

EQUALITY IMPACT ASSESSMENT

This procedure should be read in conjunction with the Guidelines: Equality Impact Assessment

1. Introduction

UWS is committed on delivering on our truth “we are an inclusive organisation that welcomes and values diversity”.

A requirement of the Equality Act 2010 is for all public authorities to Equality Impact Assess their policy practice and procedures to ensure that the protected characteristics are considered before making any decision that could impact on these groups.

There are nine protected characteristics, Age, Disability, Sex, Gender, Marriage and Civil Partnerships, pregnancy and Maternity, Race, Religion and Belief and Sexual Orientation.

The Equality Impact Assessment process is to ensure that we do not unlawfully discriminate against any staff, students or anyone accessing our institution.

2. Objective

The objective of completing the EIA process is to demonstrate that we have considered the impact any changes will make on the people that this impacts on.

This will allow you to:

- take account of the needs, circumstances and experiences of those who are affected
- identify actual and potential inequalities in outcomes, including unlawful discrimination
- consider other ways of achieving the aims of your policy in order to minimise or remove and adverse impact.

3. Procedure

Identify the area of work requiring an Equality Impact Assessment and read over the EIA guidance, ensuring that the EIA template is followed. (Appendix 2)

Ensure that you have completed the Unconscious Bias training and Equalities training. This can be accessed on line through Moodle.

Consider what evidence and data you may need for the equality impact assessment. This may be qualitative or quantitative, the data should be relevant to the protected characteristics as appropriate.

Host a meeting with those that will be affected by the policy and the appropriate schools and department you may want to consider external partners and the trade unions in this meeting. This

will give you an opportunity to discuss the proposed changes in relation to the protected characteristics in order to identify impact.

You should discuss the impact, if any, as a group and seek to agree on how to combat any negative impact and highlight any positive impact.

If there is a negative impact you need to explain why this impact exists and how you are going to combat this and then make the changes required.

Circulate EIA to the group members for approval.

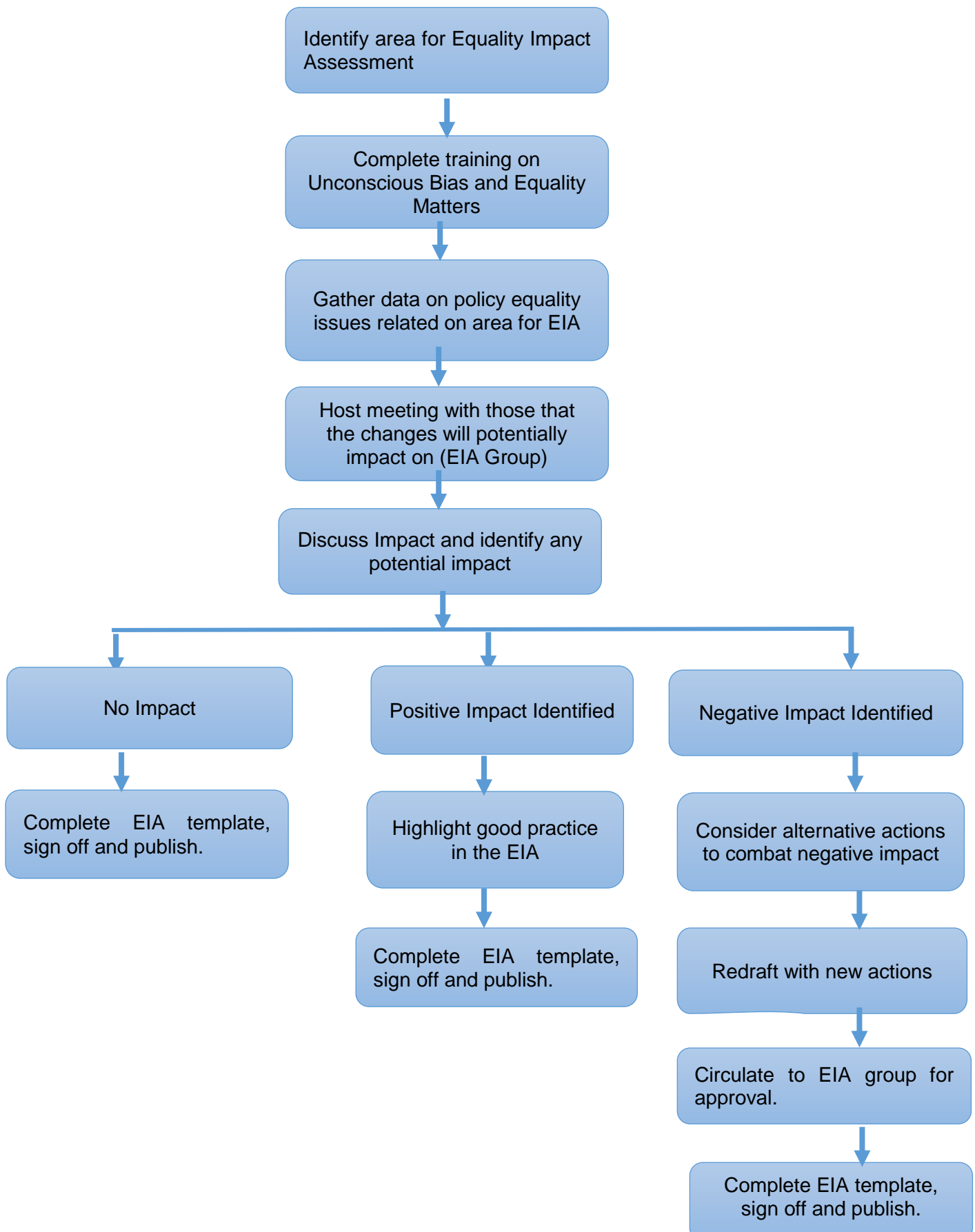
Complete the EIA template, sign off and publish EIA on the UWS Website.

