

Equality Impact Assessment

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Equality Impact Assessment Guidance

1. Meaning of Equality Impact Assessment

Equality impact assessment (EIA) is a process that enables us to ensure that DMU projects, policies, procedures and practices, and the way the university carries out its work, is fair, inclusive and avoids unlawful discrimination.

2. Legal Context

The Equality Act (2010) (“the Act”) recognises that society and organisations often inadvertently create barriers for individuals or groups of people with protected characteristics. Equality impact assessments are best understood in the wider context of the positive equality duties; these duties put the onus on public institutions, including higher education institutions, to ensure that they are eliminating discrimination and positively promoting equality.

The positive duties are:

A public authority must, in the exercise of its functions, have **due regard** to the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; in particular, the need to:
 - i. Remove or minimise disadvantages experienced by persons who share a relevant protected characteristic that are connected to that characteristic;
 - ii. Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
 - iii. Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it, in particular, the need to:
 - i. Tackle prejudice, and
 - ii. Promote understanding.

The Equality Act 2010 identifies nine protected characteristics that public bodies have a duty to take account of in preventing unlawful discrimination and promoting equality. These are:

- i. **Age;**
- ii. **Disability;** (as changes are made in the funding of ‘reasonable adjustments’ for disabled students, it becomes more important than ever that all relevant decisions take account of planning for the needs of these students.)
- iii. **Gender re-assignment;**
- iv. **Marriage and civil partnership;** (is recognised for employment purposes, and in order to eliminate discrimination it is considered good practice to consider this characteristic in an EIA).

- v. **Pregnancy and maternity;** (we have included paternity and adoption)
- vi. **Race,** (includes ethnicity, nationality and colour of skin);
- vii. **Religion or belief,** (or none);
- viii. **Sex;** and
- ix. **Sexual orientation.**

The DMU EIA includes the characteristic of being a 'carer', that is of a disabled child or adult. (Individuals should not be discriminated against because they are **associated** with a protected characteristic, which in the context of being a carer might include an association with a person who is disabled). Discrimination by 'association' is covered by the Equality Act 2010.

3. DMU Equality Impact Assessment

Guidance from the Government Equality Office (2010) suggests that assessment of impact should be part of the normal decision making process, and that results and data from EIAs be transparent. Equality Impact Assessments not only help us check that our projects, policies, procedures and practices are fair, but also that 'due regard' is given to achieving the general duties of the Equality Act.

It is not enough to say that because this project, policy, procedure and practice is applied uniformly to all groups that it is fair and equal. For example, asking all student applicants to complete a hand written task may result in differential outcomes for different groups, most particularly students with physical or mobility.

Most DMU proposals, policies, practices, plans or procedures are likely to have consequences or impact for staff, students or other stakeholders. For example:

- i. purchasing and contracting;
- ii. redesign of buildings;
- iii. admissions and recruitment changes;
- iv. curriculum policy changes;
- v. validation, re-validation and peer review require a shortened 'Equality Prompt process (contact DAQ).

The purpose of the EIA is to identify the extent to which the impact affects people who have one or more of the protected characteristics.

Using data is the most reliable way to assess the impact of a proposal, policy, practice, plan or procedure. Where data does not exist, you should consider the likely impacts as opposed to the actual impacts.

4. Sources of data to assess impact

Data will assist in reaching a judgment as to the impact each project, policy, procedure and practice has, or might have, on a particular group of people. To this end, it is necessary to consider what data is available and relevant, and where there are insufficient data for an accurate judgment on impact to be reached, to make arrangements to collect further information.

Although the sources of information will vary depending on the nature of the service, they may include the following:

- i. Any previous equality impact assessment

- ii. Service monitoring reports
- iii. Previous research and customer satisfaction surveys
- iv. Workforce monitoring
- v. Staff and student surveys, opinions and information from trade unions
- vi. Contract monitoring reports
- vii. Complaints and comments
- viii. Press coverage
- ix. Outcome of consultation exercises
- x. Feedback from focus groups
- xi. Feedback from individuals or organisations representing the interests of key target groups or similar
- xii. The knowledge, technical advice, expertise and experience of the people assisting in the completion of the EIA
- xiii. National and local statistics
- xiv. Information from formal audits
- xv. Academic, qualitative and quantitative research
- xvi. Demographics, including census data.
- xvii. Course evaluations

Some of the demographic information on staff and students is now available on Tableau. Please contact Strategic Planning Services for more details.

