



EQUALITY IMPACT ASSESSMENT (EIA)

The Equality Act 2010 has outlined Protected Characteristics as covering: **Race, Disability, Sex, Sexual Orientation, Religion or Belief, Marriage and Civil Partnership, Gender reassignment, Maternity and Pregnancy and Age.**

Protected Groups refers to people who share a protected characteristic. The General Equality Duty requires public bodies to have due regard for:

- **Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.**
- **Advance equality of opportunity between people who share a protected characteristic and those who do not.**
- **Foster good relations between people who share a protected characteristic and those who do not.**

Undertaking an EIA helps the College to comply with the General Equality Duty as it involves proactively considering the three aims of the Duty as part of the decision-making process.

This involves considering how the College acts as an employer; how it develops, evaluates and reviews policy; how it designs, delivers, and evaluates services, and how it commissions and procures services from others.

Equality Impact Assessment Form

Name of Policy/procedure/ practice/change or function	
EIA Carried out by:	
Date:	
Director / Head of Department:	
Date:	
Who is intended to benefit from the policy / proposal? (e.g. staff, students, visitors, applicants, staff, contractors)	
What is the purpose of the policy, practice or change? The purpose of the policy, practice or service is what it is meant to achieve. This purpose needs to be defined in some detail as it is this 'intention' that the impact assessment will seek to measure.	
How is it seeking to achieve this? This question aims to explore how the planned systems, practices, understandings or proposals are delivering on the above intention. This is about process mechanics: It requires the impact assessment to 'walk through' the process or practices and consider what barriers emerge and what opportunities to improve opportunity arise.	

Who benefits and how? and who, therefore, doesn't and why?

Identify how the policy, function or practice currently results in different impacts for people? This is about determining who gets the service, function or policy, where possible actual research or experience should be used or pointed to. It will highlight who does not get the policy or practice as intended and does this create any disadvantage or lost opportunity.

Note: Whilst it is important to consider characteristics in isolation you should also consider how they interact with each other (intersectionality)

To help you, think of the impact on all these groups, considering negative, positive or neutral on each and your justification for this.

Characteristic	Positive	Negative	Neutral	Justification
Age				
Disability				
Gender reassignment				
Marriage and Civil Partnership				
Pregnancy and Maternity				
Race				
Religion and belief				
Sex				
Sexual Orientation				
Socio economic (optional)				

Other: (optional) Additional group(s) not identified above				
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If the policy / proposal has no relevance to equality and therefore is not relevant to any of the protected characteristics or other identified groups state your reasons and end the process here.

If moving to the next part of the process is not required, you are legally required to monitor and review the proposed changes after implementation to check they work as planned and to screen for unexpected equality impacts. Please provide details of how you will monitor evaluate or review your proposals and when the review will take place.

Proposed actions to mitigate negative impact, maximise positive impact and promote good relationships. You should consider in any of the areas above how you mitigate against any negative impacts, or how you can move a negative to a neutral/ a neutral to a positive in order to further the organisations Equality Diversity and Inclusion Strategy alongside meeting the needs of the Public Sector Equality Duty.

Capture your actions from your learning, evidence gathered and your analysis of feedback: consider what you have discovered, what people have told you, what does this mean and what can you do. This should include actions to mitigate discrimination or sense of exclusion; opportunities to advance equality and foster good relations between groups you have identified above.

How have you come to the above conclusions?

For example, who has supported your findings, who have you engaged with, consulted or involved in responding to the above questions?

This might also include research, data or resources that have assisted you

Group, organisation, resources or people	How has this assisted the process?

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Outcome: The following decision has been taken: (please tick one box). Tick

Approve - No major change	Your assessment demonstrates that the policy is robust, and the evidence shows no potential for discrimination or sense of exclusion and that you have taken all appropriate opportunities to advance equality and foster good relations between groups.	
Adjust the policy	This involves taking steps to remove barriers or to better advance equality. It can mean introducing measures to mitigate the potential effect. This should be done before the policy is implemented. Where this cannot happen the action plan must outline how you are going to achieve this	
Continue with the policy	This means adopting your proposals, despite any adverse effect or missed opportunities to advance equality, provided you have satisfied yourself that it does not unlawfully discriminate. In cases where you believe discrimination is lawful because it is objectively justified, it is particularly important that you record what the objective justification is for continuing the policy, and how you reached this decision.	
Stop and remove the policy	If there are adverse effects that are not justified and cannot be mitigated, you will want to consider stopping the policy altogether. If a policy shows unlawful discrimination, it must be removed or changed.	

Action Plan

Action to deliver the changes identified above in addition you might want to include:

- Any training, awareness building or changes needed to associated policies or working practices.
- Any period of monitoring
- Actions to further opportunity, unlock potential or promote good relations.
- Actions to further learning, understanding or sharing of good practice

Action	Who	By when

Action Plan

Action to deliver the changes identified above in addition you might want to include:

- Any training, awareness building or changes needed to associated policies or working practices.
- Any period of monitoring
- Actions to further opportunity, unlock potential or promote good relations.
- Actions to further learning, understanding or sharing of good practice

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Date Approved by ELT:	
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Action Plan

<p>Action to deliver the changes identified above in addition you might want to include:</p> <ul style="list-style-type: none">• Any training, awareness building or changes needed to associated policies or working practices.		
<ul style="list-style-type: none">• Any period of monitoring• Actions to further opportunity, unlock potential or promote good relations.• Actions to further learning, understanding or sharing of good practice		