

EQUALITY ANALYSIS GUIDANCE

1 INTRODUCTION

As a University we have a duty to ensure that we do not, through our policies, procedures, decision making and actions, unduly discriminate against individuals or groups, including our students, staff and the public. This duty is contained within the Equality Act 2010.

In order to ensure that we address and avoid any adverse or negative impact we must give due regard to equality when revising and developing policy and procedures, developing strategy, implementing practices or making decisions. We must ensure that we do not unfairly disadvantage or exclude people from opportunity and must consider actions to address any areas of concern and to promote equality throughout the institution.

The legislation requires the University to demonstrate how consideration of equality is a central aspect of how the University operates by recording consideration of equality in a systematic way. To facilitate this we have elected to complete Equality Analyses (EA) wherever necessary. This process enables us to consider all aspects of equality and through the tools we use to ensure full and thorough consultation, sign off and record keeping.

This guidance has been produced to assist project leads, managers and any employee responsible for the development of any institutional process to effectively carry out the analysis. The guidance will give you instruction on using the Marshall ACM Equality Analysis Toolkit.

In this guide we will look at:

- [Legislation;](#)
- [Reasons for completing an EA;](#)
- [Example Scenarios;](#)
- [Potential Sources of Evidence;](#)
- The Marshall ACM toolkit including;
 - [Logging on to the system and The Dashboard;](#)
 - [Creating an EA;](#)
 - [Completing an EA through all the stages, including creating a new one, editing an existing one and guidance on what to include;](#)
 - [Signing off actions;](#)
 - [Reviewing an EA;](#)
 - [Resources and Help.](#)

2 LEGISLATION

In 2010 the Equality Act was introduced to consolidate the various legislative acts that existed to protect individuals from discrimination in the UK. The Equality Act 2010 requires public bodies, including Higher Education Institutions, to take a proactive approach to equality and diversity and so detailed The Public Sector Equality Duty (PSED) (sec 149 of the Equality Act 2010).

The Duty has three main aims:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Discrimination is where someone is treated less favourably or put at a disadvantage because of their protected characteristic (such as gender, race or disability) than others without that characteristic. (ACAS)

Protected characteristics are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Of course, we never intend to discriminate against our students, staff or the public however discrimination can occur without intent and remain undetected until a complaint is received. Discrimination can be indirect whereby a practice, policy or rule applies to everyone in the same way, but it has a worse effect on some people than others, putting those people at a particular disadvantage.

An Equality Analysis (EA) is a tool that enables us to ensure that when developing, revising and implementing policies, procedures or practices, we are meeting the requirements of the PSED, not being discriminatory or disadvantaging people, and improving and promoting equality in the Institution. Due regard is given to all the protected characteristics and direct and indirect discrimination thought about throughout the process.

3 THE PUBLIC SECTOR EQUALITY DUTY

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 characteristics does not occur	<p>Ensure that appropriate policies and procedures are in place and staff are aware of and have confidence to use them (e.g. bullying and harassment)</p> <p>Ensure all groups are able to access the same terms and conditions – e.g. same sex partners receive the same rights, conditions and entitlements such as parental leave and opportunities for flexible working</p>
Advance equality of opportunity	Remove or minimise disadvantages related to a protected characteristic	Take account of the needs of disabled students and staff – e.g. learning and teaching practice, accessibility, adapted work practices
	Meet the needs of people with protected characteristics	Address the needs of those with caring responsibilities/take account of those who work part time – e.g. meeting times, methods and timing of communications
	Encourage participation of people with protected characteristics in areas where it is disproportionately low	Proactively address underrepresentation – e.g. 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 – e.g. 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 – e.g. provision of training, resources and support; include in staff review; promotion of diversity across the student body through events/posters/calendars

4 REASONS FOR COMPLETING AN EQUALITY ANALYSIS

The Equality Analysis itself is not a requirement of the Public Sector Equality Duty but is a way of demonstrating that the duty has been met. We are required to demonstrate publicly that equality and promotion of opportunity is considered in all that we do.

At The University of Northampton we consider the EA is an appropriate and robust tool and should be completed for all policies, procedures and practices implemented by staff in the University. It should be an integral part of the process of review, development and implementation, therefore completed at the beginning of any process and reviewed as appropriate. Not all policies and practices will need a full impact assessment, but an initial screening is required to document that consideration has been given and reasons for not having a full assessment.

