

Equality Impact Assessment (EQIA)

The General Equality Duty and protected characteristics are detailed at the end of this form.
Refer to the EQIA Guidance Document for more Information on how to complete this form.

Title of Policy, Procedure, or Relevant Practice:				Lead Officer:	
Type of Policy, Procedure, or Relevant Practice: (Please double click boxes and check value)	New: <input type="checkbox"/>		Existing/Reviewed/Revised: <input type="checkbox"/>	Date of Assessment:	

Step1: Outcomes and Potential Impacts

1A. What are the intended consequences (outcomes) of the policy, procedure or relevant practice?

1B. Could this policy, procedure or relevant practice potentially result in differential impact on groups with protected characteristics?

Yes:	<input type="checkbox"/>	If "Yes", go to Step 2 and then complete the remainder of this form
No/Not Foreseen:	<input type="checkbox"/>	If "No/Not Foreseen", go to Step 6 and then complete the remainder of this form

Step 2: Consideration of Evidence and Information

2A. What information do you plan to use as the basis of this EQIA?

(What information is available and if information is lacking, how will you address this shortfall?)

2B. Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

(What does the information indicate about potential positive, neutral and negative impacts on people who share protected characteristics? Are the needs of people with different characteristics met? Does the policy, procedure, or relevant practice affect some groups differently?)

Protected Characteristic	Detail the Potential Positive, Neutral, or Negative Impacts with Reference to Evidence, or Information
Age	

2B. cont'd.

Protected
Characteristic

Detail the Potential Positive, Neutral, or Negative Impacts with Reference to Evidence, or Information

Disability

Gender
Reassignment

2B. cont'd.

Protected
Characteristic

Detail the Potential Positive, Neutral, or Negative Impacts with Reference to Evidence, or Information

Marriage &
Civil P'ship *

Pregnancy &
Maternity

2B. cont'd	
Protected Characteristic	Detail the Potential Positive, Neutral, or Negative Impacts with Reference to Evidence, or Information
Race	
Religion or Belief	

2B. cont'd	
Protected Characteristic	Detail the Potential Positive, Neutral, or Negative Impacts with Reference to Evidence, or Information
Sex	
Sexual Orientation	

Step 3: Consider Alternatives and Mitigation

3A. Are you able to reduce any potential negative impacts identified above?

Yes:	No:	N/A: If N/A, go to Step 4
------	-----	---------------------------

3B. If “Yes”, what arrangements could be implemented to reduce any potential negative impacts identified above?

3C. If “No”, it may be appropriate if the policy, procedure, or relevant practice affects groups differently where this is a proportionate means of achieving a legitimate aim. If this is the case, please provide explanatory details to objectively justify this decision.

(Note: you may be required to obtain legal advice to verify your decision. If you suspect this may be the case, please contact Diversity & Equalities for direction.)

Step 4: Compliance with General Equality Duty

4A. Does the policy, procedure or relevant practice comply with the three parts of the general duty:

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

Yes:	No:	For 4B- 4D, please detail relevant groups who share a protected characteristic and refer to evidence/information.
------	-----	---

4B. If “Yes”, how?

4C. If “No”, what are the negative impacts and the associated risks?

4D. If “No”, What arrangements exist, or could be implemented to better comply with the general duty?

Step 5: The Involvement of Individuals, Groups and Organisations Representing Protected Characteristics

5A. Who has been involved in the undertaking of this assessment? (Please detail the staff/student/stakeholder groups)

5B. How successful has this been, and what changes can be made to improve this process in the future?

5C. If you have further involvement to carry out, please list who you are going to involve and how?

Step 6: Making a decision and outcome

6A. What is your decision? (Please select an option from the drop down menu options using the arrow on the right)

(Note: if select option F, you may be required to obtain legal advice to verify your decision. If you suspect this may be the case, please contact Diversity & Equalities for direction.)

6B. Are you able to introduce the policy, procedure, or relevant practice without making any changes?

Yes:

No:

6C. If “Yes”, clearly explain upon which basis this decision was made

6D. If “No”, what changes will you make before implementation?

Step 7: Taking action and monitoring

7A. What action will we take?

7B. Who will take that action?

7C. When will that action be completed?

7D. Once implemented, how will the policy, procedure, or relevant practice be monitored?

Miscellaneous

Additional Information (please insert any supporting information, or data here)

Sign-off, authorisation and publishing

For College records, but not for publishing publically:

- The information contained within this EQIA needs to be confirmed and approved as the completed EQIA will be published on the College web-site.
- As such, EQIAs must be approved by a Director or above.
- Ask a Director to review and sign off the EQIA (an electronic signature will suffice, as long as a paper copy follows).
- Following completion, send an electronic copy to both the Diversity & Equalities Manager and Director of Planning and Administration.

Name:		Position:	
Signature:		Date:	

Summary of the General Duty of the Equality Act 2010

Components	Due Regard
A public authority must, in the exercise of its functions, have due regard to the need to:	Having due regard specifically involves taking steps to:
a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.	
b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.	a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic * b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it. c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.	a) Tackle prejudice. b) Promote understanding.

‘Due regard’ comprises two linked elements: proportionality and relevance. The weight that public authorities give to equality should be proportionate to how relevant a particular function is to equality. In short, the more relevant a function is to equality, then the greater the regard that should be paid.

The protected characteristics are:

- Age
- Marriage and Civil Partnership *
- Religion or Belief
- Disability
- Pregnancy and Maternity
- Sex
- Gender reassignment
- Race
- Sexual Orientation

* Although Marriage and Civil Partnership applies to section a) in employment only, this will be considered for all stakeholders