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Responsibility:	Director of HR

EQUALITY IMPACT ASSESSMENT POLICY

1. INTRODUCTION

- 1.1. The College is committed to promoting equality in all its activities. We aim to provide a work, learning and teaching environment free from discrimination and unfair treatment.
- 1.2. An impact assessment is a process of identifying and removing any barriers (arising from policy or practice) that may cause discrimination against a protected group. This Policy provides information on EIAs and guidance on how to conduct them.
- 1.3. The Equality Act 2010 requires public bodies to be pro-active in achieving positive equality. Leicester College takes its commitment to Equality, Diversity and Inclusion (EDI) very seriously. It will evidence that it is meeting the Public Sector Equality Duty by completing EIAs of new or significantly revised or updated policies, strategies, services or other significant documents. This will enable EDI issues to be considered together with any mitigations if a potential adverse impact is found.

2. CONDUCTING EQUALITY IMPACT ASSESSMENTS

- 2.1. An EIA should be carried for any new or significantly changed policy, strategy, service or other significant document.
- 2.2. The EIA should involve an initial screening using the form included as Appendix 1. This should be attached to any policy or other document seeking approval and should be signed off by the Senior Leadership Team. Any member of staff may complete the screening although advice should be sought from the relevant Director. The HR team and Head of Student Diversity, Equality and Inclusion can also provide further support and advice.
- 2.3. Where the screening identifies a significant negative impact for a group or

groups, the initial decision to make the change should be reviewed or amended to mitigate against the impact and a more detailed EIA in the form of a report should be undertaken. Further detail is given below.

3. EQUALITY IMPACT ASSESSMENT SCREENING FORM

Section 1 – Key Details

- 3.1. Please complete this section in as much detail as possible. Include the name of the policy being assessed, type of change, department and area, names and job titles of those completing the assessment and the date.

Section 2 – Aims and Objectives

- 3.2. Please identify the policy aims, including its scope, for example does it cover students, staff or a particular cohort. The purpose needs to be defined in some detail as it is this 'intention' that the impact assessment will seek to measure.

Section 3 – Outline intended outcomes and benefits

- 3.3. The EIA process is an evidence based one and is therefore not possible without adequate data. How the evidence is obtained will vary and it will be important to choose a method that is appropriate and proportionate.

Screening

- 3.4. Please identify which groups may be impacted by the change and whether those impacts are positive, negative or neutral.
- **Positive impact:** The evidence suggests that the policy is robust; there is no potential for discrimination or any negative impact. All opportunities to promote equality have been taken. The change will most likely have a positive impact.
 - **Negative impact:** There is a disproportionate impact on one or more particular group. This might mean the policy could be potentially discriminatory. Where necessary, changes to the policy should be designed to minimise negative effects and maximise positive impact. Examples of a negative impact for a protected characteristic group could be:
 - Ethnic minority staff disproportionately impacted on by a particular change
 - Interview panels lack diversity and dominated by one particular group
 - New facilities developed without consultation with groups of students/staff directly affected.
 - Interview panels lack diversity and dominated by one particular group
 - New facilities developed without consultation with groups of students/staff directly affected.
 - Offering a benefit to one group of staff and excluding others
 - **Neutral impact:** There is no disproportionate negative or positive impact on people with protected characteristics.

Section 4 – Consultation and Engagement

- 3.5. Consultation should take place with appropriate stakeholders as part of the EIA process to help assess whether there is a potential positive, neutral or negative impact. The scale of the consultation will vary; the higher the potential for negative impact the more comprehensive the consultation will need to be. Where there is a potential negative impact, the consultation should include any proposals to reduce this impact.

Section 5 – Likely Impact

- 3.6. Based on the answers to the questions you have completed in section 3, please identify what the **overall** likely impact is.

Section 6 – Sign off

- 3.7. Any document or proposal for which an EIA has been completed should be considered by the Senior Leadership Team and should include the EIA as part of the proposal. The SLT will consider the EIA and may ask for further consideration of issues before they sign it off.