The types of decisions that may need an equality analysis include:

- Human Resources policies and procedures
- Student policies and procedures
- Potentially some procurement decisions
- Staffing re-organisation
- Academic re-organisation including course changes and timetabling
- Potentially some research projects

If you are not sure whether your decision or proposed change may need an equality analysis please contact your HR contact.

5 EXAMPLE EQUALITY IMPACT ANALYSIS SCENARIOS

These three scenarios have been created by the Equality Challenge Unit to help colleges and universities produce EAs.

Scenario 1: Centralisation of finance function as part of a merger process

Three finance teams need to be brought together and potentially rationalised as part of the merger of Oldtown, Middletown and Hightown Universities. A centralised finance function will serve the newly formed Newtown University.

While roles and responsibilities/finance tasks could be undertaken disparately across the three sites, it is intended that the centralisation of the three finance teams would improve service provision and deliver an efficient, effective finance function for the new university as part of the university's finance strategy and strategic plan.

It is anticipated that the centralisation would facilitate financial savings, time efficiency and greater opportunities for staff development.

See table below for consideration of this situation:

Public Sector Equality Duty	Detail of potential positive/neutral/negative	Evidence
<p>Eliminating unlawful discrimination, harassment and victimisation</p> <p>Is the policy likely to treat anyone less favourably or disadvantage them because of their protected characteristics?</p> <p>Could it lead to different outcomes for different protected groups?</p>	<p>Potential for discrimination in the case of rationalisation of the service currently on three sites – potential redundancy situation could impact on:</p> <ul style="list-style-type: none"> ▪ age (older or younger staff could be more likely to be made redundant) ▪ disability (changes to working location and hours could impact on disabled staff) ▪ gender (the numbers of men and women at different levels) ▪ pregnancy and maternity (those who are pregnant or on maternity leave could be affected) ▪ race (redundancies could have a differential impact on staff from different ethnic groups, eg minority ethnic staff could suffer a proportionally larger number of job losses than white staff) 	<p>HR statistics broken down by protected characteristics and taking account of</p>
<p>Advancing equality of opportunity</p> <p>Will the needs of staff and students with different protected characteristics be met?</p> <p>Could the policy lead to increased take-up/participation by protected groups?</p> <p>Are there any opportunities to proactively advance equality for specific protected groups and/or between protected groups?</p>	<p>Changes to working location and hours could have a negative impact on how the university can meet the needs of:</p> <ul style="list-style-type: none"> ▪ gender/age (access to childcare etc for those with caring responsibilities) ▪ gender reassignment (ability to attend regular appointments for someone in transition) ▪ religion or belief (accommodating religious practice in working hours and prayer space, and availability of appropriate catering) <p>Potential positive impact on equality of opportunity if facilities at the new site can be upgraded to meet the needs of all staff.</p>	<p>Evidence gathered from consultation with staff and feedback on potential solutions.</p>

<p>Promoting good relations</p> <p>Have steps been taken to tackle prejudice and promote understanding?</p> <p>How have relevant individuals, groups or organisations been involved/consulted in developing and impact assessing this policy?</p>	<p>Potential for negative impact on relations between staff groups where the above impacts are not taken account of.</p> <p>Consultation with staff needs to take place to understand how the change could have impacts on relations and to explore potential solutions.</p> <p>Learning about potential impacts could increase understanding between staff of diversity and difference.</p>	<p>Evidence gathered from consultation with staff and feedback on potential solutions.</p>
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Scenario 2: Development of a new student learning support facility

The recently formed Newtown University is undertaking a programme of building and campus regeneration works. As part of this programme it is proposed that the university's student learning support facility should be accommodated in a new hub area.

The hub will be a large open space that will house the main reception, a café, IT facilities and comfortable seating areas. It is proposed that an area for learning support services will also be housed here in order to make the service accessible and available to all students.

The design for the learning support space is open plan and spacious in order to maximise light and ensure that it is welcoming. It will have a service desk where students can come directly for one off aspects of support or to make appointments to discuss particular issues and individual, small meeting spaces where students can meet with support staff to discuss confidential issues.

The decision to place the service in the hub has been based on the need to make the service more accessible and inclusive.

