
EQUALITY IMPACT ASSESSMENT FORM



THE
CONNECTED
UNIVERSITY

EQUALITY IMPACT ASSESSMENT FORM

Equality Impact Assessments (EIAs) are mandatory: The Equality Act 2010 sets out the expectations on public bodies including Universities. This includes showing due regard for the General Duty and the Specific duties set out in the legislation. This includes being able to justify actions and decisions taken by the University in the event of a legal challenge. In order to be able to demonstrate due regard for the legislation Staffordshire University undertakes and records Equality Impact Assessments.

This form has been designed to enable you to record and provide evidence of due regard in whatever you are proposing to do. That is, how you have considered the needs of all people including staff, students, their carers and visitors (where appropriate) who may be affected by what you are proposing, whether this is:

- A policy, protocol, guideline or other written document;
- A strategy or other planning document;
- A change to the way in which we deliver a service e.g. stopping a service, starting a new service or changing an existing service.

Purpose of the EIA: The EIA highlights any area of potential risk and maximises the benefits of proposals in terms of equality and inclusion. It therefore helps

us to ensure we have considered everyone who might be affected by the proposal and identify and address any potential discriminatory effects before introducing something new or changing the way we work. It also helps us to reduce the risk of potential legal challenges.

Important: When completed, the assessment should be used to inform reports to decision making bodies e.g SMTs, the Executive, SLT, Board of Governors. It forms an essential part of the decision-making process.

Tips:

- You should complete this template as part of a working group – this will improve the quality of your EIA by including different points of view.
- When carrying out an EIA you should consider both the positive and negative consequences of your proposal – so that there is a full understanding of what is likely to happen if you implement your proposal.
- If a proposal is designed for a specific group e.g. people with a disability you also need to think about the potential effects it could have on other areas of equality e.g. the impact of what you’re proposing on people with caring responsibilities; on BAME people with a disability etc. This is known as intersectionality.

1. Background information

School or Professional Service		
Department		
Responsible person (Dean of School or Head of Service)		
Title of proposal		
Assessment owner		
Job title		
E-mail address		
Date EIA process began		
Who else is involved in undertaking this EIA? (Please add additional lines as needed)	Name:	Job title:
Rationale:		
<ul style="list-style-type: none"> • What is being considered? • What need is being addressed? 		
Aim:		
<ul style="list-style-type: none"> • What is the intended outcome of the proposal? 		
Method:		
<ul style="list-style-type: none"> • How will the proposal be delivered? • By whom? • By when? 		
Stakeholders:		
<ul style="list-style-type: none"> • Who are the people likely to be affected by this proposal? • How have you consulted with; or, how will you consult with the people who are likely to be affected 		
Measures:		
<ul style="list-style-type: none"> • How will you know you have achieved your aims? • What are your measures / indicators of success? 		
Is the proposal related to, or influenced by other policies or decisions (internal or external)?		
E.g. HEFCE; National policies, staff or student policies		

2. Screening Tool - this is a mandatory part of the EIA.

Protected Characteristic under the Equality Act 2010	Potential impact		Please detail here, for each characteristic listed on the left describe the reasons behind your assessment of potential impact e.g. <ul style="list-style-type: none"> Any reports, statistics, websites used to inform your assessment; Information gained through engagement with staff / students; or Any other information that has informed your assessment of potential impact.
	Nature of impact (this may be + and -)	Scale of impact	
	Positive (+) Negative (-) Neutral (N) No impact / not applicable (n/a)	High (H) Medium (M) Low (L) No impact / not applicable (n/a)	
Age			
Gender / Sex			
Disability			
Race / Ethnicity			
Religion / Belief / non belief			
Sexual orientation			
Gender reassignment			
Pregnancy and Maternity			
Marriage and Civil Partnership			
Additional personal characteristics to be considered:			
Carers / Caring responsibilities			
Socio economic status			
Other factors to be considered: please insert e.g. contract type, grade			

Where you have identified a positive impact (+) in the Screening Tool, please outline this briefly using bullet points:

If your proposal will not have any impact on 'people' please outline why this is the case:

If you have not identified any potential negative impacts associated with your proposal, you have completed your assessment.

PLEASE NOTE: It is very rare that a project or proposal will not impact on people in some way. If your proposal is in response to an external directive e.g. from the UK Government or HEFCE you should assess the local impact of this requirement; this is because the potential for inequality is in the implementation of a proposal.

If you have indicated a potential negative effect on any protected characteristic or other personal characteristic within the Screening Tool, please complete the relevant sections of the matrix below. You will need to consider the potential for multiple disadvantage. This is where individuals or groups of people possess more than one protected characteristic which could increase the likelihood of your proposal discriminating against them e.g. BAME and have a disability.

3. Equality Impact Assessment

Please complete for all personal characteristics for which a potential negative impact was identified in the Screening Tool	Information sources e.g. data, statistics, consultation, reports etc	Summary of key issues identified	Steps you will take to mitigate any potential negative impacts you have identified	Who is responsible for delivering the mitigation?	Who else needs to be involved? Schools / Departments / teams / partners?	By when will the mitigation be implemented?	Business Plan reference
Age							
Gender / Sex							
Disability							
Race / Ethnicity							
Religion / Belief / non-belief							
Sexual orientation							
Gender reassignment							
Pregnancy and Maternity							
Marriage and Civil Partnership							
Carers / Caring responsibilities							
Socio economic status							
Other personal characteristic:							

4. Evidence Documents

List all the sources of evidence you have used including where they are stored. Provide electronic links where appropriate

5. Linked Eias

Please list any other EIAs that are linked to this one, such as operational EIAs if this is a strategic EIA.

6. Follow Up

This information should inform all reports to decision making bodies e.g. SMTs, the Executive, SLT, Board of Governors. It forms an essential part of the management process to monitor and assess the implementation of proposals including their impact on people. It also takes into account the statutory requirement of the Equality Act 2010 to ensure all decisions are informed in relation to equality, diversity and inclusion.

Please complete this section within 12 months of implementation of the proposal:

- Was any further mitigation applied or was the proposal delivered as originally planned following the EIA?
- Were the intended outcomes achieved or were there other results?
- Were the impacts confined to the people you initially thought would be affected or were other people affected? If yes, how were they affected? What did you do about this?

Staffordshire University
College Road
University Quarter
Stoke-on-Trent
ST4 2DE



THE
CONNECTED
UNIVERSITY