**A Guidance to Equality Analysis (Equality Impact Assessment)**

**Introduction**

The aim of this document is to provide guidance to staff undertaking Equality Analysis previously known as Equality Impact Assessments as an integral part of organisational decision-making. This guidance has been produced to support those individuals who are responsible for the review or development of a service, policy, procedure or function. Equality and diversity is high on the College agenda, the College is therefore committed to developing and implementing good practice across the institution.

**What is an Equality Analysis?**

Equality Analysis is a tool to help institutions consider the effect their policies, practices and decisions have on different groups protected from discrimination by the Equality Act 2010. It is therefore essential that an Equality Analysis is undertaken when:

* Developing a new service, policy, procedure or function
* Reviewing the effectiveness of an existing service, policy, procedure or function
* Proposing to withdraw or make substantial changes to an existing service or function.

**Why undertake an Equality Analysis?**

Equality Analysis is a systematic method of identifying any adverse or positive impact (or the potential for) of any new or existing policies or practices etc and provides a framework to measure the impact on any actions required. Furthermore it is an effective way of improving policy development and service delivery by ensuring policymaking is evidence based and that the College considers the needs of its staff, students and the external community.

**Who is required to undertake the Equality Analysis?**

It is the responsibility of the person taking the decision or the policy owner to complete the Equality Analysis. Equality Analysis must be carried out **in advance** of a proposed service, policy, procedure or taking a key organisational decision.

**Legislative requirements**

**The Public Sector Equality Duty:**

Under the General Duty of the Equality Act 2010, the College is required to have a **‘due regard’** to the need to;

* Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
* Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
* Foster good relations between people from different groups.

The protected characteristics as defined by the Act are as follows:

* Age
* Disability
* Gender reassignment (Gender Identity)
* Marriage and civil partnership
* Pregnancy and maternity (including maternity, parental and paternity leave)
* Race
* Religion or belief
* Sex (i.e. gender)
* Sexual orientation

Appendix 1 provides a detailed explanation of the protected characteristics.

It is these characteristics which are protected from discrimination, it is therefore essential that they should be considered when measuring any impact on a service, policy, procedure, function or organisational decision.

Each assessment should be evidence based, referencing relevant stakeholder data to ensure that conclusions are not based on assumptions. Where sufficient data is not available, its collection and analysis should be identified as a priority action as a result of the Equality Analysis.

**Stages of the Equality Analysis**

Outlined below are the stages to the Equality Analysis process which need to be followed.

* Draw up a list of all departmental services, policies, procedures or functions to be considered for an Equality Analysis. Following this process you should prioritise all relevant services, policies, procedures or functions for an Equality Analysis
* Consider the positive/negative equality impacts on the policy or practice that can be identified for each of the protected characteristics set out in the guidance document under the Public Sector Equality Duties, i.e. elimination of discrimination, advancing equal opportunities and fostering good relations
* Consider what the evidence demonstrates about positive/negative impacts on each of the protected characteristics. You may wish to choose qualitative and or quantitative methods to gather the evidence
* You will need to evaluate all the information gathered, and make a reasonable and informed judgement about whether the policy or practice is likely to have positive or negative consequences for particular groups. Having considered the potential or actual effect of your policy, procedure or function on equality, you should be in a position to make an informed judgement about what should be done with the service, policy, procedure or function
* If no change is required to the policy, you will need to document and date this on the Equality Analysis Template
* Identify reasonable actions to address any adverse impact to a service, policy, procedure or function
* Continuously monitor and review service, policy, procedure or function.

Guidance and training on how to conduct an Equality Analysis will be provided by the Equality and Diversity Manager, Ferhat Nazir-Bhatti: [fnazirbhatti@rvc.ac.uk](mailto:fnazirbhatti@rvc.ac.uk).

**EQUALITY ANALYSIS TEMPLATE**

This template has been designed to help you take action to improve a service, policy, procedure or function which affect staff, students and other service users. By completing this template, you would have considered the impact the service, policy, procedure or function might have on particular protected groups within the College community. The exercise will also provide you with the opportunity to demonstrate, where possible, that the College promotes equity, diversity and inclusion.

Please read the accompanying guidance and appendix 1 when conducting the Equality Analysis. If you require more information or support in completing the Equality Analysis please contact the Equality & Diversity Manager, Ferhat Nazir-Bhatti, [fnazirbhatti@rvc.ac.uk](mailto:fnazirbhatti@rvc.ac.uk).