See table below for consideration of this situation:

Public Sector Equality Duty needs	Detail of potential positive/neutral/negative impact	Evidence
<p>Eliminating unlawful discrimination, harassment and victimisation</p> <p>Is the policy likely to treat anyone less favourably or disadvantage them because of their protected characteristics?</p>	<p>Potential for discrimination if building design does not meet the needs of</p>	

<p>Advancing equality of opportunity</p> <p>Will the needs of staff and students with different protected characteristics be met?</p> <p>Could the policy lead to increased take-up/participation by protected groups?</p> <p>Are there any opportunities to proactively advance equality for specific protected groups and/or between protected groups?</p>	<p>The design of the service space could have negative impacts on meeting the needs of and/or service take-up by:</p> <ul style="list-style-type: none"> ▪ disability (the same could be applicable for those with hearing impairments) ▪ gender (men can be less likely to access support if they perceive doing so as a sign of weakness. Hub may mean fewer male students access support) ▪ race (international students may find it easier to have difficult conversations in a quiet environment – it might make it easier to hear and understand a second language) ▪ sexual orientation (LGB students may feel anxious about discussing issues if they feel that confidentiality is not assured) <p>Potential positive impact on equality of opportunity through ensuring service is inclusive of all students. For example, opening hours could be extended to give part-time/evening and distance learners equal opportunity to access the services.</p>	<p>Statistics broken down in respect of protected characteristics in respect of:</p> <ul style="list-style-type: none"> ▪ student profile ▪ achievement ▪ access to support services ▪ type of enquiry/ support required <p>Consultation with students and support staff in respect of potential equality impact issues.</p> <p>Information with regard to opening hours, arrangements for booking appointments.</p> <p>ECU male student experience research.</p>
<p>Promoting good relations</p> <p>Have steps been taken to tackle prejudice and promote understanding?</p> <p>How have relevant individuals, groups or organisations been involved/consulted in developing and impact assessing this policy?</p>	<p>Potential for negative impact on relations between staff groups where the above impacts are not taken account of.</p> <p>Consultation with staff needs to take place to understand how the change could have impacts on relations and to explore potential solutions.</p> <p>Learning about potential impacts could increase understanding between staff of diversity and difference.</p>	<p>Evidence gathered from consultation with staff and feedback on potential solutions.</p>

Scenario 3: Policy change for external student trips

As part of annual course reviews across Broadly University it has been identified that in the Geography degree programme those who go on the optional external visits achieve better outcomes than those who do not.

Therefore, as these are known to be a useful means of building knowledge as part of the course, providing students with the opportunity to develop their practical skills, the university has decided to make attendance on these visits mandatory.

See table below for consideration of this situation:

Public Sector Equality Duty needs	Detail of potential positive/neutral/ negative impact	Evidence
<p>Eliminating unlawful discrimination, harassment and victimisation Is the policy likely to treat anyone less favourably or disadvantage them because of their protected characteristics?</p> <p>Could it lead to different outcomes for different protected groups?</p>	<p>Making trips mandatory may impact adversely on disabled students – access to buildings/facilities and transport during trip</p> <p>Policies and practices of the external visit partners need to be considered.</p>	<p>Statistics in respect of student achievement and outcomes broken down by protected characteristic.</p>
<p>Advancing equality of opportunity</p> <p>Will the needs of staff and students with different protected characteristics be met?</p> <p>Could the policy lead to increased take-up/participation by protected groups?</p> <p>Are there any opportunities to proactively advance equality for specific protected groups and/or between protected groups?</p>	<p>Current low participation could be a result of students’ protected characteristics, so research would need to be conducted to find out why they do not attend and potential solutions where an equality impact is a barrier. Potential issues include:</p> <ul style="list-style-type: none"> ▪ disability (lack of accessibility for those with mobility or hearing impairments) ▪ gender (timing of trips for those with caring responsibilities) ▪ religion and belief (accommodating religious practice in visit timings/locations; some groups of students may have parental objections to them staying overnight unchaperoned) ▪ content and delivery of talks/activities etc, eg language used, references, how student relationships are handled 	<p>Consultation with students and staff to be conducted.</p>

<p>Promoting good relations Have steps been taken to tackle prejudice and promote understanding?</p> <p>How have relevant individuals, groups or organisations been involved/consulted in developing and impact assessing this policy?</p>	<p>Potential positive impact due to increased interaction between different groups using services.</p> <p>Potential negative impact if requirements of different groups are not accommodated.</p>	<p>Evidence gathered from consultation with staff and feedback on potential solutions.</p>
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6 POTENTIAL SOURCES OF EVIDENCE

The table below gives examples of potential university-specific sources of evidence:

Source (eg recruitment stats, staff surveys, student feedback, case studies)	Qualitative evidence provided (eg student experience)	Quantitative evidence provided (eg staff/student profile)	Which protected characteristics are covered?
Management information data		Numerical staff profile data	Age, disability, gender, ethnicity. In some cases other protected characteristics
Periodic staff survey	Staff experience and their understanding of equality	Enhanced numerical data on the profile of staff and their experience	All protected characteristics
Annual student survey	Student experience	Enhanced numerical data on the profile of students and their experience	All protected characteristics
Course review, self evaluation reports	Student/staff experience related to retention, participation and success across programmes	Quantitative information on student participation and success across programmes	Age, disability, gender, ethnicity. In some cases other protected characteristics
Committee meeting notes	Staff and student equality related issues identified and discussed		Various
Programme student data		Statistical evidence of student participation in the department's programmes by protected characteristic	Age, disability, gender, ethnicity. In some cases other protected characteristics
Consultation exercises	Staff/students' thoughts, understanding and experience a specific issue		All protected characteristics, depending on the issue under consideration
Review of complaints received	Staff/student experience	Statistical data on types of complaint, profile of complainants	All protected characteristics

Observations/ conversations (anecdotal)	Staff/student experience, levels of understanding, inclusive practice		All protected characteristics
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7 EQUALITY ANALYSIS ONLINE TOOL

We have introduced a new online tool where EA reports will be recorded. All staff members that are required to complete an EA will need to read through this guidance and will be given access to the tool. If you do not already have access please contact Kam Shergill in HR, kam.shergill@northampton.ac.uk

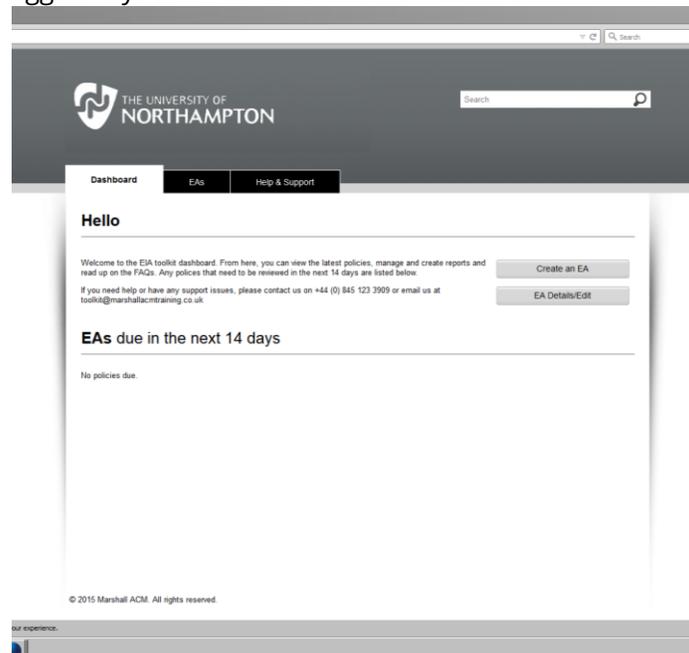
<https://ea.marshallacm.net/>

To log into the tool you will need your username which is your e-mail address and the password.



When you first login the password is 'password1'. You should change this immediately by going to The Dashboard.

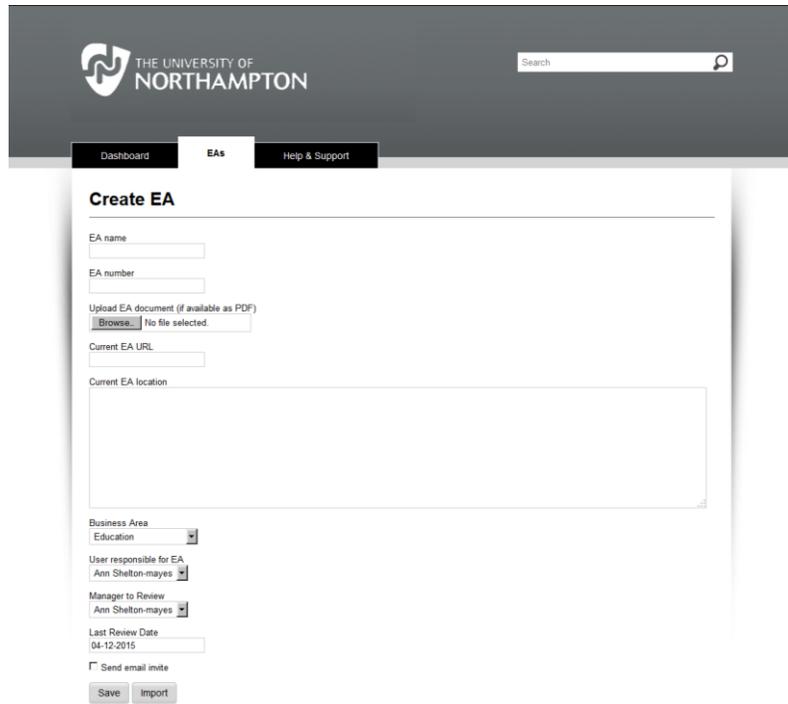
Once you are logged in you will be taken to the Dashboard.



