Equality Impact Assessments Guide

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Equality Impact Assessments Guide

1. Executive Summary

The Equality Act 2010 requires all public authorities to conduct and publish Equality Impact Assessments (EIAs).

The purpose of this Equality Impact Assessments guide is to provide an overview of this legal requirement. It confirms how to conduct an EIA, outlines responsibilities and provides practical examples.

An EIA is a systematic process for ensuring no person is disadvantaged, discriminated or excluded by any of the University policies, procedures, practices and functions based on their age, disability, gender reassignment, sex, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy and maternity (defined as protected characteristic groups in the Equality Act 2010).

Equality Impact Assessments (EIAs) must be conducted for all new policies, procedures, practices or functions and reviewed when any significant revision to existing policies, procedures, practices or functions are made.

Where an impact assessment on policy, procedure, practice or function highlights potential disadvantage, discrimination or exclusion for any protected characteristic group, as described above, this must be addressed by taking appropriate steps.

The responsibility for conducting EIAs rests with Faculties, Departments, Schools, and Professional Services Directorates and teams. Each area will be responsible for appointing Equality and Diversity Contacts (EDC – see Appendix A), who will assist with the assessment process. The signatories will be the person responsible for the policy, procedure, practice (and therefore for conducting the EIA) and the Head of Dept/Executive Dean/ Director/ Chief Officer.

The Equality and Diversity Office is responsible for providing training to staff and ensuring that the EIA guidance is fit for purpose.

The Equality and Diversity Office will receive the completed EIAs and publish these on the web and reference in an annual report which will be considered by the EDSC.
2. Equality Impact Assessments process at a glance

Legal Compliance: Equality Act 2010 → Ensure no group is disadvantaged/ excluded or discriminated in (any existing, new or revised) Policy/ Procedure/ Practice/ Function

Responsibility for conducting EIAs → ED Contacts will lead the assessment process on behalf of the person/ Committee which oversees a Policy/ Procedure/ Practice/ Function

Advice and Guidance → Guidelines and EIA form provided by the Equality and Diversity Office

Training on conducting EIAs → Provided by the Equality and Diversity Office

Signing off EIAs → The person responsible for the policy, procedure, practice. Final signatory is the Head/ of Dept/ Executive Dean/ Director/ Principal Officer

Publication → The completed EIA will be placed on website by ED Office and noted in annual report
3. Introduction
The University of Strathclyde is committed to promoting equality and diversity in all its activities. As part of this commitment the University aims to provide a work and study environment for all staff and students free from discrimination and unfair treatment for all irrespective of what is described as their ‘protected characteristics’ - age, disability, gender reassignment, sex, race, religion or belief, sexual orientation, marriage and civil partnership and pregnancy and maternity.

3.1 Legislative Compliance

The Equality Act 2010 requires all public authorities to conduct and publish Equality Impact Assessments on new and/or significant changes to policies, procedures, practices or functions (Appendix B).

The Act places a general equality duty (section 149) for all public bodies. The Equality Duty is a duty on public bodies and others carrying out public functions. It ensures that public bodies consider the needs of all individuals in their day to day work – in shaping policy, in delivering services, and in relation to their own employees.

The equality duty involves:

Eliminating unlawful discrimination, harassment and victimisation:

With regard to new or updated policy, procedure or practice, those conducting EIAs must consider:

- If it is likely that anyone will be treated less favourably or disadvantaged because of their protected characteristic.
- Whether it could lead to different outcomes for different protected groups

Advancing equality of opportunity:

With regard to new or updated policy, procedure or practice, those conducting EIAs must consider:

- Whether the needs of staff and students with different protected characteristics be met
- If the policy, procedure or practice could result in increased take up or participation by protected groups
- Whether there are any opportunities to proactively advance equality for specific protected groups and/or between protected groups

Promoting good relations:

With regard to new or updated policy, procedure or practice, those conducting EIAs must consider:

Whether steps been taken to tackle prejudice and promote understanding
How relevant individuals, groups or organisations have been involved/ consulted in developing and impact assessing this policy, procedure or practice

It is the responsibility of staff in the Faculties, Departments, Schools, and Professional Services Directorates and teams to ensure that EIAs are undertaken and equality and diversity is considered and respected.

All completed EIAs will be published on the University website as required by legislation.

