**Equality Impact Assessment – Guidance**

An Equality Impact Assessment (EIA) is a tool to help ensure that our projects, policies, practices and decisions are fair, meet the needs of our staff and students, and that they are not inadvertently discriminating against any protected group. An EIA should be conducted as part of project development, so that it can inform the development of the project as it progresses.

**Annex 1** can be used for an initial review of the likely impact that a project you are considering may have on students and staff from diverse groups and backgrounds.

At **Annex 2** is a template for a full EIA for use in the planning stages of a project, to enable you to identify whether there will be any adverse or positive impacts for any particular group of students or staff.

This guidance will help you to complete the Equality Impact Assessment (EIA) for your project. Each section below refers to the equivalent section in the EIA template at Annex 2.

If you identify that your project might have any adverse impact for any group of people due to a protected characteristic, or need further assistance with the assessment, then please contact the central D&I team by emailing diversity@reading.ac.uk.

Protected characteristics as identified in the Equality Act 2010 are: Age, Disability[[1]](#footnote-1), Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity, Race, Religion or Belief, Sex, Sexual Orientation. We also assess social and community considerations in support of our strategy.

**Section 1: Contact details**

Give your contact details and names of others involved in conducting the assessment, and whether this is a new or revised assessment.

**Section 2: About the project or policy**

Give the name of the project you are assessing and a brief description of it and indicate to whom it applies.

**Section 3: Key benefits**

What are the key outcomes or benefits that you will deliver through this project overall? Please identify these for each of the groups of people ticked in Section 2, and outline **in brief** here. Add more rows if needed. If your EIA is attached to your business case for the project, you may wish to refer to the relevant section in the business case where benefits are outlined instead.

**Section 4: Gathering data and information**

A broad range of D&I information can be found in the [annual D&I report](http://www.reading.ac.uk/internal/diversity/diversity-reports.aspx). This can inform early consideration but may not be sufficient for a full EIA should potential adverse impacts be identified. Other sources for data and information can be accessed if needed, for example staff survey data – please email diversity@reading.ac.uk for advice, with an outline of what you are looking for and how this will inform your assessment.

**Section 5: Assessing the impact**

The impact can be assessed based on information you have gathered, and existing knowledge that you and your team have, as well as feedback from others, such as staff surveys and monitoring data. Use this information to help identify which (if any) equality groups this project might affect or impact more or less than others, either positively or negatively. Please describe this using examples from the information gathered.

It is helpful to compare current practice to the new proposed practice and consider ‘How could this change impact upon certain groups?’ Consider changes to current practice, use of services and processes, and the provision of resources and technology. For example, if the project will impact upon IT services, will this have an impact on disabled employees who use assistive software when accessing our IT? You need to give consideration to the potential impact that your project may have on people with a range of disabilities and conditions, and remember that not all disabilities are visible.

Different considerations will apply to each of the protected characteristics, and there could be some crossover between them. Email diversity@reading.ac.uk for help with identifying who to consult for assistance with assessing a particular characteristic.

**Section 6: Action planning**

This section should include any actions that will be taken to mitigate against any potential adverse impacts, who will be responsible for this action, who they will consult about it, and a timescale for completion. Should a decision be taken that mitigation is not possible for any reason, please include details of how this decision was reached.

**Section 7: Monitoring and review**

You will need to set out your arrangements for future monitoring and ongoing review of the project and your action plan, and review both in light of any changes to the project scope.

**Annex 1. Equality Impact – initial analysis**

Use the following questions for an initial analysis of any new project which you are considering.

1. What are the key outcomes or benefits for staff that you will deliver through the project? (Aim for a maximum 5 key benefits.)
2. What are the key outcomes or benefits for students that you will deliver through the project? (Aim for a maximum of 5 key benefits.)
3. What could you potentially do to ensure that this project promotes opportunities for all equality groups and good relations between them?
4. The Equality Act 2010 covers 9 protected characteristics, and we also take account of social and community considerations. Assess and identify any likely positive or adverse impact associated with the changes that will be delivered through the project for staff and students from different equality groups, tick those applicable and please outline the impacts **briefly** in the space below.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Age |  | Gender reassignment |  | Pregnancy and maternity |  | Religion or belief (including no belief) |  | Sexual orientation |  |
| Disability |  | Marriage and civil partnership |  | Race (including ethnic or national origins, colour or nationality) |  | Sex |  | Social and community considerations |  |

If you identify any impacts, particularly adverse, a full EIA is likely to be needed as part of your project planning process. Please contact the central D&I team at diversity@reading.ac.uk for assistance with the full EIA or for any help at this initial stage.

**Annex 2. Equality Impact Assessment**

**For more information and assistance with completing this form, please see the EIA guidance and contact the central D&I team at** **diversity@reading.ac.uk** **to help with any consultation or discussion required.**

**Section 1: Contact Details**

|  |
| --- |
| EIA author (name & email): |
| Others involved: | Is this new? [ ] Or existing? [ ] |
| School/ Function: | Date of assessment: |

**Section 2: About the project or policy**

|  |  |
| --- | --- |
| Title: |  |
| Aims/ description/ purpose: |  |
| People it applies to: | Staff [ ] | Students [ ] | Visitors [ ] | General public [ ] |

**Section 3: Key benefits**

|  |  |
| --- | --- |
| **Key benefit** | **Group(s) of people affected (staff, students, visitors, general public)** |
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**Section 4: Gathering data and evidence**

Have you identified relevant evidence and information (qualitative and quantitative) to establish whether this project could potentially affect some equality groups more than others?

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| --- | --- | --- |
|  | **Yes** | **No** |
| Have you gathered and analysed equality data available for each of the groups identified in Section 2, or sub-groups? |  |  |
| Have you identified/ researched anecdotal or alternative evidence? |  |  |
| Have you attached the evidence to this impact assessment?  |  |  |

**Section 5: Assessing the impact**

Based on the information you have gathered, which equality groups might this project affect or impact more or less than others (if any), either positively or negatively?

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Age |  | Gender reassignment |  | Pregnancy and maternity |  | Religion or belief (including no belief) |  | Sexual orientation |  |
| Disability |  | Marriage and civil partnership |  | Race (including ethnic or national origins, colour or nationality) |  | Sex |  | Social and community considerations |  |

Please describe this **briefly**, with examples from the information gathered; indicate whether this applies to staff (some or all, e.g. academic and/ or professional services?) and/or students, or other groups identified in section 2. Include potential positive as well as adverse impacts.

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**Section 6: Action planning**

Outline any actions you will undertake as a result of undertaking this assessment. Please consult a member of the central D&I team at diversity@reading.ac.uk for assistance, including with consulting and involving others such as the staff networks.

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| --- | --- | --- | --- | --- |
| **Impact identified** | **Proposed action in mitigation** | **Timescale** | **People or groups to be consulted** | **Responsibility** |
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**Section 7: Monitoring and review**

Please outline in brief how you will monitor the impact of the project and actions taken as a result of this EIA, and any additional actions arising as the project progresses.

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1. You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities. [↑](#footnote-ref-1)