1. If there are any EAs which you are responsible for and which are due to review within the next 14 days these will appear on your dashboard under EAs due in the next 14 days
2. You can Create an EA by selecting the Create an EA function button
3. You can Edit an EA by selecting the EA Details/Edit function button
4. You can move to other areas of the system by selecting
 - a. EAs (which shows a list of all the EAs which you are responsible for and their status)
 - b. Help & Support which gives you not only system help and support as well as answering frequently asked questions but also give access to the resource library and screen casts
5. You can logout the system using the logout link on the top right.

8 CREATING AN EA

To create a new EA simply choose the 'Create An EA' button from the Dashboard (or Create an EA button from the EAs screen).



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Search

Dashboard **EAs** Help & Support

Create EA

EA name

EA number

Upload EA document (if available as PDF)
 No file selected.

Current EA URL

Current EA location

Business Area
 Education

User responsible for EA
 Ann Shelton-mayes

Manager to Review
 Ann Shelton-mayes

Last Review Date
 04-12-2015

Send email invite

Complete the fields on the screen, note that the following are required as a minimum

- EA name
- Business Area
- User Responsible for EA

However you can also

- Number or reference the EA – standard reference should include version number of the policy/ procedure.
- Upload the Policy/strategy document as a PDF or word file using the browse button to select it
- Add a link to the policy/strategy document on your intranet
- Add a brief description of what the EA is about.

Note if you are logged in as a user (as opposed to a manager or an administrator) and you make a colleague responsible for this EA then it will appear under their login you will not see it under your own.

Standard reference read key word from title and version number e.g. Equality v1.

Tick the “send email invite” box if you want the user you have marked as responsible to get an automatic email from the system telling them they have been delegated as responsible for this EA.

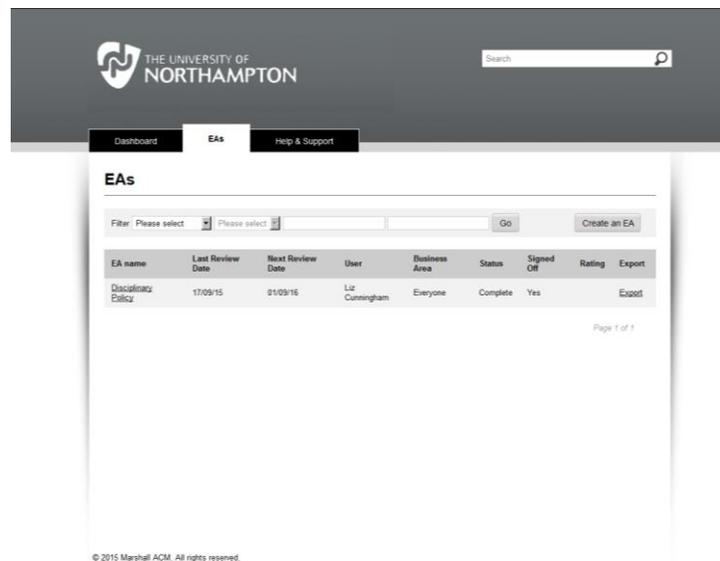
When you have completed all fields – select Save.

On completion of creating an EA you will be taken to the EAs screen.

This screen shows all the EAs which you are responsible for as well as detailing

1. EA Name
2. Review Date
3. Next Review Date
4. User Responsible for completing the EA
5. Business Area/Department that user belongs to
6. The current Status of the EA
7. Whether the EA has been signed off or not
8. The Rating
9. Export link – to export the EA to a PDF file note: only EAs which are completed are available for exporting but you can print an EA at any stage during the process

You can also filter (especially useful if the organisation has a long list of EAs) use the filter buttons to filter out the EAs you want to see on the EAs screen.



