



Equality Impact Assessments: Guidance for Colleges

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Introduction

The Equality Act 2010 requires Colleges to have 'due regard' to the aims of the general Equality Duty in exercising all College functions and activities. 'Due regard' involves thinking consciously about how existing and proposed policies and practices impact on equality. This includes how employees are treated, the design and delivery of services and how financial decisions are made. This guidance aims to support Colleges in achieving this, including what is required in practice in relation to analysing equality information and demonstrating that the College has appropriately assessed the impact of its decisions and activities on equality.

It is important to note that the responsibility for equality does not sit solely with one person or department. This guide is relevant to leaders and managers in Colleges who are responsible for strategic and/or operational decision-making in relation to the management and operation of the College across all of its functions and activities. It is also aimed at those with specific responsibility for equality and diversity, human resource management, employee relations and student relations/ services in Colleges.

Colleges should ensure that:

All leaders and managers are equipped with the knowledge and skills to assess the actual and potential impact of policies, procedures, practices, services, functions and proposals on equality in relation to staff, students and service users;

All leaders and managers are accountable for ensuring that due regard is given to equality in relation to staff, students and service users in the management and operation of their departments and in the wider College environment; and

Appropriate action is taken to address any negative impact that is identified and to utilise any positive impact that may be found.

The following practical guidance aims to assist Colleges in fulfilling these responsibilities in line with legislation and good practice in the further education (FE) sector.

Background and Context

The public sector Equality Duty came into force on 5 April 2011. The duty is made up of a general equality duty supported by specific duties, as explained below.¹

The General Equality Duty

There is a general legal duty on all public sector organisations, including Colleges, in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These are often referred to as the three aims of the general equality duty.

The Specific Duties

In addition to the general equality duty a College is also required to comply with the following specific duties:

- Prepare and publish equality information to demonstrate its compliance with the general equality duty. This information must include, in particular, information relating to people who share a protected characteristic who are:
 - Employees of the College; and
 - People who are affected by the policies and practices of the College, including students and service users.

This was required no later than 6 April 2012 and at least annually after that, from the first date of publication.²

¹ On 15 May 2012, the Home Secretary announced a review of the PSED, as part of the outcome of the [Red Tape Challenge spotlight on equalities](#). The review will establish whether the Equality Duty in the Equalities Act 2010 is operating as intended. The announcement brought forward a planned review of the Equality Act (Specific Duties) Regulations 2011. The government is now combining it with a planned review of the general 'due regard' equality duty. At the time of publication of this guidance, Government had not announced the outcomes of the consultation.

² Colleges with fewer than 150 employees are exempt from the requirement to publish information on their employees.

- Prepare and publish one or more objectives that it thinks it needs to achieve to further the aims of the general equality duty. This was required no later than 6 April 2012 and at least every four years after that. The objectives must be specific and measurable.

All equality information and objectives must be published in a manner that is accessible to the public.

Relevant legislation

Public Sector Equality Duty - [Section 149 of the Equality Act 2010](#)

Specific Duties – [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)

Scope of the Equality Duty

The Equality Duty covers the following protected characteristics:

- Age
- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

Definitions of each characteristic are provided at **Appendix 1**.

Are equality impact assessments still required?

There is no specific legal requirement to carry out formal, documented equality impact assessments (EIAs). Prior to the Equality Act 2010, Colleges were required by law to carry out EIAs under the race, disability and gender equality duties. The new public sector equality duty does not specifically require EIAs or the publication of an equality scheme. However, the new requirement is to have 'due regard' to equality in the exercise of all College activities. This does mean that Colleges are required to analyse the actual or potential effect of all of their activities in relation to equality and take appropriate action on the outcomes.

'Activities' here includes existing activities and any plans or proposals for change to those activities, or to introduce new activities in the future. This covers all College functions, including internal operations and management of the organisation, as well as the services provided. The Duty applies to activities with students, service-users, contractors, suppliers – it's not only about staff – it relates to all College activities. Examples include: financial and budgetary decisions, course provision, service provision, employment of staff, individual decision-making, policy decisions and procurement of goods and services.

