## 1Step 1 – Identify the policy/procedure

The terms policy/procedure is interpreted broadly in equality legislation, and refers to anything that describes what we do and how we expect to do it. It can range from published University policies and procedures to the everyday customs and practices – sometimes unwritten – that contribute to the way our policies are implemented and how our services are delivered.

Published statements of policy are a useful starting point for equality impact assessments, as they establish the overall purpose of particular activities. Please use this form to document your assessment.

|  |  |
| --- | --- |
| Policy/Procedure title |  |
| Date of EIA |  |
| Department carrying out the assessment |  |
| Location of policy/procedure |  |
| New or previously approved policy/procedure? |  |
| Date of approval / last review (if known) |  |
| Name and role of Assessor(s) |  |

## Step 2 – Further information

|  |  |
| --- | --- |
| 1. Who is responsible for the policy /procedure that is being assessed? |  |
| 2. Describe the main aims, objectives and purpose of the policy/procedure. |  |
| 3. Are there associated objectives of the policy/procedure? If so, please explain.  Examples include statutory requirements, sector initiatives, etc. |  |
| 4. Who is expected to benefit from this revised policy/procedure? |  |
| 5. Who was consulted on this policy/procedure? |  |
| 6. How has the policy/procedure been explained to those who would be directly or indirectly affected by it? |  |
| 7. What outcome(s) are meant to be achieved from this policy/procedure? |  |
| 8. What factor(s) could contribute to the outcome(s)? |  |
| 9. What factor(s) could detract from the outcome(s)? |  |

## Step 3 – Assess the impact on different groups of people

10. In the table below, please tick whether the policy affects particular groups of people – the Equality Target Groups below -- in different ways, compared to other groups. Here are some examples:

**Positive impact:** a policy or practice where the impact on a particular group of people is more positive than for other groups, e.g., accessible website design. It can also include legally permitted positive action initiatives designed to remedy workforce imbalance, such as job interview guarantee schemes for disabled people.

**Negative impact**: a policy or practice where the impact on a particular group of people is more negative than for other groups e.g., where the choice of venue for a staff social occasion precludes members of a particular faith or belief group from participating.

**Neutral impact:** a policy or practice withneither a positive nor a negative impact on any group or groups of people, compared to others.

Note: The above assessment will be given once data is compared over a period of time.

* Data for the EIA is captured on **Sex** (meaning gender), **Disability**, **Race** (including ethnicity and nationality), **Age**, **Welsh Language** (level of fluency) and **part / full time** hours.
* Information on **Gender Reassignment** and **Sexual Orientation** is not currently monitored by the University. However, the University’s Individual Circumstances Form (ICF) attached in Appendix 1, requests circumstances explicitly involving these characteristics
* Information on **Pregnancy & Maternity leave** will also have an impact upon the procedure
* Information on **Religion or Belief** (not monitored by the University) and **Marriage & Civil Partnership** (monitored) was not explicitly requested but could also be given on the ICF in describing individual circumstances.
* The number of staff “at risk” in this data is13

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Equality Target Group** | **Total number affected** |  |  |  | **Comments** |
| Gender: Men |  |  |  |  |  |
| Gender: Women |  |  |  |  |
| Maternity Leave: |  |  |  |  |  |
| Full Time: |  |  |  |  |  |
| Part Time: |  |  |  |  |  |
| Disability:  Note: includes those declared on HR database only – any on REF ICF are not included. |  |  |  |  |  |
| Ethnicity: |  |  |  |  |  |
| Nationality: |  |  |  |  |  |
| Age: |  |  |  |  |  |
| Lesbian, gay, or bisexual people: |  |  |  |  |  |
| Transgender people: |  |  |  |  |  |
| Faith or belief groups: |  |  |  |  |  |
| Welsh Language: |  |  |  |  |  |

## \* Numbers below 5 and under have mainly been excluded from the above table to protect the confidentiality and anonymity of staff members.

## However, we may show minimal data under this value where concerns have or are expected to be raised.

**Minuted concerns/responses taken throughout process:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date** | **Concern** | **Impact Comment** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Step 4 – Promoting equality

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| --- | --- |
| 11. Please give a brief description of how this policy promotes equality. |  |
| 12. If there is no evidence that the policy promotes equality, what changes, if any, could be made to achieve this? |  |
| 13. If there is a negative impact on any equality target groups, can this impact be legally and objectively justified? (If no, then a full Equality Impact Assessment should be completed). |  |

## Step 5 – Monitoring effectiveness

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| 14. How will you demonstrate that this policy or procedure, once implemented, is impacting fairly on everyone it affects? In answering this question, please include information about feedback you will seek and/or data you will collect and analyse, and how often you will do this. |
|  |

## Step 6 – Recommendation

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| --- | --- |
| 15. Is a more detailed Equality Impact Assessment required? |  |

Signature of Assessor(s): Date:

Authorised by: Date:

Approved for publication by:

(Equalities Adviser)