

Equality Impact Assessment Checklist

1. Introduction

This checklist is intended to guide you when completing your Equality Impact Assessment Form (EIA).

All areas that have the lead responsibility for developing and revising policies, procedures or are undertaking projects are required to understand and implement this process. Before carrying out EIA, you should familiarise yourself with the University's online Equality & Diversity training and undertake our EIA training. Please contact Soniya Zeb in Equality and Diversity on ext. 6049 if you have any further questions.

2. Impact Assessor's Responsibility

The person conducting an EIA must have a detailed understanding of the policy/ service and must be in a position to ensure changes are made where they are needed. Usually this is the person responsible for developing the policy/service, with full support from senior management. This individual should also identify who else may be involved in this process.

3. When should you conduct an EIA

Ideally an EIA should commence prior to the development of the policy/ service and continue throughout. For an existing policy, any changes identified as necessary need to be implemented immediately.

4. Section 2: Aims of the Policy

Consider why the policy is required and what it intends to achieve. Also consider how the University will ensure that it functions as intended.

5. Section 3: Data and Evidence

Identify what evidence has already been collated and consider including consultation evidence and data where possible. Consider wider research including if your planned activity has been carried out in benchmarked institutions, HEIs and nationally. If there are any inconsistencies in your evidence, highlight how these will be filled.

Quantitative data is important as this can show you statistical patterns: what is generally happening in relation to a particular policy, or how many people are affected or are not succeeding in a particular area, for example.

You could look for both internal and external data such as:

- Equality monitoring data from the Equality Unit, human resources, finance, business objects, etc
- Staff/student surveys
- Trades unions' websites or reports
- Data collected by UCAS and HESA relating to staff and students in HE
- Research undertaken by the Commission for Equality and Human Rights
- Census data
- Labour force surveys
- Data from Bradford Partnership
- Equality Challenge Unit

Qualitative information is more in-depth data gathered from interviews; focus group etc, and is important for many reasons:

- It supplements quantitative data and can help us to understand underlying reasons for particular statistical patterns.
- It is essential when quantitative data is unavailable or patchy.

We have four staff forums representing groups of staff from equality target groups, who are available for you to discuss your policy or procedure where you require information and feedback where statistics are lacking or where you feel there is no obvious impact but want to be certain. You can find out more information about staff forums and Faith advisors [here](#). The current staff forums are listed below,

- N-Able Staff Forum (for disabled staff);
- Race Equality Staff Forum
- Gender Staff Forum

6. Section 3: Including Consultation Evidence

Establish if any consultation has been done in relation to this (or a similar) policy or function and include the results. If consultation hasn't taken place, specify what is needed and how it will be conducted, and once complete report any results.

To ensure meaningful consultation, it is best practice to publish EIAs. However, in some circumstances there may be valid reasons to limit what is published or to delay publication. To ensure the staff equality groups and equality allies are consulted please send your EIA to equality@bradford.ac.uk. Please ensure that this is done at the earliest opportunity so University colleagues have an opportunity to comment. We would recommend at least fourteen days.

7. Analysing the Data and looking for Equality Impact

Once information has been collected, analysis of this can begin. Look for patterns, and significant or noticeable differences between different people and groups. A useful and often used approach is to look at possible and actual barriers for particular groups: does anything in the policy or practice present specific difficulties for different groups, or does anything stop them taking full advantage?

Examples of kinds of questions that may come up in your discussions are below:

- Do particular people or groups use a policy or function more or less than others?
- Are fewer black and minority ethnic people promoted?
- Are men engaging with the formal grievance procedure more than women?
- Are younger people subjected to more disciplinary proceedings?
- Are particular job families underrepresented on training courses or
- Are there disproportional have different levels of sickness absence?

Cross-reference this data against any other data you have collected and also analyse your qualitative information.

- Have particular focus groups or staff forums expressed concerns over particular parts of a policy or practice?
- Did another HEI implement a policy similar to yours and later found an unexpected impact that could indicate the same might happen here?
- Have particular groups or forums told you that a particular policy or practice may have the potential to impact positively on equality and diversity?
- Has another HEI implemented a similar policy and used it to promote equality?

Differential impact can be either positive or negative. It can also be direct or indirect.

- **Adverse** impact means that the policy or practice intentionally affects people differently. This is unlawful except in very limited circumstances. By law we are required to look at making changes to the policy or practice.
- **Different** impact means that although the policy or practice isn't intended to affect people differently, and indeed on paper it doesn't, in reality the way it applies or is applied to people affects them in different ways.

8. Recording the Impact

Consider the impact of the policy/service in respect of the individual requirements of each of the highlighted groups.

Broadly the following should be identified:

- Who is benefitting from this?
- Does this policy/ service have a negative impact on a particular group and why?
- Who should be expected to benefit and why don't they?

The discussion is likely to reveal additional aspects, so you should not be constrained by these questions but guided by them. Document the actual or likely impact, along with the evidence used to explain how that conclusion was reached.

9. Addressing the Impact

Having considered all of the sections of the form it should result in one of the following options. The reasons for the outcome should be noted and a review date set.

- **No Change Required**

The assessment is that the policy/practice does not disadvantage the protected groups. All reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.

- **Make necessary adjustments**

This involves taking steps to remove any barriers that may have been highlighted in your EIA. It may involve removing or changing the aspect of the policy/practice that creates any negative or unwanted impact. It may also involve introducing additional measures to reduce or mitigate any potential negative impact.

- **Continue the policy or practice**

Where there is discrimination, but it is considered to be lawful; the objective justification must be recorded and clarified. Please take further advice from the Equality and Diversity team on this.

- **Stop the policy/ practice**

If there is unlawful discrimination or adverse effects that are not justified and cannot be prevented or mitigated

10. Publication of EIA Form

Please send all forms to equality@bradford.ac.uk for publication on the website and for feedback.