4. What is an Equality Impact Assessment (EIA)?

An Equality Impact Assessment is a systematic and evidence based process (Appendices C and D) which helps to ensure that the University does not discriminate, disadvantage or exclude any particular group in its policies, procedures, practices or functions.

The EIA process will:

- highlight areas of good practice on equality of opportunity (positive impact)
- identify any gaps, disadvantage or potential for discrimination (negative impact).

The good practice will be shared widely and incorporated within relevant publicity.

Remedial action and/or an action plans should be developed to address any highlighted disadvantage or potential for exclusion or discrimination.

5. When to conduct an EIA?

An EIA should be carried out where significant changes are suggested or made when:

- developing a new policy, procedure, practice or function
- reviewing an existing policy, procedure, practice or function
- changing or amending an existing policy, procedure, practice or function.

For examples of what to consider see section 9 on frequently highlighted equality issues.

The Strathclyde EIA form (Appendix D) should be used for conducting EIAs.

6. Who is responsible for conducting EIAs?

All Faculties, Schools, Departments, Professional Services and Committees that have the lead responsibility for developing and revising policies and associated business processes, practices or functions are required to conduct EIAs. For example, all cover sheets for committee papers must cite whether an EIA has been undertaken.
The ED Contacts will assist with ensuring that EI assessments are conducted within their Department/equivalent.

The University’s Equality and Diversity Office (EDO) will provide the appropriate assistance and support to colleagues as required.

7. What evidence is required when conducting EIAs?

The EIA process involves using an evidence based approach including:

- Using existing data. The University holds a bank of staff and students data centrally (in HR and Strategy and Policy) and produces annual equality reports on the profile and trends (on students and staff). The data on protected characteristic groups should be used to inform the EIA.

- Consulting with members of protected characteristic groups to establish how best to meet their needs or to overcome barriers. This needs to be planned carefully to avoid ‘consultation fatigue’. There may be local reference groups of staff and/or students from protected characteristic groups who are happy to help. The ED Office would be able to advice where feedback already exists, having been gathered for similar purposes elsewhere.

- Research – the EDO can advise whether any local or national published research can be used to provide supporting evidence.

- Anecdotal evidence – Where none of the above exist, some anecdotal information may be used as supportive evidence until such time as data gathering, consultation or research becomes available.

8. Benefits of EIAs

There are benefits to the University in addition to fulfilling legal compliance in conducting EIAs.

- Recruiting and retaining the best staff. The University has a strategic aim ‘to attract, recruit and retain the best available talent from around the world’. By completing EIAs for Recruitment and Selection, Development and Reward policies it will ensure that these policies support the recruitment and retention of the best people assessed solely on their abilities and merit.

- Promoting the University’s internationalisation strategy. As our community of international students and staff grows, the EIA process will ensure that our policies and procedures are inclusive. This will enhance the experience of international students and staff and increase the University’s competitiveness by ensuring that Strathclyde continues to be the destination of choice.

- Enhanced service delivery by University support services. Understanding the needs of all service users and stakeholders and seeking their feedback enables our services to be responsive, relevant and customer focused. The evidence gathered in the course of EIAs will provide valuable management information.
- Benefits the student and staff experience. Ensuring maintaining a supportive and inclusive learning and working environment for students and staff.
9. **Examples of frequently highlighted equality issues**

The following are examples of some common identified issues that may arise within a policy, procedure, practice or function and offers suggestions on how these could be addressed and resolved.