The TUC advice to trade unions is that union representatives should continue asking organisations to provide EIAs 'as a basic way of checking that the duty to have due regard is being complied with'³. Colleges are likely to be asked for EIAs in situations where they are proposing organisational change that may affect the workforce, or introducing changes to operational policies and procedures that are likely to have an impact on staff and students and therefore on equality.

³ [TUC Equality Duty Toolkit, October 2011](#)

What is required when having 'due regard' to the Equality Duty?

The general equality duty requires Colleges to have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and foster good relations when carrying out all of their activities and functions; but what does this mean in practice?

Having due regard means consciously thinking about the three aims of the general equality duty as part of the process of decision making so that equality issues influence the decisions reached. The following provide Colleges with a practical application of having due regard:

- **Avoiding discrimination is not sufficient.** Colleges will endeavour to avoid any acts of unlawful discrimination or prohibited conduct under the law, but the equality duty requires more. It is a positive duty that requires a proactive approach to tackle discrimination and eliminate it from the workplace, from the learning environment and from the services provided to the community. However, if the focus on equality is solely on eliminating discrimination, a College will fail to meet the equality duty. Colleges must have due regard for all three aims of the general equality duty and ensure that, as well as tackling discrimination, steps are taken to promote equality of opportunity and foster good relations between different groups.
- **Focus on outcomes.** Although what is stated in policies and procedures is important, it is also vital to focus on the outcomes of activities to identify the real impact on people who share a protected characteristic and people who do not.
- **Consider equality in advance.** The Duty requires Colleges to assess any likely impact on equality before deciding what their plan or policy should be. Considering the impact of a new policy, or a proposal for change, on equality after a decision has already been made to go ahead with the change, or after the policy has already been developed, is unlikely to comply with the duty.
- **Decision-makers are responsible for having due regard to the Equality Duty.** A person or group of people responsible for making decisions for the College must be aware of the equality duty and ensure due consideration is given to equality when making decisions. For example, when deciding whether or not to continue providing a particular course, the decision-maker must consider the impact, or potential impact, that closing that course may have on service-users and staff who share a protected characteristic as compared to those who do not.

An EIA is a systematic way of finding out whether and how a College's policies, actions or plans impact, or could potentially impact, on its employees, students and service users. Colleges may decide to continue using EIAs as a tool for ensuring there is 'due regard' and to help identify the impact, or potential impact, of both existing and planned policies, procedures, practices, services and functions on people who share different protected characteristics, and people who do not share them. This analysis should also help to identify whether a policy, service or function will contribute to good relations between different groups of people, promote equality of opportunity and tackle discrimination. This may include obtaining and analysing data, and consulting people, including employees, trade union representatives, students and service users.

Ofsted and Equality and Diversity

Ofsted has reviewed arrangements for the inspection of the FE and skills system and developed a new inspection framework to apply to Colleges from September 2012. The new framework has removed the limiting grade for equality and diversity; however there is a new limiting grade for overall effectiveness. Inspectors will make a judgement on adequacy from two categories: adequate and inadequate. A College will be deemed to be inadequate if it is graded inadequate for overall effectiveness. For all other grades Colleges are deemed adequate.

The judgement on overall effectiveness is based on how effective and efficient the College is in meeting the needs of learners and other service users, and why; taking into account the inspector's judgements on:

- Outcomes for learners;
- Quality of teaching, learning and assessment; and
- Effectiveness of leadership and management.

Equality and diversity features throughout these areas of the framework and Colleges will need to demonstrate that:

- Staff use their skills and expertise to plan and deliver teaching, learning and support to meet learners' needs, including those with protected characteristics;
- Staff promote equality and diversity through teaching and learning;
- Leaders, managers and, where applicable, governors, actively promote equality and diversity, tackle bullying and discrimination, narrow the achievement gap and safeguard all learners; and
- Achievement gaps are narrowing between different groups of learners.

With this emphasis on equality and diversity in the inspection process it is critical that Colleges have effective, proactive policies for equality and diversity and have effective practices in place to ensure there is due regard for equality in all College activities and functions.

Colleges should assess how well equality and diversity considerations are incorporated into strategic plans, including how the impact of plans is monitored and what follow up action is taken to address areas for improvement.

