BANGOR UNIVERSITY
EQUALITY IMPACT ASSESSMENT
TEMPLATE FOR NEW POLICY DEVELOPMENT

The process of Equality Impact Assessment (EIA) should be embedded into new policy development, policy review, strategic and operational decisions[1] in order that inequalities and discrimination are eliminated or addressed at the earliest opportunity.

This checklist forms part of the University's approach to EIA and should be used to assess the impact of the policy on groups with protected characteristics as outlined by the Equality Act 2010.

EQUALITY GROUPS:				
Age	Disability	Gender Re-assignment	Pregnancy and maternity	Marriage and civil partnership
Race	Religion and belief	Sex	Sexual orientation	
Welsh Language	Contract type (full part time / perm or temp)			

Note –It is good practice to consider issues relating to Welsh Language and Contract type although these areas are covered by legislation other than the Equality Act 2010. **(Statistical data relating to the profile of staff gender re-assignment, religion and belief and sexual orientation has been collected since 2014. This data is currently not available for students)**

Policy Name or Title: - **please remember that it is not just policies but all decisions that should be EIA'd**
Policy name – This document can form part of the development process and can be reviewed through the process.

About the Policy:	
• What is the purpose of the Policy?	**This can be taken directly from the policy eg what is the aim of the Policy? Is this a new policy or a revision? Has an issue been identified that has resulted in the need to revise or review?**

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[1] Although the word POLICY is used throughout this template it should be changed to STRATEGY / OPERATIONAL DECISION as appropriate

• Who is responsible for the Policy?	**Identify the lead officer, group of officers or Task Group**
• How does the Policy link to the University's strategic priorities?	**Is there a link to the University's strategy or another key strategy / policy?**
• Which Groups are stakeholders in the Policy?	**This could be all or only specific groups of staff and students. It may also include union groups because of a requirement to consult.**
• Will the Policy be applied uniformly to all areas of the University? Please state which groups the Policy applies to.	**This may only be staff or students in particular roles or subject to a specific event, ie in re-structuring**

Have the following been considered? (requirement of the Public Sector Equality Duty)	
• Could any elements of the Policy be directly or indirectly discriminatory?	**Look objectively at the policy and in discussion consider if there is likely to be an impact on the equality groups referenced above – this is where it is essential that you have had equality training to enable you to consider different groups of people and their characteristics. If a discriminatory issues is identified, consider what could be done to reduce or eliminate the issue.**
• Could the Policy be used to promote diversity and equal opportunities?	**Important to consider any opportunity that might exist to promote equality between groups – as per the General Duties. Can things actually be made better for a specific group? Ie could an identified under representation of an equality group be addressed by changes to the Policy?**
• Could the Policy be used to promote good relations?	**Is there an opportunity to raise awareness and understanding between groups?**

Consultation	
• What Groups have been consulted in drafting the Policy?	**This could include a staff / student forum, campus union form, working group, task group, executive, management group, etc**
• How has consultation taken place?	**This could include presentations to groups listed above, questionnaires,**

	surveys, focus groups, etc
• How has consultation informed the development of the Policy?	**Have there been any issues raised that relate to the equality groups and how did this contribute to the development of the policy?**

Implementation

• How will the Policy be implemented?	**Who signs off on the policy?** **Consider how will people be made aware of the policy? Is training required? Email to all staff, on a web page, newsletter etc.**
• Who will be responsible for the implementation of the Policy	**Who signs off the policy and who is responsible for implementing is? Is there a task group, an executive group, a working group to report to?**

Monitoring

• What quantitative or qualitative data is available to advise the Policy?	**What data is held on the equality profiles that provides any evidence to inform the process? Ie Complaints / discipline and grievance / profiles of staff or students / feedback forms / questionnaires? (supporting data and other evidence can be attached as an attachment to the EIA form** **Is there any shortfall of data that could be useful at a later date when reviewing the policy? How would that be collected?** **Is there any benchmarking data between other similar HEI's?**
• How will the Policy be monitored to ensure that it is achieving its aims?	**Will data be drawn regularly to advise on this? Will other methods of acquiring feedback be used to monitor progress? Is any other information or data needed?**
• Who will be responsible for monitoring the Policy?	**A particular officer or group?**
• How will the Policy be monitored to ensure that it does not disadvantage particular groups?	**Will there be a regular report to a task group or working group? Where will data collected be reported to, ie information from feedback forms, questionnaires or complaints. How will disadvantage of a protected characteristic be addressed if**

	an issue is identified?
• When will the Policy be reviewed to see if it is achieving its aims and objectives?	**Date? Plans for 6 months? A year?**

Resource implications	
• Training – are there any training requirements associated with the development implementation or monitoring of this Policy? • What are the other resource implications of implementing the Policy (including time and workload).	**Think about how the Policy will impact on training needs, i.e. in recruitment and selection – new policy requires all chairs to be trained.** **If it is a restructuring situation, what training will be needed to ensure fairness and transparency on equality issues?** **Has everyone had basic or specific equality training?** **Are there implications around software development, parking space, specific pieces of equipment, staffing levels or other related resources?**

RECOMMENDATIONS AND REVIEW DATE
Have any equality issues been identified? There may be an impact on only one protected characteristic. Is there a need for further discussion to address issues? Should other advice be sought? Are there any particular recommendations for monitoring or review? **Is staff equality training or other training up to date?** **Will additional work be required before the identified review date?**

IMPACT ASSESSMENT SIGNATURE AND DATE
Senior Officer signing of the EIA

RELEVANT DOCUMENTS - can be attached, for example, any statistics, qualitative data or notes of decisions

Supporting Notes

1. *EIA* should not only be undertaken on policies and procedures but also strategic decisions and operational decisions. The Equality and Human Right Commission guidance (May 2012) is: *"…..policy should be broadly understood to embrace the full range of your policies, provisions, criteria, functions, practices and activities including the delivery of services – essentially everything you do"*

2. The specific duty regulations do not prescribe an arrangement for undertaking EIA's and a flexible approach can be taken to reflect the needs of different types of policies and procedure.   Ideally EIA's should be embedded in the process of policy development and undertaken by staff who are responsible for the policy and who have had equality training. It may also be useful to include a member of staff from outside the immediate group who could bring a fresh perspective to discussions.

3. There is a legal requirement to consider each of the protected characteristics under Public Sector Equality Duties specific to Wales. It may be appropriate to consider Welsh language requirements and contract type employment issues which are covered by separate pieces of legislation

4. The key elements of an EIA are:

   A. What is it (policy, process, strategy)?
   B. Who is responsible?
   C. Who does it effect?
   D. What evidence is there to advice the process?
   E. Who has been consulted?
   F. Based on the evidence – are there problems?
   G. Can anything be done to positively aid equality of opportunity?
   H. Plans for monitoring and review
   I.   Recording the outcome and sign off.

5. Consider how the EIA will be recorded and stored? At the moment the University does not have a central data base for recording EIA or for publishing. As a suggestion, you may want to consider recording on the cover sheet of the Policy when the EIA was done, by whom and where is can be accessed. An EIA file could be held on the Unit / department / Services computer drive as a repository for all EIA's in the areas remit.

ADDITIONAL HELP AND SUPPORT – please contact the Staff Development Team