### 9.1 Students

<table>
<thead>
<tr>
<th>Protected Characteristics</th>
<th>Considerations</th>
<th>Suggestions for resolution</th>
</tr>
</thead>
</table>
| **Age**                   | ▪ Imbalance of young/ mature people in a class may have an adverse impact on engagement.  
  ▪ Ensure any class based activities take account of diverse age groups on the course. Similarly content of course material reflects examples of inclusivity. | ▪ Changes to course location/ hours due to caring responsibilities.  
  ▪ In classroom ensure dignity and respect prevails – encourage the classroom behavioural protocol.  
  ▪ Students inform staff of their additional needs throughout the duration of their studies. |
| **Disability**            | ▪ Students may feel isolated.  
  ▪ Access to buildings/facilities on external visits.  
  ▪ Policies and practices of external visit partners need to be considered. | ▪ Changes to course location/ hours. For example: poor communication around changes to class timetable or location can affect all students. There is the potential for greater impact on students with disabilities who may require some extended time to get to the room.  
  ▪ In classroom ensure dignity and respect prevails – apply the classroom protocol.  
  ▪ Learning and teaching programmes include video clips with subtitles and/ or audio commentary for meeting the needs of hearing and visually impaired students.  
  ▪ Design of buildings and teaching spaces are accessible and inclusive for those with mobility, visual or hearing impairments.  
  ▪ Students inform staff of their additional needs throughout the duration of their studies. |
| **Gender Reassignment**   | ▪ Students may feel isolated.  
  ▪ Students in transition may be required to attend regular appointments.  
  ▪ Need to consider potential for discrimination e.g. policy of changing names on parchments for students and staff records.  
  ▪ Appropriate facilities such as changing cubicles, gender neutral washrooms. | ▪ Encourage students to access support services and consider potential impact for studies. Discuss and agree a plan of action with students.  
  ▪ In classroom ensure dignity and respect prevails – apply the classroom protocol.  
  ▪ Ease with changing name in all institutional processes e.g. new email address  
  ▪ Clear guidelines for applying for parchment in new name.  
  ▪ Provision of appropriate facilities such as changing cubicles, gender neutral washrooms. |

Source: Thanks to UHI for the above table.
<table>
<thead>
<tr>
<th>Protected Characteristics</th>
<th>Considerations</th>
<th>Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage and Civil partnership</td>
<td>▪ Need to consider potential for discrimination e.g. policy of changing names on parchments for students and staff records.</td>
<td>▪ Ease with changing name in all institutional processes e.g. new email address&lt;br&gt;▪ Clear guidelines for applying for parchment in new name.</td>
</tr>
<tr>
<td>Pregnancy and maternity</td>
<td>▪ Students may feel isolated.&lt;br&gt;▪ Students will be required to attend regular appointments.&lt;br&gt;▪ Consider alternative opportunities for learning e.g. fieldwork</td>
<td>▪ Ensure students are allowed time out. A clear plan of action is discussed and agreed with the student.&lt;br&gt;▪ Assessment of alternative learning opportunities</td>
</tr>
<tr>
<td>Race</td>
<td>▪ Students for whom English is a second language may find it easier to have difficult conversations in a quiet space.&lt;br&gt;▪ Students may feel isolated.&lt;br&gt;▪ There may be a need to acknowledge and promote understanding of cultural differences.</td>
<td>▪ In classroom ensure dignity and respect prevails – apply the classroom protocol.&lt;br&gt;▪ Difference in learning methods taken into account.&lt;br&gt;▪ Appropriate content and delivery of talks/ activities e.g. language used, references, how student relationships are handled.</td>
</tr>
<tr>
<td>Religion or Belief</td>
<td>▪ Accommodating religious practice during working hours.&lt;br&gt;▪ Prayer space/ ablution facilities.&lt;br&gt;▪ Availability of appropriate catering.&lt;br&gt;▪ Potential parental objections to students staying away from home overnight and being unchaperoned.&lt;br&gt;▪ Potential for some students to appear lethargic due to fasting.</td>
<td>▪ Appropriate content and delivery of talks/ activities e.g. language used, references, how student relationships are handled.&lt;br&gt;▪ Time allowance made for students practicing faith and belief.&lt;br&gt;▪ Implement assessment practice that takes into account of high holidays and religious practice.</td>
</tr>
<tr>
<td>Sex</td>
<td>▪ Imbalance of genders in a class may have an adverse impact on engagement.&lt;br&gt;▪ Changes to course location/ hours due to caring responsibilities.</td>
<td>▪ Changes to course location/ hours.&lt;br&gt;▪ In classroom ensure dignity and respect prevails – apply the classroom protocol.&lt;br&gt;▪ Appropriate content and delivery of talks/ activities e.g. language used, references, how student relationships are handled.</td>
</tr>
<tr>
<td><strong>Sexual Orientation</strong></td>
<td>• Lesbian, Gay, Bisexual and Trans (LGBT) students may feel anxious about discussing issues if they feel that confidentiality is not assured.</td>
<td>• In classroom ensure dignity and respect prevails – apply the classroom protocol. • Appropriate content and delivery of talks/activities e.g. language used, references, how student relationships are handled.</td>
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## 9.2 Staff