Organisational benefits

Working towards the equality duty helps to improve the way Colleges work and the services provided to the community as a whole. For example, impact assessments and the analysis of equality information can help Colleges to:

- Deliver more effective policies and ensure they are properly targeted.
- Achieve greater transparency in relation to policy and service development through increased participation of employees, students and recognised trade union representatives.
- Assess whether a policy has the intended effect.
- Encourage policy-makers to be more aware of potential problems and create an accurate picture of the effects of a particular policy.
- Avoid misjudgement of the effects of a particular policy or practice – if a policy/practice is mistakenly perceived as irrelevant to racial groups, groups of men or women, or disabled people for example, problems may arise unexpectedly.
- Attract and retain a diverse workforce.
- Improve staff morale and productivity.
- Deliver suitable and accessible services to students and the community that meet varied needs.
- Meet leadership and management standards, as well as equality and diversity standards in Ofsted inspections.
- Take action to avoid claims of unlawful discrimination.

Putting the equality duty into practice

There is no prescribed method of analysing equality information or conducting an equality impact assessment – the approach taken will vary depending on the organisation structure and the degree of relevance to equality and diversity of each of the College’s functions. The key to success is having good information and people in relevant posts with the skills to be able to analyse the implications of that information for equality and diversity.

Having due regard to the aims of the equality duty is about informed decision making, rather than carrying out particular processes or producing particular documents. This means that Colleges are not obliged to produce a document called an equality impact assessment, but may choose to do so.

Not all policies and practices will be equally relevant to the equality duty or each protected characteristic. The EHRC advises that compliance with the duty should be appropriate to the size of the organisation and the nature of its functions; their Essential Guide to the public sector Equality Duty provides practical guidance on putting the equality duty and specific duties into practice.

Step 1: Identify the functions and the relevance of the duty to those functions

Ensuring you are having due regard to the aims of the general equality duty involves first considering the extent to which the duty is relevant to the functions you carry out. The duty will be relevant for some functions in relation to most or all of the protected characteristics, for example employment policies and procedures. Each different aim of the duty may be relevant for some functions but not others, or to the needs of some people with some protected characteristics but not others.

Example

A College IT Manager is revising the department’s procedure for requesting a new IT user account. The first and second aims of the general equality duty – eliminating discrimination and advancing equality - will both be relevant to such IT procedures. However the third aim – fostering good relations - is unlikely to be relevant. The review of the procedure should consider the needs of employees with different protected characteristics, such as disabled employees; and take steps to promote equality of opportunity for those groups.

In practice, Colleges are likely to focus more on functions that have the most effect on students, service users and employees (or a section of those groups). Remember that having regard to the aims of the general equality duty is no less important when the numbers of people with a protected characteristic affected are small, especially where the potential impact on that group is significant.

The first step is to identify all the policies, procedures, practices, strategies and services in operation in the College to provide a clear picture of all functions and activities; and identify whether and the extent to which the function is relevant to the equality duty. This should include any proposed policies, procedures etc that are currently being considered or developed.

This process should be carried out at all levels within the organisation, including organisational level and at department level. This reaffirms the need for all department managers to be aware of the requirements of the equality duty as only they will be able to identify all the relevant policies, procedures and practices within their departments.

This is likely to produce long lists when equality analysis is being carried out for the first time, but don't panic! Define groups of policies and procedures that can be assessed together (e.g. by department) and prioritise them, identifying those that require urgent attention and planning when the assessment will be completed and by whom (see Step 2).

Example

'activities' relevant to the equality duty

It is not just policies and procedures that need to be considered. Many activities and functions in the College will be relevant to equality. For example:

- Choosing artwork for a College publication – although the choice of colours and images may not appear to impact on equality, they will nevertheless be of particular importance to people with visual impairments. In addition, what opportunities can be exploited here to promote equality? Could images be used to promote positive attitudes towards disabled people, for example?
- Considering the closure of an on-site nursery – organisational change may be being contemplated for financial reasons and many such proposals will be relevant to equality, particularly where redundancies may result. Here it will be necessary to have due regard to equality by consciously thinking about how this decision could have an impact on different equality groups and to identify any potential opportunities to promote equality.
- Choosing a stationery supplier for the College – drawing up a set of criteria and involving disabled people in this process will build disability equality into the activity so that companies chosen are those able to source a wide range of stationery on request. This might be necessary where, for example, a visually impaired person requires printed material on a particular colour of stationery.