**Project Details**

|  |  |
| --- | --- |
| What is the project (policy, function, service) being assessed? |  |
| Is it new or existing? |  |
| Department or Group responsible |  |
| Head of Department |  |
| Policy Author/ project function lead (post holder title and name) |  |
| Author of Equality Analysis |  |
| Start date of Equality Analysis |  |
| Completion date of Equality Analysis |  |

**Aims and Objectives**

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| Briefly describe the aims and objectives of the project. |
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| **Evidence Gathering and Engagement**   |  | | --- | | *a. What* ***evidence*** *has been used for this assessment? (Were there any gaps in the information at hand? If so, how did you address these gaps?)* | | *b. Who have you* ***engaged and consulted*** *with as part of the assessment?* | |
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**Project Assessment**

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| Consider whether the project, policy or function might have an impact on various groups, as identified within the protected characteristics listed below and provide an explanation as to why you have reached this conclusion.  Please tick (√) the identified level of impact (positive, negative or no impact) and provide details of your findings. |

**Assessment Categories**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Positive impact** | **Negative impact** | **No Impact** | **Details of Findings** |
| **Age** |  |  |  |  |
| **Disability** |  |  |  |  |
| **Gender reassignment(Gender Identity** |  |  |  |  |
| **Marriage and civil partnership** |  |  |  |  |
| **Pregnancy and maternity** |  |  |  |  |
| **Race** |  |  |  |  |
| **Religion and or belief/non belief** |  |  |  |  |
| **Sex(Gender)** |  |  |  |  |
| **Sexual orientation** |  |  |  |  |

**Action Planning**

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| --- | --- | --- | --- |
| How do you intend to mitigate or eliminate any negative impact identified? | If a positive impact is identified, how do you intend to promote or develop this opportunity? | Where negative impact has been identified, can it be justified? If so explain how. | Lead Officer & Timeframe |

**Monitoring and Review**

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| HoH How will you measure the impact of your project, policy or function once it has been put  I into effect? |
|  |
| **Review Date:** |

**Publishing/sharing the results**

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| If there are any actions resulting from the Equality Analysis, how will you communicate these to the relevant stakeholders? |
| Please publish your completed Equality Analysis on the College Equality and Diversity page under the Equality Analysis Section. |

**Equality Analysis**

Once this Equality Analysis Template has been signed off, please create a footnote on the first page of your policy document to include the following information.

Department:

Document/Project Owner Position:

Equality Analysis Sign- Off Date:

**Appendix 1: What are protected characteristics?**

There are nine characteristics protected under the [Equality Act 2010](https://www.equalityhumanrights.com/en/equality-act/equality-act-2010). They are:

* [age](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#age)
* [disability](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#disability)
* [gender reassignment](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#reassignment)
* [marriage and civil partnership](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#marriage)
* [pregnancy and maternity](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#pregmat)
* [race](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#race)
* [religion or belief](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#rob)
* [sex](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#sex)
* [sexual orientation](https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#lgb)

**Age**

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

**Disability**

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

**Gender reassignment (Gender identity)**

Gender reassignment is a process of transitioning from one gender to another. Gender identity is defined as a personal conception of oneself as male or female( or rarely, both or neither).

**Marriage and civil partnership**

Marriage is a union between a man and a woman or between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples.

**Pregnancy and maternity**

Pregnancy is being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding. There is also protection for adoption, paternity and shared parental leave which is covered under the Families and Work Act 2006.

**Race**

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

**Religion and belief**

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Sex**

A man or a woman.

**Sexual orientation**

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

**Appendix 2: Equality Act 2010 – The Public Sector Equality Duty**

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| **Need of the duty** | **Having due regard** | **Example** |
| Eliminate unlawful discrimination, harassment and victimisation | Take steps to ensure  discrimination, harassment or victimisation of people with  protected charac- teristics does not occur | Ensure that appropriate policies and procedures are in place and staff are aware of and have confidence to use them  (eg bullying and harassment)  Ensure all groups are able to access the same terms and conditions – eg same sex partners receive the same rights, conditions and entitlements such as parental leave and opportunities for flexible working |
| Advance equality of opportunity | Remove or minimise disadvantages related to a protected characteristic | Take account of the needs of disabled students and staff – eg learning and teaching practice, accessibility, adapted work practices |
| Meet the needs of people with protected charac- teristics | Address the needs of those with caring responsibilities/take account of those who work part time – eg meeting times, methods and timing of communications |
| Encourage participation of people with  protected charac- teristics in areas where it is dispro- portionately low | Proactively address underrepresentation – eg progression of women in their chosen career, part-time and full-time staff from protected characteristic groups participating in training, gender balance on particular courses, differences in retention/completion rates  for students from protected characteristic groups |
| Promote good relations | Tackle prejudice | Take account of difference wherever possible  – eg if refreshments are provided at meetings, vegan or vegetarian food is included as norm |
| Promote understanding | Ensure that staff know what their responsibilities and entitlements are – eg provision of training, resources and support; include in staff review; promotion of diversity across the student body through events/posters/ calendars |

**Source: Equality Challenge Unit**