# Equality assessment template APPENDIX F

When completing the assessment template the policy-maker/team should complete this template in partnership with the team who supported the assessment.

|  | **Equality Assessment Template** | |
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| **1.** | **Background** | **Answer** |
| 1.1 | What policy is being assessed or reviewed? | Timetabling Policy |
| 1.2 | What are the aims of the policy? | The policy sets out the organisation and management of student timetables.  It’s aim is to deliver an outstanding student experience whilst ensuring resources are used efficiently. They also support effective space usage given the multitude of demands on centrally managed space not only for education delivery but also BU conferences and those hosted for external organisations, knowledge transfer activities, internal meetings and other activities in BU space. |
| 1.3 | Who is affected by the policy? | All staff |
| 1.4 | Who supported you and why to complete the first assessment or this review? | Human Resources |
| **2.** | **Equality information** | **Answer** |
| 2.1 | For existing policies, what equality information have you used as referenced in [Table 2](#_Table_2:_Examples) of the guidelines, and how have you used the information to inform the first assessment and subsequent review? (Please also describe who provided this information and why they were approached) | All staff equality data as at November 2014  This Equality Impact Assessment aims to ensure that the decision made about implementing such a policy is achieved in a fair, transparent and accountable manner and that the needs of all have been considered. |
| 2.2 | If this is a new policy, what equality information will be used to monitor the impact as referenced in [Table 2](#_Table_2:_Examples) of the guidelines, and how you will use the information to inform the first assessment and subsequent review? (Please also describe who provided this information and why they were approached) | We will analyse, by equality group, the Staff Availability Limitation forms submitted. All forms will be noted regardless of whether the individuals’ limitation has been agreed or not to monitor the University’s responses to requests. |
| 2.3 | How will the collected information be used to inform the first assessment and subsequent review? | The forms (2.2) will inform subsequent reviews, and demonstrate whether there has been any potentially adverse impact and will help to inform any changes to the scheme, its criteria or its application that might be deemed appropriate. |

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| **3.** | **Equality relevance** |  | | | | | | | | |
|  | **When undertaking an assessment policy owners are required to complete the equality relevance table by indicating whether or not the policy has a: positive impact (PI), negative impact (NI) or no impact (NO). Any decision taken when completing this table will need to take into consideration available equality information.** | **Age** | **Disability** | **Gender** | **Gender Reassignment** | **Pregnancy/**  **Maternity** | **Race** | **Religion or belief** | **Sexual**  **Orientation** | **Marriage/civil**  **partnership** |
| 3.1 | Does the BU policy have a positive, negative or no impact in terms of addressing prejudice by fostering good relations among people with a protected characteristic and those who do not at the University? | NO | NO | NO | NO | NO | NO | NO | NO | NO |
| 3.2 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of removing or minimising disadvantages suffered by people at the University due to their protected characteristics? | NO | PI | PI | NO | NO | NO | PI | NO | **N/A** |
|  | **Equality relevance** |  |  |  |  |  |  |  |  |  |
|  | **When undertaking an assessment policy owners are required to complete the equality relevance table by indicating whether or not the policy has a: positive impact (PI), negative impact (NI) or no impact (NO). Any decision taken when completing this table will need to take into consideration available equality information.** | **Age** | **Disability** | **Gender** | **Gender Reassignment** | **Pregnancy/**  **Maternity** | **Race** | **Religion or belief** | **Sexual**  **Orientation** | **Marriage/civil**  **partnership** |
| 3.3 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people at the University? | NO | PI | PI | NO | NO | NO | PI | NO | **N/A** |
| 3.4 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of encouraging people with certain protected characteristics to participate in all activities at the University where their participation is disproportionately low? | NO | NO | NO | NO | NO | NO | NO | NO | **N/A** |
| 3.5 | Does the BU policy have a positive, negative or no impact in terms of seeking to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act (Equality Act, 2010) at the University? | NO | NO | NO | NO | NO | NO | NO | NO | **N/A** |
| **4.** | **Decisions/ Feedback/ Approval** | **Answer** | | | | | | | | |
| 4.1 | What are the decision outcomes as outlined in [Table 3](#_Table_3:_Decision) of the guidelines as part of the first assessment or at the review stage? | Continue the BU policy (Level 2): | | | | | | | | |
| 4.2 | In what way have the decision outcomes changed since the first assessment? | N/A – this is the first assessment | | | | | | | | |
| 4.3 | What actions need to be taken to promote/share any positive impact as part of the first assessment or review? | In advancing equality of opportunity, in regard to disability, if requested information on the Timetabling policy will be made available in a particular format to facilitate access as a reasonable adjustment. For staff on long term family leave (e.g. maternity, etc) or long term sickness absence, information relating to the announcement of the scheme will be posted to the home address. | | | | | | | | |
| 4.4 | What actions need to be taken to mitigate any negative impact as part of the first assessment or review? | N/A | | | | | | | | |
| 4.5 | Who completed this first assessment or review? | Stuart Laird, Clare Clayton | | | | | | | | |
| 4.6 | What feedback has been provided from DDESG to the assessment or review? | Assessment will be reported to DDESG. | | | | | | | | |
| 4.7 | How has feedback from DDESG been used to inform the first assessment or review? | TBC | | | | | | | | |
| 4.8 | Which School/Professional Service Executive Committee has approved this assessment? | Estates and UET | | | | | | | | |
| 4.9 | Date approved by School or Professional Services Executive Committee | December 2014 | | | | | | | | |
| 4.10 | Date for assessment review | June 2015 | | | | | | | | |