Step 2: Screen and prioritise

It is helpful to carry out an initial screening of the policy, procedure, practice etc to consider whether a full impact assessment is required. Colleges may wish to develop criteria to enable them to determine whether a policy is a major one in terms of scale or significance for the College's activities; or there is a clear indication that, although the policy is minor, it is likely to have a major impact upon certain groups of people.

It should be noted that this is not a question of the numbers of people affected but of the degree of the impact. For example, an initial screening might identify that a policy has an extremely negative impact on a small number of disabled people and this will be of greater relevance to disability equality than a policy that has only a minor impact on a large number of disabled people.

The initial screening stage should review each policy in a particular group to identify those that are relevant to equality and diversity and those that are a priority for impact assessment. So, the initial screening may consider the following:

- What is the aim or purpose of the policy?
- Who is affected by the policy?
- Has anyone complained about the policy?
- Does the policy have the potential to cause adverse impact or discriminate against different groups of people?
- Does the policy make a positive contribution to equality and diversity in the College?

A full impact assessment will be needed if this initial screening reveals an adverse impact, or potential for adverse impact on people with a protected characteristic.

Assess the level of priority - this can be identified as HIGH, MEDIUM or LOW and helps with planning what should be addressed first.

Identify when will be the best time to carry out a full analysis of the function. An EIA should be completed before any new or revised policy is implemented and the sooner the better so that any issues of concern can be addressed while the policy is being developed. Where the College is dealing with existing policy and practice, the higher priorities will be those policies that have already been identified as a concern; or that have a significant impact on people with a protected characteristic.

Appendix 2 shows an example form that can be used for the initial screening stage.

The outcome of the initial screening should also identify who will be the most appropriate person/team to undertake the impact assessment. In some cases one person may be able to complete it. However, it is helpful to utilise different perspectives and experiences by putting together a small team for the exercise, one of whom should be the manager responsible for the strategy, policy or the delivery of the service etc. The College may also want to involve someone who can offer a different perspective, such as someone outside the relevant department.

Consultation will also form part of the assessment process and it is helpful to identify who should be consulted, for example:

- When assessing an employment policy or procedure the impact assessment should include consultation with employees that might use the policy or be affected by it and any recognised trade union representatives.
- When assessing one of the College's services the assessment should include consultation with users of that service.

Step 3: Gather information and evidence

Having due regard to the equality duty requires Colleges to have an adequate evidence base for their decision-making. It will be necessary to analyse the available evidence of how the policy, procedure or practice etc impacts on different groups in order to assess the relevance of the function to the equality duty and its impact on equality for people with different protected characteristics. Colleges can use a range of methods to monitor and analyse the effects of their policies, procedures and practices on equality, and the outcome of this monitoring will form the evidence needed to make informed choices and decisions that are not based on assumptions.

The sources of equality information will vary according to the nature of the policy being assessed. Colleges should consider what information is already available that can inform the impact assessment, and what information may need to be gathered. Sources of information/evidence may include:

- Any previous equality impact assessment
- Management information and reports
- Satisfaction surveys that may have been carried out with staff and students
- Targeted surveys (e.g. about a particular service or policy)
- Evaluation/feedback forms (e.g. following a training course or use of another service)
- Informal feedback schemes (e.g. anonymous staff suggestion scheme)
- Information from recognised trade unions or student unions
- Information from employee representatives and employee or student forums/groups
- Complaints
- Press coverage
- Feedback received from meetings or focus groups
- Feedback or comments from visitors or the general public
- Information from formal audits
- Equal opportunities monitoring data (e.g. gathered during recruitment)
- Workforce monitoring data
- National and local statistics
- Census data
- Published research by national organisations (e.g. EHRC, LSIS, AoC)
- Consideration of any changes in legislation and whether this has affected the policy and how it impacts on different groups
- Comparisons with similar policies in other organisations
- Seeking an expert opinion (e.g. from a specialist organisation in a particular field of equality)

In some cases evidence/information will be limited or may not be available at all. If the data is not available, the start of the impact assessment could be to establish appropriate monitoring of the policy.

It was previously a legal requirement that consultation takes place with appropriate stakeholders as part of the equality impact assessment process. While this is no longer a specific legal requirement, engagement with people with different protected characteristics will help Colleges to develop the evidence that will form the basis of decision-making when having due regard for equality. This should include consultation with recognised trade unions, relevant interest groups and people who identify with the different protected characteristics.