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Search

Dashboard EAs Help & Support

EAs

Filter: Please select Please select Go Create an EA

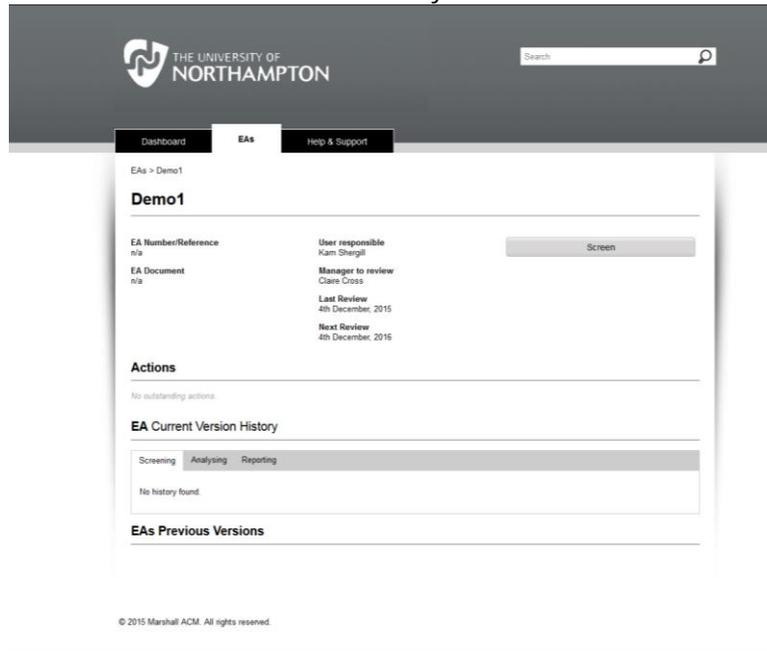
EA name	Last Review Date	Next Review Date	User	Business Area	Status	Signed Off	Rating	Export
Disciplinary Policy	17/09/15	01/09/16	Liz Cunningham	Everyone	Complete	Yes		Export

Page 1 of 1

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9 VIEW/EDIT/COMPLETE AN EA

Click on the EA name from the EAs screen list you will be taken to the EA Screen.



Note as a user you cannot edit the details of the EA (from the create screen).

As you complete each section of the EA more function buttons will appear.
To begin screening select the screen button.

10 COMPLETING AN EA

Every question will need to be answered. The EA can be opened and edited as many times as needed before final sign off, allowing for information to be collated and consultation with relevant groups where needed. This also allows for it to be a working document through the process of development if appropriate. If used in this way each amendment to the policy, practice, procedure should be referenced.

We have developed our analysis to ensure that all the relevant information is considered at the right time. The questions are designed to ensure that the person completing the analysis gives due consideration and if not thorough will be returned by the accountable director/ Dean for further analysis.



At the end of each page you will have the choice to save what you have entered or return to the EA Screen. If you return to the EA screen anything you have entered or amended will not be saved.

If you therefore want to save your changes select Save and Continue – this will take you to the next page of questions.

You can jump to any page in an EA by selecting the page number at the bottom of the page. Remember to save any changes before selecting another page.

Marriage/Civil Partnership
 Pregnancy/Maternity
 Race/Ethnicity
 Sexual Orientation
 Religion or Belief
 None of the above

Please outline what the existing evidence is

* Which groups have been consulted with in the development/review of this Policy, Procedure, Practice or Activity?

* What data is required in the future to ensure effective monitoring?

Page 1 of 3

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At the end of the screening section you will see a final screening form. You will be asked if a full Impact Analysis is required.


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Dashboard
EA*
Help & Support

EAs > Demo1 > Screen Complete Page 3 of 3

Demo1

The screening for this EA has now been saved.

Recommend this EA for Full Analysis?

No

Comments

Page 3 of 3

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In most cases this will be yes – where the policy, procedure, practice or decision affects people. In some cases it is not required, for example some financial policies, or where there has been minor change to a policy and the previous Impact Assessment is still relevant.

You can add any additional comments here and any actions that have not been captured previously.

Preparation before completion is key. Information you may need:

- Equality data for staff, students, public.
- Historical data relating to the process under review e.g. number of complaints
- Consultation with people with protected characteristics or equality groups,

See How to Complete and Equality Analysis (page23).