<table>
<thead>
<tr>
<th>Protected Characteristics</th>
<th>Considerations</th>
<th>Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>• Staff members are not treated differently based on their age. • Policies which relate to length of service etc.</td>
<td>• Dignity and respect policy is applied in all circumstances.</td>
</tr>
<tr>
<td><strong>Disability</strong></td>
<td>• Making reasonable adjustments in recruitment processes and the workplace. • Access to buildings/facilities.</td>
<td>• Provide application forms in alternative formats such as braille, audio formats • Provide sign language interpreters • Alterations/refurbishments take account of staff with visual/hearing and mobility impairments. • Staff with unseen disabilities such as diabetes are allowed regular breaks for food and drink. • Line managers encourage staff to confirm what support may be required.</td>
</tr>
<tr>
<td><strong>Gender Reassignment</strong></td>
<td>• Staff in transition require time to attend regular appointments. • Change to existing staff records (name/gender). • Enabling staff to use facilities appropriate to their gender</td>
<td>• A clear plan of action is discussed and agreed with the staff, including time off for appointments and treatment. • Ease of process and amend records in the new name. • Provision of appropriate facilities such as changing cubicles, gender neutral washrooms.</td>
</tr>
<tr>
<td><strong>Marriage and Civil partnership</strong></td>
<td>• Same sex partners receive the same rights, conditions and entitlements such as parental leave and opportunities for flexible working.</td>
<td>• Monitor requests and take up rates.</td>
</tr>
<tr>
<td><strong>Pregnancy and maternity</strong></td>
<td>• Staff require time to attend clinic appointments. • Communications during parental leave period • Consider appropriate facilities</td>
<td>• Discuss and agree a plan of action. • Provide rest breaks. • Regular communication and keep in touch days. • Provision of facilities for expressing and storing milk and breast feeding places.</td>
</tr>
<tr>
<td>Protected Characteristics</td>
<td>Considerations</td>
<td>Mitigation</td>
</tr>
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</tr>
</tbody>
</table>
| Race                      | ▪ Access to opportunities such as staff development  
                           ▪ Diverse representation in activities | ▪ Monitor take up of opportunities.  
                                                                           ▪ Invite diverse speakers for presentations in classroom and/or at events. |
| Religion or Belief        | ▪ Holding meetings/events on high holidays | ▪ Time out for religious practice  
                                                                           ▪ Line managers encourage staff to confirm what support may be required. |
| Sex                       | ▪ Consider access to benefits (e.g. staff development, promotions etc)  
                           ▪ Supporting staff with caring responsibilities to attend events  
                           ▪ Consider resources to support staff with caring responsibilities  
                           ▪ Assessing whether a policy will disadvantage a particular gender(e.g. if one gender makes up the majority of staff in a particular staff category, grade or job role) | ▪ Be aware that women and men are entitled to be paid equal amounts for work of equal value - including benefits  
                                                                           ▪ Hold events/meetings during core hours  
                                                                           ▪ Provide resources for staff to attend conferences or provide video conferencing facilities to participate.  
                                                                           ▪ Improve representation of a specific gender in areas where they are under represented |
| Sexual Orientation        | ▪ Terminology (e.g. not assuming a partner is of a different sex/gender) | ▪ Invitation to partners at events  
                                                                           ▪ Relevant policies are not based/worded on the assumption that partners are of different sex/genders |
10. Publishing EIA results in the University Annual Report

- The completed EIA form (see Appendix D) should be returned to the EDO. Where appropriate it should be accompanied by a copy of the amended policy, procedure or practice and any other information.

- Equality legislation places statutory responsibility on the University to publish the results of the EIAs. As part of our commitment to good practice we will notify and inform students and staff who have participated in the EIA process of how their contribution has improved or affected the policy, procedure, practice or function.

- The EDO will publish the summary results of the EIAs in the University Equality and Diversity Annual Report and on the University website.

11. Approval process

All EIAs require formal approval and signing off from the appropriate Head/ Executive Dean/ Director or Chief Officer of the area where the policy, procedure, practice or function resides.

The Equality and Diversity Strategy Committee (EDSC) has responsibility for ensuring that EIAs have been undertaken. ED Contacts will be responsible for maintaining a register of completed EIAs and informing the EDSC.

