**Code: QA153**

**Title: Equality Impact Assessment Guidelines [[1]](#footnote-1)**

**Date: Pilot documents approved June 28th 2019. Mainstreaming approved October 15th 2020**

**Approval: Údarás na hOllscoile**



**Appendix 1 – Equality Impact Assessment Form**

**Policy Development/Review**

**Equality Impact Assessment Form**

Equality Impact Assessment (EIA) is a systematic and evidence-based process which verifies that the University’s policies and practices are non-discriminatory, and are fair and inclusive in meeting the legitimate needs of the diverse groups that make up the University community. The key purpose of the Equality Impact Assessment Guidelines and Form is to help identify any Equality, Diversity and Inclusion (EDI) impact (either positive or negative) associated with new or updated policies, along with any potential discrimination or gaps in policy development.

This form should be completed, with reference to the EIA Guidelines, and submitted for approval to the relevant governance body in advance of any policy development or major review of existing policy/practice. Equality impacts should continue to be considered throughout the policy drafting process (please see EIA Guidelines for details) and the completed Equality Impact Assessment Form should be signed and submitted again with the final policy/document for approval by the relevant approving body.

**Section A: Initial Screening**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of proposed policy/revised policy** (name of policy or subject of review/decision) | | |  | | |
| **Purpose of proposed policy/revised policy** (who is the intended target group?) | | |  | | |
| **College/School/Unit** | | |  | | |
| **Date** | | |  | | |
| **Name(s) of assessor(s)** | | |  | | |
| **STAGE 1 - Consider any potential impact (on staff, students and the public)** | | | | | |
| **What is the potential impact on any of the following groups?**  **i.e.**  How might the proposal affect people from diverse backgrounds and circumstances, either adversely or beneficially? This includes both direct effects and other effects as an indirect consequence of the policy. Remember we need to:   * **Eliminate discrimination** * **Promote equality of opportunity and treatment** of staff, students and other persons to whom we provide services * **Protect human rights** of our members, staff, students and other persons to whom we provide services | | | | | |
| **Characteristics** | **Potentially Beneficial** | **Potentially Adverse** | | **No Anticipated Impact** | **Evidence/explanation of this impact** |
| **Gender** |  |  | |  |  |
| **Civil Status** |  |  | |  |  |
| **Family Status** |  |  | |  |  |
| **Age** |  |  | |  |  |
| **Disability** |  |  | |  |  |
| **Race** |  |  | |  |  |
| **Sexual Orientation** |  |  | |  |  |
| **Religious Belief** |  |  | |  |  |
| **Membership of the Traveller Community** |  |  | |  |  |
| **Other e.g. part-time, fixed-term** |  |  | |  |  |

|  |  |  |
| --- | --- | --- |
| **EIA screening outcome** | **Mark below as appropriate** | **Next step** |
| No impact identified |  | Go to Stage 5 of the Guidelines (pg. 10) |
| Only beneficial impact identified |  | Go to Stage 5 of the Guidelines (pg. 10) |
| Potential negative impact identified |  | Go to Section B (below) |

**Section B: Detailed Assessment**

|  |  |
| --- | --- |
| **STAGE 2 - Collecting the relevant data** | |
| What **evidence** have you gathered to help you to assess the impact of this policy on particular groups? Please give details. |  |
| What **consultation** has been undertaken as part of this Equality Impact Assessment? Please state who has been consulted, how and when. |  |
| What were the **results** of the consultation? Please summarise. |  |

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| **STAGE 3 - Analysing the evidence** | | |
|  | **No** | **Yes** |
| 1. Does the proposed policy have the potential to advance equality of opportunity and protect human rights? | *Go to Stage 3(b)* | *Please Explain and then proceed to Stage 3(b)* |
| 1. Is there an adverse impact on any of the following protected characteristics or groups?  * Gender * Civil Status * Family Status * Age * Disability * Race * Sexual Orientation * Religious Belief * Membership of Traveller Community * Other e.g. part-time, fixed-term | *Go to Stage 5 of the Guidelines* | *Please Explain and then proceed to Stage 4* |

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| --- | --- | --- |
| **STAGE 4 – Identify and address any adverse impact** | | |
| *Characteristics* | **Analyse the evidence**  Comment on evidence and potential impact | **Eliminate or reduce any adverse impact**  Recommended actions or specific requirements (e.g. reasonable accommodations for disability) |
| **Gender** |  |  |
| **Civil Status** |  |  |
| **Family Status** |  |  |
| **Age** |  |  |
| **Disability** |  |  |
| **Race** |  |  |
| **Sexual Orientation** |  |  |
| **Religious Belief** |  |  |
| **Membership of the Traveller Community** |  |  |
| **Other e.g. part-time, fixed-term** |  |  |

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| --- | --- |
| Stage 5 - Share results and keep evidence | **Next steps** |
| Equality information published by the University (a legal requirement) must include evidence that we have paid ‘due regard’ to equality issues. | * Send a digital copy of the completed EIA form and any attachments to the OVPEDI, so that the EIA can be kept (and published as appropriate): [OVPEDI@universityofgalway.ie](mailto:OVPEDI@universityofgalway.ie). * A copy of the EIA should also be appended to the policy for the duration of the life of the policy. * Share the EIA results with the Trade Unions and/or Students’ Union, as appropriate, as part of the normal consultation process * Keep a copy of the completed EIA form and any associated documents, emails, data, or information |

|  |  |
| --- | --- |
| Stage 6 – Monitor Actual Impact and Review Policy | **Next Steps** |
| Equality Impact Assessment is an ongoing process that does not end once a policy has been agreed or implemented. This does not necessarily mean repeating the Equality Impact Assessment, but using the experience gained through implementation to check the findings and to make the necessary adjustments.  At the proposed date of review, consider the actual impact of the policy taking into account any changes that have occurred (e.g. structural, organisational, demographic, customer requirements). | * The policy should be reviewed at a future date which should be identified and clearly stated as part of the Equality Impact Assessment. The length of time between one analysis and the next will depend on the relevance of the policy to equality issues and any potential impact on groups with protected characteristics. * At the proposed date of review, consider the actual impact of the policy taking into account any changes that have occurred (e.g. structural, organisational, demographic, customer requirements). |

**Signed by the Chair of the Policy Development/Review Group:**

Chair

Date

1. This document draws significantly on similar work in UCD, The Royal Holloway, University of London and University of Cumbria. [↑](#footnote-ref-1)