**Equality Impact Assessment Form**

Please ensure you have read the EIA Policy and Guidance document before completing this form. If you need assistance, please contact the EDU. Please return the completed form to the EDU.

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| **STEP 1 – Define policy/practice** |
| i. Name of policy/practice/significant change |
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| ii. Owner of policy/practice (College, School/Research Institute or Service) |
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| iii. Date of policy/practice approved |
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| iv. Approved by? (Committee, College, School or Service) |
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| **STEP 2 – Description of policy/practice** |
| i. What are the aims? |
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| ii. Who does it cover? |
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| iii. How often is this policy/practice reviewed? |
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| **STEP 3 – Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/practice?** |
| **STEP 3a – Yes,** there is a potential implication or barrier for a protected characteristic group. |
| Please tick all that are relevant   |  |  |  | | --- | --- | --- | | **Protected Characteristics** | **Tick ✓** | **Notes** | | Age |  |  | | Disability (including BSL users) |  |  | | Gender Reassignment (including Gender Neutral Language) |  |  | | Marriage and Civil Partnership |  |  | | Pregnancy and Maternity |  |  | | Race |  |  | | Religion or Belief |  |  | | Sex |  |  | | Sexual Orientation |  |  |   **If any of the above have been ticked - Go to Step 4** |

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| **STEP 3b – No,** there are no potential implication or barrier for a protected characteristic group. |
| **Go to Step 8** |

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| **STEP 4 – What evidence do you have for this conclusion (potential implication for a protected characteristic group)?** |
| **Briefly explain:** |
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| **STEP 4a – Does the evidence show a positive impact?** |
| Please provide an example and attach evidence: |
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| **Go to Step 5** |

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| **STEP 4b – Does the evidence show a negative impact?** |
| You need to consult with relevant stakeholders – the EDU will assist with this process.  Provide brief details and attach evidence: |
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| **Go to Step 6** |

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| **STEP 4c – Does the evidence show NO impact?** |
| Attach evidence: |
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| **Go to Step 8** |

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| **STEP 5 – Continue to promote good opportunity for all people** |
| Promote and implement as exemplar policy/practice |
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| **Go to Step 8** |

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| **STEP 6 – Involve and consult stakeholders to address any negative impacts?** |
| EDU will assist with this process. Provide brief details of involvement and consultations: |
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| **Go to Step 7** |

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| **STEP 7 – Outline any changes made to the policy/practice as a result of the consultation** |
| Provide details of changes: |
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| **Go to Step 8** |

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| **STEP 8 – Publish results (as required by law)** |
| Return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website.  Please note items sent to EDU here: |
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| **Go to Step 9** |

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| **STEP 9 – Regular review** |
| Regular reviews ensure that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions are being implemented, the policy owner should define a timescale for review.  Please give details of review process: |
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| **SIGN OFF PROCESS** | |
| **Name of EIA Owner** |  | |
| **Signature** |  | |
| **College/School/RI/Service** |  | |
| **Date of Completion** |  | |
| **Date received by EDU** |  | |
| **Approved in Principle?** | YES NO | |
| **Any actions required? Please specify** |  | |
| **Signed on behalf of EDU** |  | |
| **Date** |  | |