Step 4: Analyse, assess and make a judgement

This is the most important part of the impact assessment because it is at this stage that a decision is made regarding whether or not an existing or proposed policy has, or has the potential to have, an impact on equality in relation to certain groups.

The focus at this point should be on using the information gathered to decide if the policy, procedure, function etc results in any less favourable treatment or unlawful discrimination, or has the potential to lead to this.

It is helpful to draw up a template form that is used consistently throughout the College for all equality impact assessments. Some examples of templates used in Colleges are provided in **Appendix 3**. When the College is developing its template form, involve the people who will be responsible for completing the impact assessments. Managers will be more likely to participate in equality impact assessments if they are engaged at this early stage.

When making a judgement it is important to be honest and realistic. Focus on how to improve the policy and use the impact assessment as an opportunity to promote equality, rather than just mitigating any negative impact.

Tips for making judgements:

- Focus on the information gathered
- Be realistic – is there any actual or potential less favourable treatment on any group as a result of the policy, procedure, practice, service, function, business proposal etc?

Step 5: Take action

If the impact assessment shows that the existing or proposed policy, procedure or practice has or is likely to have an adverse impact on equality, the College will need to consider how it is going to address this. This is as important as Step 4 because it is at this stage, Step 5, where the College adds real value to the process by taking action that will begin the process of change to achieve equality for all.

Draw up an action plan to identify what action will be taken, who will be responsible for its completion, the timescale, any cost implications and how this will be addressed.

The action plan will need to feed into department plans and any relevant objectives. Where appropriate the action plan may feed into the College's strategy for equality and diversity and any overall action plans.

When considering appropriate action, think about the outcomes and improvements that are needed. Questions to consider may include, for example:

- If a policy, procedure or practice has the potential to lead to unlawful discrimination on grounds of race, disability or gender (or age, sexual orientation, gender identity, religion or belief), is there another way of meeting the aims of that policy, procedure or practice that will remove or alleviate this potential?
- If a policy, procedure or practice has a less favourable impact on people from certain equality groups, can this be justified because of its overall objectives? Could the policy, procedure or practice be adapted to remove or alleviate any adverse effects?
- If the impact assessment indicates that certain groups have different needs, can the College meet these needs, either within the policy, procedure or practice, or in some other way?
- Could the policy, procedure or practice harm good relations between different racial groups; between disabled and non-disabled people, or between men and women, for example? How can this be avoided?

If the impact assessment highlighted that it was very difficult to establish the impact of the policy, procedure, practice etc, on one group or several equality groups, then the action plan is likely to identify what additional monitoring or research is needed, how it will be done, by whom and the timescales.

Tips for action planning:

- Focus on outcomes and measurable improvements that are needed
- For each action identify:
 - Who is responsible for its completion
 - The timescale (be realistic)
 - Relevant activities to take place
 - Cost implications and how these will be addressed
- Be concise – the action plan should be focused and succinct
- See Appendix 3 for example action plan templates used in Colleges

Step 6: Publish and review

Colleges may find it helpful to publish their findings when analysing equality information and undertaking impact assessments. Publication and review is also key to demonstrating to staff, students, recognised trade unions and the community, the College's commitment to the aims of the general equality duty. To this end, it will also be important to capture improvements made as a