5. Impact of projects, policies, procedures and practices or other functions on individuals from protected groups

a) No Impact

If you are satisfied that the work has 'no impact' on individuals from protected groups, then your action is to record the evidence you have used to reach that decision. You should include in your action plan the need to review the work area and conduct a further assessment in no later than three years time.

b) Positive Impact

It is important to remember that the university has a public duty to identify opportunities to promote equality.

It may be possible to use the work you are doing to promote equality (for example the design of a new website includes accessibility options, such as different fonts and colour schemes).

c) Negative Impact

Where you are aware of actual or potential adverse impact, you should investigate further. Negative impacts must be either mitigated or justified.

d) Unknown Impact

If you have reached this conclusion, then the action plan needs to include how you are going to improve the data available in order to make accurate judgements. There are a range of actions you might take including; identifying what data you can obtain from

within the university and identifying what data you can generate from information you hold in other formats or for other purposes. Then conduct a further EIA.

Action Plan

Once you have identified the impact of the work, then consider the actions that need to be taken to:

- Mitigate any actual or potential negative impacts.
- Maintain best practice.
- Communicate or promote actual or potential positive impacts.
- (Unknown impact) collect missing data or evidence in order to re-review the work within a specified time.

Please indicate in the box provided whether the actions planned might have an impact on DMU's existing equality and diversity action plans (for gender, race, transgender, disability equality).

Further help and support is available from:

- The Head of Equality and Diversity (equality@dmu.ac.uk).
- To contact consultation groups (e.g. disabled, lesbian, gay or bisexual and black and ethnic minority groups (equality@dmu.ac.uk).
- (for DMU registered projects) the Corporate Portfolio Management Office (Corporate Portfolio Management Office (cpmo@dmu.ac.uk).
- For staff and student data – Strategic Partnership Service (SPS) (partnerships@dmu.ac.uk).

An Equality Impact Assessment will help to identify enablers and barriers for a diverse range of stakeholders. It provides a review of the impact (both positive and negative) the work might have on protected groups or individuals and will allow any potential negative impacts to be properly considered and any potential positive impacts to be recognised, with relevant action points identified.

Equality Impact Assessment

| | | | |
|--|---|--------------------------|---|
| Project/Policy/Proposal/Existing practice | The name of the Project/Policy/Proposal/Existing practice | | |
| Senior Responsible Owner/ Dean or Director | The name of the Senior Responsible Owner (Dean or Director for this Project/Policy/Proposal/Existing practice). | | |
| EIA Completed by | The name of the person responsible for EIA | | |
| Approval | By: | This document's approver | Date: The date this document was approved |
| Version | The version number of this document | | |

1. People

| | | | | | |
|---|-----------------------------------|-----------------------------------|--|--------------------------------|---------------------------------|
| Please describe the extent to which any relevant diversity groups or individuals have been involved in preparing this assessment? | | | | | |
| Describe the data or information used to assess impact: | | | | | |
| Who will this work affect? | Students <input type="checkbox"/> | Partners <input type="checkbox"/> | External Partners <input type="checkbox"/> | Staff <input type="checkbox"/> | Others <input type="checkbox"/> |
| Explain how these groups are likely to be affected | | | | | |

2. Impact of work on individuals from Protected Groups

| | No Impact | Positive impact | Negative Impact | Unknown Impact | What is the impact, how many people, or proportion of staff/students could be affected? What data was used in the assessment? | How can negative impacts be reduced or removed? |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|---|
| Age | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Care / dependency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Disability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Gender reassignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

| | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| Marriage / Civil partnership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Pregnancy / maternity / paternity / adoption | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Race / ethnicity / nationality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Religion / belief / none | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Sexual orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

3. Actions required as a result of EIA

Action plan:

List the equality related objectives, actions and targets that result from the Equality Impact Assessment Review, and include them in the relevant plans.

| Relevant to Existing Equality Plans? | Objective | Action Required | Target | Responsible | Target date |
|---------------------------------------|--|--|---|--------------------------|--|
| <i>Yes/No (delete as appropriate)</i> | <i>Example: To know equality profile of all service users.</i> | <i>Example: collect monitoring data on disabled users (currently not being provided)</i> | <i>Example: To have data for first performance review</i> | <i>Example: Jo Smith</i> | <i>Example: Start collection of data in April 2014</i> |

*Please indicate in the box provided whether the actions planned might have an impact on DMU's existing equality and diversity action plans (for gender, race, transgender, disability equality).

Completed EIAs should be available for scrutiny. It is recommended that:

- EIAs are presented along with the relevant documents at decision making meetings (e.g. Committees and Project Management Boards), and
- Are stored in such a way (for example: with minutes of meetings, published alongside relevant policy documents) that makes easy retrieval possible.
- Forward a finalised copy to equality@dmu.ac.uk