4. Publication

Approval should be sought before the publication of any EIA and UWS guidelines for publishing on the web should be followed.

A detailed guide on how to carry out the assessment can also be found on the Equality and Human rights Commission's website. www.equalityhumanrights.com .

Appendix 1: Overarching Procedure



Appendix 2 Equality Impact Assessment Template

The template below summarises the key aspects of the EIA process that need to be documented. Equality Impact Assessments should always be considered at the beginning of a process and **NOT** the end as this may result in UWS committees rejecting papers which have not properly considered EIA in its approach. This may delay policy enactment, the implementation of decisions or the commitment of resources.

Equality Impact Assessment	
School or Department.	
Policy Procedure, Strategy, Service Redesign	
Author The person responsible for the Equality Impact assessment	
Effective date of implementation The EIA will need to inform decision-making so the implementation date should take this into account. This may be the date on which the policy is put to committee or when a decision is required.	
Involvement and consultation What involvement and consultation has been done in relation to this decision, policy or procedure and what were the results? What additional involvement and consultation will be needed?	
Aim of Policy/decision It will help to ask: <ul style="list-style-type: none"> • Why is the policy or decision needed? • What do we hope to achieve by it? • How will we ensure that it works as intended? 	
Available evidence Identify what evidence is available and set it out here. This includes data and evidence from involvement and consultation.	

<p>What is the actual/likely impact?</p> <p>Consider the relevance to and impact upon each equality group with protected characteristics (See page 1, point 1) Broadly the following should be identified:</p> <ul style="list-style-type: none"> • Who is affected positively? • Who is affected negatively? • Will the policy or decision have the anticipated effect? <p>Give a full explanation of your reasoning and document the actual or likely impact, along with the evidence used to explain how that conclusion was reached.</p>	
<p>Address the impact</p> <p>Identify the range of options to address the impact. Remember to consider each of the protected characteristics. There are three possible options:</p> <ol style="list-style-type: none"> 1. Adjust the decision/policy. 2. Continue with the decision/policy. 3. Withdraw the decision/policy. <p>Identify the option(s) chosen and document the reasons for this.</p>	
<p>Monitoring and Review</p> <p>Set out the arrangements for reviewing the actual impact of a decision or policy once it has been implemented.</p>	
<p>Decision making and quality control</p> <p>Includes sign-off by a responsible officer. (e.g. Head of School, Head of Department, committee chair)</p>	