

**Equality Analysis**

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| **Before commencing an Equality Analysis (EA) please refer to the University’s EA guidance.**  |
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**STEP 1 – DEFINE THE FOCUS**

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| **Name/title of what this EA is about**  |  |
| **Lead officer/Manager (owner of EA)** |  |
| **Team members involved**  |  |
| **Start date**  |  | **Is the EA for something new or being revised?** | [ ]  New [ ]  Revised  |
| **Initial completion date**  |  |
| **Review date and frequency** |  |
| **Who does it affect?** e.g. students, colleagues, other stakeholders |  |

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| **Briefly describe what this EA is about and what it is focusing on**  |
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**STEP 2 – GATHER EVIDENCE & CONSULT**

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| **What evidence and consultation with colleagues or students has been used to determine any implications (negative and positive) for different groups?** Examples of evidence include: * Colleague and/or student diversity profile data
* Comparator/benchmarking data (internal or external)
* Take-up/usage data by different groups
* Survey results e.g. satisfaction, experience or engagement surveys
* Feedback and anecdotal evidence from colleagues or students
* Reports of discrimination, harassment, victimisation, complaints, concerns or grievances
* Findings of research/reports or good practice relevant to this EA (internal or external)

**If there are any gaps in evidence that limit the assessment, try to fill them before progressing. If gaps remain, explain this and identify if this limits the assessment, and how you will seek address this in the future at Step 4.** |
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**STEP 3 – ASSESS IMPACT & DECIDE HOW TO PROCEED**

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| **Using the evidence and feedback gathered in Step 2, answer the following two questions considering all the protected characteristics of the Equality Act 2010.** Where no negative or positive implications can be identified, please specify if impacts are unknown or you anticipate a neutral impact. Where relevant, consider combinations of protected characteristics (intersectionality) and other considerations, such as parental responsibilities or socio-economic background. 1. **Are there any negative impacts for any group(s)?** Examples include:
* A group being treated less favourably
* A group being placed at a disadvantage
* A group being impacted (negatively) more than others
* Not making reasonable adjustments for disabled people
* Barriers to access and participation
* Poorer experiences or outcomes
* Negative affect on relations between groups
* Any other negative implications or findings
1. **Are there any positive impacts for any group(s)?** Examples include:
* Enabling access and participation
* Anticipatory adjustments for disabled people
* Improving colleague/student experience or outcomes
* Preventing discrimination, harassment or victimisation
* Fostering good relations between groups
* Any other positive implications or findings
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| **Group** | **Impact** | **Comments – please explain your assessment here** |
| **Age**Being a certain age, in a certain age range, or stage of life (e.g. menopause, retirement). | [ ]  Positive [ ]  Negative[ ]  Neutral[ ]  Unknown |  |
| **Disability** Physical or mental condition, including unseen, which (untreated) has a substantial and long-term impact, which might recur.**Unpaid carers** are protected from discrimination related to their association with/responsibilities for caring for a disabled person.  | [ ]  Positive [ ]  Negative[ ]  Neutral[ ]  Unknown |  |
| **Gender affirmation** Including all non-binary and trans identities who do and do not undergo medical or other transitions. | [ ]  Positive [ ]  Negative[ ]  Neutral[ ]  Unknown |   |
| **Marriage & civil partnership** Being married or in a civil partnership (relevant to employment only).  | [ ]  Positive [ ]  Negative[ ]  Neutral[ ]  Unknown |  |
| **Pregnancy & maternity** Being pregnant, having recently given birth, being on maternity leave or breast/chestfeeding. | [ ]  Positive [ ]  Negative[ ]  Neutral[ ]  Unknown |  |
| **Race** **& ethnicity**Majority and minority ethnic groups. Where relevant, nationality or national origins, and related factors such as culture or language.  | [ ]  Positive [ ]  Negative[ ]  Neutral[ ]  Unknown |  |
| **Religion or belief*** Having/not having a religion.
* Having/not having philosophical beliefs that apply to an important aspect of life.
 | [ ]  Positive [ ]  Negative[ ]  Neutral[ ]  Unknown |  |
| **Sex**In UK law, female or male. | [ ]  Positive [ ]  Negative[ ]  Neutral[ ]  Unknown |  |
| **Sexual orientation** A person’s sexual attraction to other people, or lack thereof.  | [ ]  Positive [ ]  Negative[ ]  Neutral[ ]  Unknown |  |
| **Other considerations**Such as parental responsibilities, wellbeing, socio-economic background, or working pattern. | [ ]  Positive [ ]  Negative[ ]  Neutral[ ]  Unknown |  |
| **Intersectionality**Characteristics in combination e.g. disability & race, age & pregnancy, sex & religion, more than one disability. | [ ]  Positive [ ]  Negative[ ]  Neutral[ ]  Unknown |  |
| **Conclusions**Summarise your key findings below. |
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| **Decide how to proceed****How does your assessment suggest the proposal/policy/initiative should proceed?** You can explain your answer in the box below.  |
| [ ]  **Stop or postpone** (e.g. in order to consider EDI implications in more depth). | [ ]  **Alter in order to address impacts** (set out the actions required at Step 4). | [ ]  **Proceed as planned** (if there are any negative impacts, you will need to be able to objectively justify this decision). |
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**STEP 4 – PLAN ACTION**

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| The assessment in Step 3 should inform **actions to be recorded below and included in Faculty, School or Central services plans**. For example:- actions to mitigate negative implications or enable positive implications- actions to fill gaps in available evidence- actions to consult with colleagues or students**This action plan should also outline how and when you will *monitor impacts* during implementation and review this EA.** |
| **Actions** | **Due date** | **Assigned to** | **Managed by** |
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We are building an internal database of completed EAs to enable the sharing of good practice within the University. Would you be willing to share your completed EA?

[ ]  Yes

[ ]  No

If yes, once completed and approved please send a copy with accompanying documentation (e.g. the policy or proposal) to equality.analysis@newcastle.ac.uk

**The Equality Analysis should be presented at any decision-making or approval process about the proposal/policy//change in question.**

**For any queries or to request advice, contact:** **equality.analysis@newcastle.ac.uk**