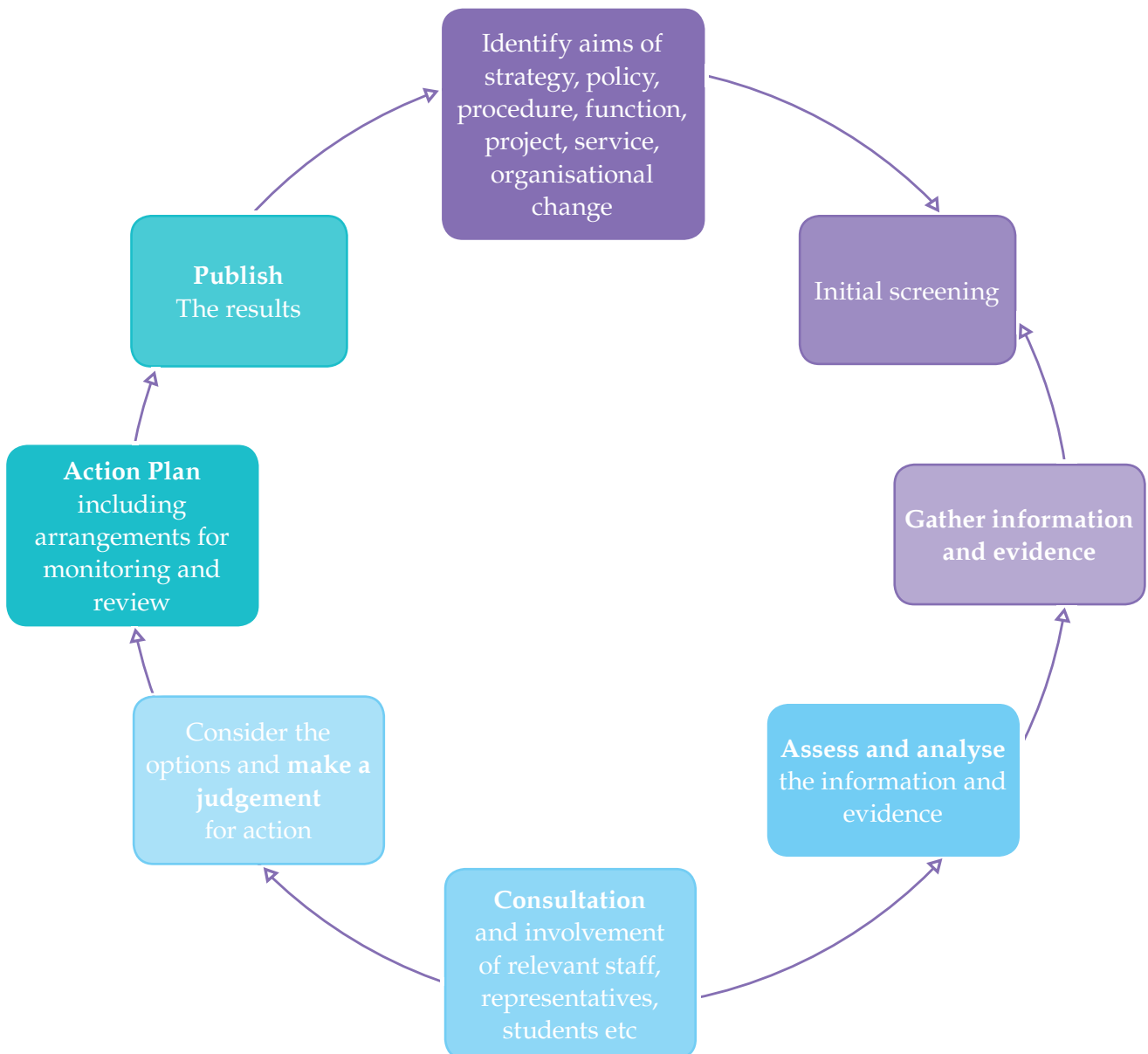
result of impact assessment. Publishing this information will build confidence among staff, students, recognised trade unions and the community, in the robustness of the College’s approach to equality.

Consider appropriate methods of publication that ensure the information is accessible to all relevant stakeholders, for example by publishing impact assessment outcomes on the College’s Intranet, in hard copy, or by electronic distribution. Where a full impact assessment is lengthy or complex, a summary of it might be published to make it more accessible with instructions for how the full version can be accessed.

Colleges will also want to consider the procedures that need to be in place for signing-off impact assessments prior to publication.

Remember that completing and publishing an impact assessment is not the end of the process. It is a continuous cycle that requires regular review, monitoring and updating to ensure that progress is made against the action plan. See Figure 1.

Figure 1: The Equality Impact Assessment Cycle



Further guidance

This guidance document has been written to support Colleges in demonstrating 'due regard', including what is required in practice in relation to analysing equality information and demonstrating that the College has appropriately assessed the impact of its decisions and activities on equality. This document is also available in other formats, available by emailing employment@aoc.co.uk

Further guidance regarding equality and diversity can be found via www.aoc.co.uk/en/policy-and-advice/equality-and-diversity

AoC Employment Helpline

Colleges can contact the AoC Employment Team for further information and advice on this or any other employment related matter by telephone on 020 7034 9900 or by email employment@aoc.co.uk

Appendix 1: The Protected Characteristics

Age:

This refers to a person having a particular age or being within an age group. This includes all ages including children and young people.