12. Support and Responsibility

A collaborative approach is required to successfully conduct EIAs. The roles and responsibilities of those involved are outlined below.

i. The Equality and Diversity Office will:

- Provide advice, guidance and training to EDCs and other staff responsible for relevant policy/ procedure/ practice or function;
- Support consultation with relevant stakeholders (such as protected characteristic groups);
- Include information on completed EIAs within the University Equality and Diversity Annual Report and publish on the University website.

ii. The person/ area (Faculty/ Dept/ School/ Professional Service Directorate) responsible for the policy, procedure, practice or function will:

- Be responsible for conducting an EIA. The ED contacts will assist with the process. Where necessary, for staff related matters, the HR Directorate may also be involved. For student relating matters, Student Experience and Enhancement Services (SEES) may be involved;
- Identify relevant local evidence (data) in support of the EIA;
- Revise and update the policy, procedure, practice or function in line with the outcomes of the impact assessment;
- Review the policy, procedure, practice or function in a timely manner and where significant changes have been made conduct an EIA;
- Notify the EDO of the completed EIAs and forward relevant documentation.
iii. The Equality and Diversity Strategy Committee has responsibility for overseeing the implementation on behalf of the Executive Team and Court and receiving updates on completed EIAs from EDCs/ EDO.
Appendix A

Equality and Diversity Contacts Job Role

<table>
<thead>
<tr>
<th>Role Title</th>
<th>Equality and Diversity Contact</th>
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<tbody>
<tr>
<td>Reports to</td>
<td>Head of Department/ Equality Diversity Manager</td>
</tr>
<tr>
<td>Purpose of the Role</td>
<td>To</td>
</tr>
<tr>
<td></td>
<td>- raise awareness locally on University Equality and Diversity developments.</td>
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<tr>
<td></td>
<td>- assist with Equality Impact Assessments.</td>
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<tr>
<td></td>
<td>- provide two-way communications between local area and the ED office.</td>
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<tr>
<td></td>
<td>- contribute to equality events/ projects and the university annual report.</td>
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Background

The Equality and Diversity Strategy Committee at the meeting on 31 March 2016 agreed that Equality and Diversity Contacts (EDCs) should be appointed in all Departments/ Schools and Professional Services departments.

The role has been created to ensure that each area of the University remains fully compliant with the requirements of the Equality Act 2010.

It is expected that the EDC role will share a similar status and require an equivalent commitment to that of departmental Disability Contacts and Departmental Safety Conveners.

The role is voluntary and will be appointed in the first instance for a period of 2 years. Staff will be given appropriate time within their other work priorities to carry out the responsibilities of an EDC.

The Equality and Diversity Office will provide induction, training and on-going guidance and support to EDCs.

The Role

1. Develop and maintain an up to date knowledge and understanding of equality and diversity issues, including the Equality Act 2010.
2. Develop an understanding of Equality Impact Assessments (EIAs) and promote, provide advice on and assist with completing EIAs in their respective area.
3. Participate in relevant training in order to ensure appropriate knowledge and skills to help in carrying out the role.
4. Cascade appropriate equality and diversity related information received from the Equality and Diversity Office to staff and students within local area and provide feedback on local equality good practice to the ED Office.
5. Contribute departmental information to the University annual ED report.
6. Assist, where appropriate, with the implementation of the Athena SWAN action plan locally, and contribute to the plan’s success.
7. Contribute to E&D events, projects, initiatives and related actions within their respective areas. Contribute to local websites.

8. Make suggestions and/or recommendations as appropriate about resource and training requirements within their local area to the Associate Principal & Executive Dean, Head of Department/ School, Director of Professional Services.

**Experience, skills and attributes of the post holder**

The person appointed will have:

- Excellent interpersonal skills
- High degree of motivation to provide a support role to staff and students
- The ability to maintain confidentiality where required
- Enthusiasm and commitment to achieving and promoting equality of opportunity in all learning, teaching, research and working environments, and to ensuring these environments support positive relations between people, and a culture of respect.
Appendix B

Terminology and definitions

A policy is any decision, principle, plan or set of procedures that influences and determines the way an institution carries out its business (internally or externally).

A procedure is an action or series of actions.

A practice is more informal than a policy and refers to a customary way of operation or behaviour, perhaps built up over a number of years. It can be identified through being routinely performed, locally, regardless of any official requirements in policy.