4. DETAILED EQUALITY IMPACT ASSESSMENT

- 4.1. Where a negative impact is identified, a detailed EIA in the form of a report should be produced and considered. This will involve a consideration of:

- All monitoring data available
- Considering research/other data that may be relevant
- Consulting with stakeholders (internal and external)
- Seeking further advice (internal and external)
- Devising an action plan to address any adverse impacts. In some cases, it may not be possible to mitigate all or any negative impacts but this should be noted in the EIA.

- 4.2. Appendix 2 provides a form to aid completion of the EIA.

- 4.3. The HR team and Head of Student Equality, Diversity and Inclusion can also provide further advice.

- 4.4. All EIAs should be presented to the SLT for consideration in advance of any final decision and in cases where governor approval is needed for a proposal or document, should be included in the documentation that is presented to governors.

5. MONITORING AND REVIEW

- 5.1. This Policy will be kept under review by the Equality Diversity and Inclusion Committee.



EQUALITY IMPACT ASSESSMENT - SCREENING

This form should be completed for any new or significantly changed policy, strategy, service or other significant document.

Undertaking this assessment will help to identify whether there is an adverse impact on any group.

Section 1: Key Details	
Name of policy, strategy service or other significant document being assessed:	
Type of change: new, proposed, significantly changed?	
Department and area:	
Name(s) and job title(s) of those completing this assessment:	
Date assessment completed:	

Section 2: Outline the main aims and objectives of the policy, practice, procedure, function, plan or service being assessed? Include details of significant changes.	
Section 3: Outline the intended outcomes and benefits.	

Screening

Protected Group	Potential Impact (tick each one as appropriate)			Possible Reasons for Impact	Action to Mitigate Impact
	Negative/ unfavourable	Neutral	Positive/ favourable		
Age					
Disability					
Sex					
Gender Reassignment					
Marriage & Civil Partnership					
Pregnancy & Maternity					
Race					
Religion & Belief					
Sexual Orientation					

Section 4: Consultation and Engagement		
Outline any consultation or engagement with stakeholders		
Section 5: Likely impact	Likely impact	Insert X
Based on the answers to the questions above, what is the likely impact	No impact	
	Positive impact	
	Neutral impact	
Note: if the impact is Negative or unknown a full <u>Equality Impact Assessment</u> should be completed.	Negative impact	
	Unknown impact	

Section 6: Sign off	
Date agreed by Senior Leadership Team	
Further actions required?	



FULL EQUALITY IMPACT ASSESSMENT FORM

This form should be completed for any new or significantly changed policy, strategy, service or other significant document where a negative impact on any group or groups has been identified from the initial screening.

Section 1: Key Details	
Name of policy, strategy service or other significant document being assessed:	
Type of change: new, proposed, significantly changed?	
Department and area:	
Name(s) and job title(s) of those completing this EIA:	
Date assessment completed:	

Outline the main aims and objectives of the policy, practice, procedure, function, plan or service being assessed? Include details of significant changes. (Copy from screening)
Outline the intended outcomes and benefits. (Copy from screening)

Protected groups identified as being disproportionately affected

What has any monitoring data shown about the impact this policy/procedure/plan or project has on any groups with protected characteristics? For example, are any groups over or under-represented, are there any different outcomes for any groups, i.e. success rates, retention?

Any other qualitative data available relating to this policy/procedure/ plan or project For example; surveys, feedback, national research.

Groups/individuals consulted about this policy/procedure/plan or project and what that consultation indicated

Changes proposed to make to the policy/ procedure/ plan or project as a result of consultation or further consideration and the expected impact of those changes. Will they lower the negative impact, ensure the impact is legal under anti-discriminatory laws or result in a neutral or positive impact?

Following this EIA, is the recommendation that the College continues with the proposal/document with the changes identified? Please explain why.		
Date considered by SLT:		
Recommendation accepted:	YES	NO
Rationale for SLT decision		