Disability:

A person has a disability if s/he has a physical or mental impairment which has a substantial and long term effect on their ability to carry out normal day-to-day activities.

Gender Reassignment:

This refers to a person who is proposing to undergo, is undergoing, or has undergone a process to reassign their sex by changing physiological or other attributes of sex. It is also known as the process of transitioning from one gender to another.

Maternity:

This refers to the period after giving birth. It is linked to maternity leave in the employment context. In the non-work context (i.e. in relation to students and services), protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breast feeding.

Pregnancy:

The condition of being pregnant.

Race:

This refers to a group of people defined by their colour, nationality, ethnic or national origins.

Religion or belief:

Religion means any religion, including reference to a lack of religion. Belief includes religious and philosophical beliefs, including lack of belief (for example, Atheism).

Sex:

Someone being a man or a woman.

Sexual Orientation:

This is a person's sexual attraction towards others, either people of their own sex, the opposite sex or to both sexes.

Appendix 2: Sample Screening Form

To assist with prioritising policies, procedures and practices for impact assessment list them all; identify who owns the policy, whether it is relevant to equality and indicate whether it should be HIGH, MEDIUM or LOW priority.

Name of policy, procedure or practice	Owner	Relevance to equality	Priority (High/Medium/Low)
Absence Management Policy	HR Director		
Annual Leave Policy and Procedure	HR Director		
Appraisal Policy and Procedure	HR Director		
Disciplinary Policy and Procedure	HR Director		
Drug and alcohol use	HR Director/Health and Safety Manager		
Equal Opportunities Policy	HR Director		
Flexible Working Policy and Procedure	HR Director		
Grievance Procedure	HR Director		
Harassment Policy	HR Director		
Home-working Policy	HR Director		
HR Strategy	HR Director		

Appendix 3: Sample Equality Impact Assessment Templates

Colleges will need to design a template for impact assessment that suits their own needs and operational practices. It is useful to ensure that all those responsible for carrying out equality impact assessments follow a consistent process. Some examples of template forms are provided in this section.

Appendix 3.1: UCU Pro-forma for Impact Assessment

Name of policy/function being assessed:	Name of manager/group carrying out the assessment:
Has the Initial Screening form been completed? Yes	Is this a new or existing policy/function?
1. In what areas are there concerns that the policy/function could have a differential impact (please circle.)	Gender Race Disability Sexuality Age (younger or older people)
2. What sort of concerns are there that the policy/function could have a differential impact on other groups? Please give details (continue overleaf if necessary).	
3. What evidence do you have for this?	
4. What are the risks associated with the policy in relation to the differential impact?	
5. What are the expected benefits of the policy?	

<p>6. Which relevant experts or equalities groups have you approached to explore these issues? (Please give dates and details of contact).</p>	
<p>7. How have you gained the views of these experts/groups? (e.g. by letter, meetings, interview, workshops, questionnaires, or any other method?)</p>	
<p>8. Please give details of the views of the experts/groups on the issues involved.</p>	
<p>9. Taking into account these views, and the available evidence, please outline the risks associated with the policy/function weighed against the benefits.</p>	
<p>10. What changes/modifications will now be made to the policy/function in the light of this Impact Assessment?</p>	
<p>11. How will these changes/modifications be communicated to interested parties (i.e. the groups which were adversely affected) and those consulted?</p>	
<p>Signed (completing officer): Job Title </p>	<p>Date of completion of Impact Assessment:</p>

Appendix 3.2: College Example A

Equality impact assessment form

Name of policy, procedure, plan or practice	
What is the main aim or purpose of the policy, procedure, plan or practice?	
Who is responsible for creating / implementing this? (please state job role)	
Names of staff involved in the equality impact assessment process	
Date of the equality impact assessment	

Information to support the impact assessment process

What evidence is already available to help inform the impact assessment process? (consider both quantitative and qualitative information) E.g. staff or student or visitor feedback – consider Learner Satisfaction and Staff Survey or any informal feedback.	
Is further information required? Would gathering such information be a proportionate response to the policy, procedure, plan or practice, in terms of its importance? Evidence can also be gathered later by consulting others on changes made.	
If yes to the above question, where and how can that information be obtained?	