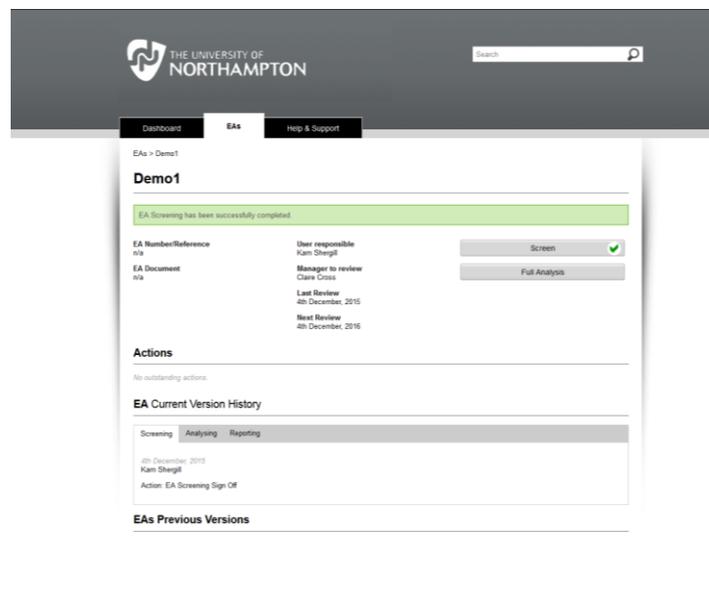
If you want to print the EA as it stands at this stage select the save as PDF button.

To complete the screening select the complete screening button and the EA will be shown as screening complete.

Until an EA is completely signed off you can continue to edit.

If you have selected the EA does not require full analysis you will be taken back to the EA front page. The reviewing manager will receive a notification to sign off the EA.

Or if you selected that the EA should now go to full analysis you will see the full analysis function button on the front page.



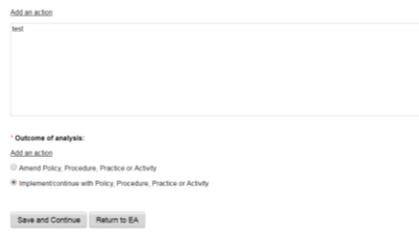
Once the full analysis is complete it will be sent for sign off with the reviewing manager which will usually be the department head with the appropriate sign off access. Details of who has

sign off access are at the end of this document.

Once the EA has been signed off it is then locked and can't be edited or amended. Until this point changes can continue to be made.

11 ACTIONS

Some of the questions throughout the analysis will allow you to input actions for yourself or others. Any actions created during the completion of the EA can be viewed on the first screen. Any outstanding actions after sign off can be ticked off as and when completed.



The screenshot shows a form titled "Add an action" with a text input field containing the word "test". Below the input field, there is a section titled "Outcome of analysis:" with two radio button options: "Add an action" (which is selected) and "Implement/continue with Policy, Procedure, Practice or Activity". At the bottom of the form, there are two buttons: "Save and Continue" and "Return to EA".

Any action created in the EA will be assigned to someone, they will receive a notification and are responsible for completion so please ensure they are aware of the requirement if you are assigning to someone else.

12 EA REVIEW

Each EA will have a review date of between 1 and 3 years. When an EA is up for review, the administrator (your HR Business Partner) can unlock the EA and you can resurrect the data from the previous version to save time when completing. Once unlocked you will then be able to go on and review.

13 HELP AND SUPPORT

There is help and support available for this both internally and through Marshalls.

The Resource Library

This resource is updated by the University and will contain relevant resources to help with the completion of the EA. If you have anything to add that you think will be useful for other users please forward to your HRBP.

14 FAQs

This is a list compiled by Marshalls of the most frequently asked questions. These questions are not specific to the University. As our portal is custom designed if you cannot find the answer please contact your HRBP.

15 HOW TO COMPLETE AN EQUALITY ANALYSIS

Preparation

Before you start there will be a lot of information that will need gathering in order that each question can be carefully considered. This guide takes you through the analysis bit by bit.

Create EA

EA Name	Name of policy, procedure, practice, strategy, decision. Should be easily identifiable.
EA Number	Key word from the title and document version number if applicable
Upload EA Document	Upload document here.
Current EA URL	
Current EA Location	
Business Area	Drop down list – this is the area in which owns the policy, practice, procedure or decision
User responsible for EA	Drop down list – the user completing the EA
Manager to Review	Drop down list – the Senior manager of the area in which it sits.
Last Review date	Review date of this EA
Next review Date	1-3 years for next review of policies and procedures. Intervals to be identified for development of strategy, large scale decisions and projects.
Completion Date	Date EA signed off
Completed by	Name of person signing off.