A significant change - an EIA should be proportionate to meet the legitimate aim. Public bodies should take a proportionate approach when complying with the Equality Duty – in practice, this means giving greater consideration to the Equality Duty where a function or policy has the potential to have a substantial effect on discrimination or equality of opportunity for the public or the public body’s employees, and less consideration where the potential effect on equality is slight. For example, a public body might decide to translate a leaflet about a key public service into a few commonly spoken minority languages, in order to ensure people from particular ethnic minority communities have access to the service. But translating all of its public information into the 300 languages regularly spoken in London would be a disproportionate response to the Equality Duty.

A public function is a function of a public nature for the purposes of the Human Rights Act 1998.

The Equality Duty is a duty on public bodies and others carrying out public functions. It ensures that public bodies consider the needs of all individuals in their day to day work – in shaping policy, in delivering services, and in relation to their own employees.

This means that all organisations providing a public function in Britain must have due regard to the need to foster good relations between people who share a protected characteristic and those which do not. In Scotland, the Scottish Specific Public Sector Equality Duties expand on this, requiring listed public bodies to explain how they are meeting this duty through a range of requirements including mainstreaming (equality) reporting, equality impact assessment and the setting of equality outcomes.

Equality is about creating a fairer society where everyone can participate and has the opportunity to fulfil their potential. It is mostly backed by legislation designed to address unfair discrimination based on membership of a particular group.

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3 The Human Rights Act 1998 (p.5)
5 http://crer.org.uk/81-front-page-articles/622-promoting-good-race-relations?highlight=WyJmdW5jdW5jdGlvbiUd
Diversity is about recognising and valuing difference in its broadest sense. It is about creating a culture and practices that recognise, respect, value and harness difference for the benefit of the students, other users of the University, members of the public and members of staff. The University may need to monitor existing processes and systems to ensure that diversity is accommodated.

Mainstreaming equality is about ensuring equal opportunities principles are embedded into an organisation’s strategy, practices and the day to day work of the institution. This includes all decision makers, policy deciders and practitioners and is not solely owned by those who are equality practitioners. Mainstreaming ensures equality is embedded in the long term planning of the organisation.

Positive Action is about encouraging a particular equality group to aid equal representation in a particular area. Examples include women only management courses, career counselling for girls in under-represented areas, targeting jobs on websites aimed at disabled people. It is legal to use positive action measure to address an imbalance. The Equality Act 2010 allows positive action.

Positive Discrimination is about giving advantage to a person solely because they have a relevant protected characteristic. Examples include all women short lists in recruitment.

Positive discrimination is illegal, unless an employer can demonstrate a genuine occupation requirement (for example, recruitment for a swimming pool attendant for women only sessions can request female applicants only). The Equality Act 2010 prohibits positive discrimination for all groups, except disabled people.

Favourable treatment of disabled people
In relation to disability discrimination, the Equality Act 2010 allows treating a disabled person more favourably than a non-disabled person.6

6 The full Equality Act 2010 can be viewed at: http://www.legislation.gov.uk/ukpga/2010/15/contents
Appendix C

STEP 1
Define Policy/ procedure/ practice/ function
i. Name of policy/ procedure/ practice/ function
ii. Owner of policy/ practice (Faculty, School, Dept. or Professional Service)
iii. Date of policy/ practice approved
iv. Approved by? (Committee, Faculty, School, Dept. or Professional Service)

STEP 2
Define Policy/ procedure/ practice/ function
i. What are the aims?
ii. Who does it cover?
iii. How often is this policy/ practice reviewed?

STEP 3
Could there be any implications for a protected characteristic group in this policy/ procedure/ practice/ function?
If unsure, contact Equality and Diversity Office.

STEP 4
What evidence do you have for this conclusion?
What does the evidence show?

STEP 5
Continue to promote good practice

STEP 6
Involve and consult stakeholders to address any negative impact — look at wider data collection

STEP 7
Outline any changes made to the policy/ procedure/ practice/ function?

STEP 8
Publish results in University Annual Report
Send completed form to ED Office, along with copy of amended policy, procedure or practice and relevant information.

STEP 9
Conduct Regular Review
Appendix D

Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form. If you require assistance, please contact the Equality Diversity Office (EDO).

The EIA should be conducted by the person responsible for the Policy/ Procedure/ Practice/ function.

Please return the completed form to the EDO - contact details provided at the end of the form.

Please note the form will expand as you complete each section.