Please note. It is important that collection of evidence for one group of people does not stall the impact assessment process. It may be necessary to undertake actions without all evidence, and return to the impact assessment process when all evidence is available

Please state any negative factors or further support that needs to be addressed in the following areas (if none please write none to ensure/demonstrate the area was covered)	
Age	
Disability (Physical and Mental)	
Gender (Male, Female and Transgender)	
Race	
Religion and Belief	
Sexual Orientation	

Equality Action Plan

Please list any recommendations for action that are planned as a result of this impact assessment

Equality Area(s) Addressed (use the key above)	Action required	By whom	By when	Resource implication	Evidence and evaluation

If the action proposed will not fully eliminate negative impact, why is this and how can it be justified?	
If the action proposed will not fully eliminate negative impact, why is this and how can it be justified?	

Appendix 3.3: College Example B

Initial Equality Impact Assessment

Policy/Procedure/Practice	
Date of assessment	
Date of Last Policy Review	
Policy owner	
Who implements the policy?	
Assessors	
What are the aims and objectives of the policy?	
Who are the intended beneficiaries?	
How should they benefit?	
What factors could detract from aims and beneficiaries?	
Potential differential impact on racial groups	
Detail any evidence [Quantitative and qualitative]	
Potential differential impact due to disability	
Detail any evidence [Quantitative and qualitative]	
Potential differential impact due to gender	
Detail any evidence [Quantitative and qualitative]	
Potential differential impact due to age	
Detail any evidence [Quantitative and qualitative]	
Potential differential impact due to sexual orientation	
Detail any evidence [Quantitative and qualitative]	
Potential differential impact due to religious belief	
Detail any evidence [Quantitative and qualitative]	
<i>Plus other groups as identified by EDC</i>	

Further action agreed

Theme	Action	Responsible	Review
Date presented to EDC			

Appendix 3.4: College Example C

Equality Impact Assessment Template

Name of Policy:	Name of Manager
Is this a new policy? Yes/No If No, date last reviewed?	Target group for this policy?
Are there procedures/practice guidelines associated with this policy? Yes/No If Yes, what are they ?	Normal practice would be to impact assess a policy and associated procedures at the same time, if this is not going to happen on this occasion, please say why?
1. What are the aims / objectives of this policy/procedure ?	
2. What are the expected benefits of the policy/procedure and for whom?	
3. In what areas are there concerns that the policy/procedure could have a different impact on different groups?	
4. What are the risks associated with the policy/procedure in relation to this differential impact?	
5. Who are the “ interested parties” in relation to this policy/procedure?	
6. How will these interested parties be consulted and communicated with?	
7. Which relevant experts have you approached to explore the issues with which the policy is concerned?	
8. How have you gained the views of these experts?	

<p>9. Does this policy/procedure affect how other policies and procedures are implemented?</p>	
<p>10. Where this is a review of a policy, have there been any complaints concerning this policy/procedure thus far? (Not applicable for new policies)</p>	
<p>11. What are the risk management issues of differential impact on different groups?</p>	
<p>12. Does the policy/procedure have employment implications?</p>	
<p>13. What arrangements have been made to ensure that where the service is partly or wholly provided by external organisations / agencies on behalf of the service, the equalities issues within the policy have been met?</p>	
<p>14. What is the timescale for review? 15.</p>	
<p>16. What are the arrangements for monitoring? 17.</p>	
<p>18. Identify any equality and diversity staff development or training issues arising from this assessment or any equality and diversity training issues in the implementation of the policy and add them to the action plan.</p>	
<p>19. Where this is a review of a policy, what is the evidence of monitoring / consultation / further consultation? (Not applicable for new policies)</p>	
<p>Signed (Completing Officer) Signed (Lead Manager)</p> <p>Date: Date:</p>	

Equality Impact Assessment – Improvement Plan for Policy/Procedure

Name of Policy/Procedure.....

Area for development	Target for Improvement	Person Responsible	Specific action required	Timescale for completion	Progress

Date completed

Lead Manager