Screening

What is the Policy, Procedure, Practice or Activity?	The title, or process under analysis
What is the aim, objective or purpose of the Policy, Procedure, Practice or Activity?	This may be detailed in a document or proposal and can be replicated here.
Who has responsibility for reviewing and implementing the Policy, Procedure, Practice or Activity?	The department/s or job role/s who have any responsibility – not a named person
For which groups does the Policy, Procedure, Practice or Activity apply?	List all groups affected – e.g. staff, students, public

<p>Is the Policy, Procedure, Practice or Activity applied uniformly throughout the University?</p>	<p>Select yes or no. If answer no justification or exceptions required in the comments box.</p>
<p>Who are the stakeholders in relation to this Policy, Procedure, Practice or Activity (for example, certain groups of staff/students, visitors etc)?</p>	<p>All stakeholders should be detailed. This might be groups within the staff population or student population, not just as a whole body.</p>
<p>What data and evidence is available to facilitate the screening of this Policy, Procedure, Practice</p>	<p>Essentially equality data of those that have used the policy or procedure, or those that will be impacted by its implementation or a decision made. Examples: Staff equality data as a whole Staff/ student equality data of those who have has disciplinary proceedings instigated. Staff/ student equality data of those who have made complaints Equality data of students on a course/ module Other evidence may include survey responses, anecdotal evidence, documented perception.</p>
<p>Which groups have been consulted with in the development/review of this Policy, Procedure, Practice or Activity?</p>	<p>It is important to consult those that will be affected – gains support and guidance during the process. Examples would be HR, staff and/ or student unions, Staff/ student equality groups, internal or external networks</p>
<p>What data is required in the future to ensure effective monitoring?</p>	<p>Consider what data would have been useful for completion of the analysis and how this could be collated for future use.</p>
<p>Considering all information above please indicate areas where there is a positive impact or a potential positive impact to occur.</p>	<p>Select all that apply, not all protected characteristics will be relevant for every policy, procedure, practice or decision. This question should be included in your consultation with parties above. Ask the question for each characteristic. Any impact identified should be detailed in the free text box along with any justification. Key issues to consider: Is the policy, procedure, practice or activity written and presented in a way that is easy to understand? It is free from bias or stereotyping?</p>

	<p>Do any images perpetuate stereotype? Are there any issues that would present barriers to applying the policy, procedure, practice or activity?</p> <p>Where potential positive impact are identified, state justification of proportionate impact.</p>
<p>Considering all information above please indicate areas where there is a negative impact or a potential negative impact to occur</p>	<p>As above</p> <p>Where potential negative impact is identified, state action to reduce or justification of proportionate impact.</p> <p>Where no negative impact is identified, state action to monitor/ review in the future.</p>
<p>Have you made any adjustments to the Policy, Procedure, Practice or Activity to counteract potential positive or negative impact?</p>	<p>Any adjustments made in the developing of the policy, procedure, practice or activity should be detailed here and kept.</p>
<p>Recommend this EA for Full Analysis?</p>	<p>Select yes or no, most often will be yes unless it does not impact people or the changes we small and the review was within 12 months.</p>

Full analysis

<p>Does the Policy, Procedure, Practice or Activity have a positive or negative impact on eliminating discrimination, harassment and victimisation in relation to any of the protected characteristics?</p>	<p>Select all characteristics where there is a positive or negative impact. Detail in the free text box what the impact is and if negative how it will be rectified or minimised.</p> <p>Consider: If anyone is likely to be treated less favourably or be disadvantaged because of a protected characteristic. Could there be different outcomes for different people?</p>
<p>Does the Policy, Procedure, Practice or Activity have a positive or negative impact on advancing equality of opportunity in relation to any of the protected characteristics?</p>	<p>Select all characteristics where there is a positive or negative impact. Detail in the free text box what the impact is and if negative how it will be rectified or minimised.</p> <p>Consider: Will the needs of staff and students with different protected characteristics be met?</p>

	<p>Could the policy lead to increased take up or participation by protected groups? Are there any opportunities to proactively advance equality for specific protected groups and/ or between protected groups? How is/ will equality of opportunity be proactively advanced? State changes that will be made/ action taken.</p>
<p>Does the Policy, Procedure, Practice or Activity have a positive or negative impact on fostering good relations and addressing prejudice in relation to any of the protected characteristics?</p>	<p>Select all characteristics where there is a positive or negative impact. Detail in the free text box what the impact is and if negative how it will be rectified or minimised. Have steps been taken to tackle prejudice and promote understanding? How have relevant individuals, groups or organisations been involved/ consulted in developing and impact assessing his policy? How are/ will good relations be fostered? How will relevant individual groups be involved or consulted? State changes that will be made/ action taken.</p>
<p>Conclusions</p>	<p>Summary of above and further actions.</p>
<p>Outcome of analysis</p>	<p>Select one of the three options. If the response is to Amend Policy, Procedure, Practice or Activity the EA should not be signed off, all actions should be completed and amendments made.</p>