<table>
<thead>
<tr>
<th>STEP 1 - Policy/procedure/practice/function</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Name of policy/procedure/practice/function</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Is this policy/procedure/practice/function (tick as app):</td>
<td>Existing ☐ New ☐ Revised ☐</td>
</tr>
<tr>
<td>iii. Owner of policy/procedure/practice/function</td>
<td>(Faculty, Department, School or Professional Service Directorate, Committee)</td>
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<td></td>
<td></td>
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<tr>
<td>iv. Date of policy/procedure/practice/function approved or revised</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>v. Approved by? (Faculty, Department, School or Professional Service Directorate, Committee)</td>
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<table>
<thead>
<tr>
<th>STEP 2 - Description of policy/procedure/practice/function and any significant change</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>i. What are the aims?</td>
<td></td>
</tr>
<tr>
<td>To support:</td>
<td></td>
</tr>
<tr>
<td>☐ Staff ☐ Students ☐ Student applicants ☐ Alumni students</td>
<td>☐ Visitors ☐ Contractors/Suppliers ☐ Others – specify:</td>
</tr>
<tr>
<td>ii. Who does it cover?</td>
<td></td>
</tr>
<tr>
<td>☐ Staff ☐ Students ☐ Student applicants ☐ Alumni students</td>
<td>☐ Visitors ☐ Contractors/Suppliers ☐ Others – specify:</td>
</tr>
<tr>
<td>iii. How often is this policy/procedure/practice/function reviewed?</td>
<td></td>
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<tr>
<td>☐ Annual ☐ Biennial ☐ Triennial ☐ No defined time period</td>
<td>☐ Other time period – specify:</td>
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<td>iv. If the policy, procedure, practice or function is new provide brief info.</td>
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<td>For revised policy, procedure, practice or function describe the ‘significant’ change(s) made.</td>
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</table>
**STEP 3** - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in revising an existing (or the development of new) policy/ procedure/ practice/ function?

- If Yes go to Step 3a.
- If No (neutral implications or shows no impact) go to Step 9.

**STEP 3a** - Yes, there is a potential implication or barrier for a protected characteristic group.

<table>
<thead>
<tr>
<th>Please tick all that are relevant</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Age</td>
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<td>Disability</td>
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<td>Gender Reassignment</td>
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<td>Marriage and Civil partnership</td>
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<td>Pregnancy and maternity</td>
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<td>Religion or Belief</td>
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<td>Sex</td>
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<td>Sexual Orientation</td>
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Go to step 4

**STEP 4** - What evidence (quantitative or qualitative) do you have for this conclusion (potential implication for a protected characteristic group)? Go to 4a; 4b or 4c.

**STEP 4a** - Does the evidence show a positive impact?

- (No further action to be carried out)
- Please provide an example and attach evidence:

Go to Step 5

**STEP 4b** - Does the evidence show a negative impact (potential discrimination)?

- Stop and rethink. Consider making amendments or changes.
- You need to consult with relevant stakeholders-the EDO will assist with this process. Please provide brief details and attach evidence:

Go to Step 6
### STEP 5 - Does this policy/procedure/practice/function meet the requirement to progress the Equality Duty (as required by the Equality Act 2010) (tick all that apply):  

| i) Advance equality of opportunity between people |  
| ii) Eliminate unlawful discrimination, harassment and victimisation | Go to Step 8  
| iii) Foster good relations between protected characteristic groups |  

### STEP 6 - Involve and consult stakeholders to address any negative impacts  
EDO will assist with this process.  
Please provide brief details of involvement and consultations (include dates):  

Go to Step 7  

### STEP 7 - Outline any changes made to the policy/procedure/practice/function as a result of the consultation  
Go to Step 8  

### STEP 8 - Publish results (as required by law) in the University Annual Report  
Go to Step 9  

### STEP 9 - Regular review - include any actions, time-scale and lead responsibility  
Regular reviews ensure that policy, procedure and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions are being implemented, the policy owner should define a timescale for review. Please give details of review process:
### APPROVAL PROCESS

<table>
<thead>
<tr>
<th>Name of person conducting the EIA</th>
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<th>Faculty, Department, School or Professional Service Directorate, Committee</th>
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<th>Final signatory – Head of Dept/ School / Dean/ Director/ Principal Officer</th>
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In case of any queries please telephone or email the Equality and Diversity Office

Please return the completed form to:

Equality and Diversity Office
University of Strathclyde
Graham Hills Building
Room GH208b, Level 2
50 George Street
Glasgow G1 1QE

Email: equalopportunities@strath.ac.uk
Tel: 0141 548 2811