| **Brief summary/conclusion of EIA**  **Analysis (including course of actions):** |  |
| **Impacts: (Positive, Neutral or Negative) and outcomes, including identifying protected groups:** |  |
| **Mitigating actions in support of negative impacts:** |  |
| **Benefits - positive impacts and outcomes:** |  |

## 4.2 Action Plan

Use this section to set out any actions you have identified to improve data, mitigate issues, maximise opportunities, etc. If an action is to meet the needs of a particular protected group, please specify this.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Actions identified from EQIA to be taken forward** | **Target completion date** | **Responsible officer/s** | **Governance / monitoring arrangements** | **Timescales for review and evaluation** |
| Technology Information Services should promote their services so that students are able to access support and advice should they need |  |  |  |  |
| Legislation – review dual teaching to incorporate any Human Rights issues |  |  |  |  |
| Age – Mature - review data to identify the impact of dual teaching on mature students. If needed, collect corporate data for future monitoring and reporting |  |  |  |  |

## 4.3 How will the impact of your proposal and actions be measured?

How will you know if you have been successful? Once the activity has been implemented this equality impact assessment should be \*periodically reviewed to make sure your changes have been effective and your approach is still appropriate.

\*It is advisable that you look to review any new policy/service within the first 6-12 months of implementation.

**Please ensure all sections are completed before sending them off for review by the Equality and Diversity Team.**

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# Step 5: Review by the EDI Team

There are 2 stages to the Review process:

1. Once you have drafted your EIA, please contact the EDI team either the Equality and Diversity Partner for staff issues or the Student Equality and Diversity Manager on student issues for an initial discussion. They will review the draft and make any guidance required to complete the assessment. You should then make any further modifications if needed.
2. Once any changes have been made your assessment should be sent to the Equality, Diversity and Inclusion Panel who will review your assessment.

The Panel meets on a monthly basis and will require at least 20 working days to process your EIA.

EIAs should only be marked as reviewed when they have received formal feedback from the EIA Panel and provide sufficient information for decision-makers on the equality impact of the proposal. Please ensure that the EIA has been appropriately processed before requesting sign-off from your decision-maker (Line Manager or Committee/board)**[[1]](#footnote-1)**.

|  |  |
| --- | --- |
| **Date Equality Impact Assessment reviewed:** | **EDI Team member’s name:** |
| **Date Equality Impact Assessment Revised:** | **Date EIA submitted to EDI Panel:** |
| **Date of meeting EIA Panel:** | **Date EIA returned to author:** |
| **Implementation date:** | **Review dates:**  **Review dates:**  **Review dates:**  **Review dates:** |

# Step 6: Final Sign-off Process

By signing off your EIA you are confirming that you are satisfied that the policy has been designed with the needs of different equality groups and communities in mind and that the groups it is intended to serve will be able to access and experience similar outcomes from it, where you have mitigation actions these have been captured in your action plan for monitoring and reviewing purposes.

Please send a copy of the approved and signed-off EIA to the Equality & Inclusion team to comply with legal duties to publish on an annual basis. However, the original version must be kept with the policy documents and supporting action plan to be pro-actively used to inform the progress of the work.

|  |  |
| --- | --- |
| **Final sign-off process:** | |
| **Officer completing the Equality Impact Assessment:**  **Name:**    **Date:** | **Final approval sign-off:**  **Line manager:**  **Date:** |
| **Decision Makers/ Committee/Board**  **Chair name:**  **Date:** | |

# Step 7: Implementation, Monitor and Review

Once your EIA has gone through the final sign-off process, you need to implement your policy and supporting action plan. It is imperative that any actions identified and captured in your action plan are implemented. Mitigating Actions need to be monitored and appropriate reviews are undertaken to ensure that your policy is operating in a non-discriminatory manner and that no new negative impacts or unintended consequences are taking place without your knowledge.

**Appendix A Equality Analysis Impacts Criteria**

|  |  |  |
| --- | --- | --- |
| **Positive (Low)** | **Neutral (Medium)** | **Negative (High)** |
| **Positive impact** is one in which a person or people will experience an advantage or benefit, this includes P**ositive action** to overcome a disadvantage, meet needs or encourage participation (e.g., a service sets up a disability service user forum to help design and plan service provision so that disabled people’s needs are considered).  **Example**: A targeted health improvement campaign for young men between the ages of 15-21 would have a positive differential impact on this age group, compared with its impact on other age groups and women. It would not, however, necessarily have an adverse impact on the other age groups or on women. | A **Neutral impact** is one where there is no disadvantage; the experience will be the same for everyone (e.g., everyone can access the service including disabled people). | A **negative impact** is one in which a person or people will **experience a disadvantage** (e.g., a wheelchair user can’t get into the building to access the service). Are there any changes that could be made to the policy to remove (or minimise) **the Negative impact**?  **Example**: A policy that will only accept complaints in writing would have a negative or adverse impact on some people. This may include people with a learning disability, people who do not use English as their first language and people for whom written communication is not a strong cultural norm, such as British Sign Language users.  **Some Negative impacts** may be justified based on a legal requirement or applicable exemption including where positive action is undertaken or where there is a conflict with other legislation e.g., health and safety. |

**Impacts and Mitigating Actions**

**Differential Impact**

It is important to consider whether a service experience is different if the patient/resident is disabled, from a Black, Asian and Minority Ethnic background, identifies as transgender, and aged 60 or perhaps a combination of multiple protected groups (intersectionality), or other priority areas. Identifying differential impact is about the different experiences different people may have because of their identity or characteristics. Collecting and analysing evidence and engagement will assist with understanding what impact each group will experience by this new proposed care model.

**Positive Impact**

Not all impact is negative, and some services and policies can treat particular groups more favourably to address disadvantage. This is encouraged by the Equality Act 2010 and the EA process should acknowledge this and develop actions to protect this, thus ensuring positive impacts remain safe and sustainable. This is a safeguarding measure.

**Mitigating Negative Impact**

Analysis may have concluded that there are barriers or the potential for adverse impacts. Changes will need to be made in order to remove the adverse impact and mitigate it. Actions will need to be identified that will produce practical solutions to mitigate these adverse impacts.

If the analysis reveals some negative impacts but can be objectively justified, the Equality Analysis will need to include all evidence relating to this. If the Equality Impact Assessment identifies adverse impacts that cannot be justified and that cannot be mitigated, urgent advice will be required as this could lead to unlawful discrimination or increasing health inequalities.

This process will also ensure those general conclusions in the analysis are reduced as the EIA should not make statements that will universally benefit all staff or students

1. Review by the Equality and Inclusion Team confirms there is sufficient analysis for decision makers to consider the likely equality impacts at this stage. This is not an endorsement or approval of the proposal. [↑](#footnote-ref-1)