



**Code:** QA153  
**Title:** Equality Impact Assessment Guidelines <sup>1</sup>  
**Date:** Pilot documents approved June 28<sup>th</sup> 2019. Mainstreaming approved October 15<sup>th</sup> 2020  
**Approval:** Údarás na hOllscoile

## Context

University of Galway is committed to providing an inclusive environment for the University Community, as articulated in the values underpinning our strategic plan. *Open University of Galway will reflect our commitment to accessibility, inclusivity and engaging openly with the world. We will champion an inclusive culture that proactively seeks to identify and remove barriers to equality. We will enable an environment where all students and staff are supported to achieve their potential regardless of their background. We will increase the diversity of leadership and university structures to represent the increasingly diverse make-up of the University of Galway community.* In order to support these strategic objectives, and to promote an inclusive and diverse work and study environment for all, an Equality Impact Assessment (EIA) tool (*Appendix 1*) has been developed for use as part of the development of all new policies in University of Galway. The tool should also be used in reviewing and revising existing policies, in line with institutionally agreed policy review timelines.

This EIA tool (*Appendix 1*), informed by national and international literature and best practice, has been developed by the University of Galway Equality, Diversity, and Inclusion Campus Committee (EDICC). EIA will focus on discrete policy development and review – i.e. where a specific policy, such as the [University of Galway Learning, Teaching and Assessment Strategy Policy](#), recruitment policies, or promotion policies, is being developed or reviewed. The University of Galway QA002 Policies and Procedures document seeks to establish a standard and principles for policy development, approval and review across the University. Equality Impact Assessment will form an essential element of QA002.

## What is an Equality Impact Assessment (EIA)?

EIA is a systematic and evidence-based process which guides university staff to ensure that all our policies, the implementation of said policies and the way that we carry out our functions, are non-discriminatory, fair and inclusive. An EIA is designed to identify where a policy is promoting equality, diversity and inclusion in the University and it can also identify where a policy could be

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<sup>1</sup> This document draws significantly on similar work in UCD, The Royal Holloway, University of London and University of Cumbria.

potentially discriminatory. The completion of the EIA (*Appendix 1*) is a mandatory requirement when seeking approval of a new or revised policy from the relevant approval body.

The guidelines provided are intended to help you to carry out an effective and meaningful Equality Impact Assessment (EIA) in order to provide the fairest environment for all our staff and students and to ensure that the University meets its legal responsibilities. Please make sure that you understand what you need to do during each step of this assessment.

These guidelines should be read in conjunction with the EIA Form (*Appendix 1*) which needs to be completed as part of this process.

## Purpose of EIA: Why do we do it?

There are a number of reasons, including policy and legislation, why an EIA should be carried out. For example, an EIA is useful in helping to achieve European, national and institutional objectives.

*“The European Union's founding values of freedom, democracy, equality, human dignity and the rule of law are as relevant today as ever before. They continue to guide EU legislation, policies and activities to advance equality, non-discrimination and diversity across Europe. This currently includes: A Strategic Engagement for Equality between Women and Men (2016-2019) for the EU; Implementation by the EU (and its institutions) of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD); The List of Actions to advance LGBTI Equality; The proposed Equal Treatment Directive aimed at expanding protection from discrimination in EU legislation; Awareness raising activities to promote business-oriented diversity management in companies”*  
**A better workplace for all: from equal opportunities towards diversity and inclusion, European Commission, 2017**

*“Promoting equality of opportunity in higher education is a national priority that has been fundamental to the role of the Higher Education Authority (HEA) since its foundation in the early 1970s. In that time we have seen considerable progress across the Irish education sector, but there are still groups in our society who are very under-represented in higher education. This social inequity must be addressed.”*

**National Plan for Equity of Access to Higher Education, 2015-2019**

More specifically, the University has a strategic objective to create an equitable and inclusive environment for all students and staff.

### 1. Promotion of a positive culture of inclusiveness

University of Galway is committed to creating an environment where diversity is celebrated and everyone is treated fairly regardless of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, or membership of the Traveller community.

The promotion of equality and diversity is a core objective of the University's EDI agenda, where promotion of equality is integrated into all aspects of university decision-making, policy and strategy development and becomes the responsibility of everyone in the University community. The University community recognises the value and significance of promoting EDI, and that these

values are constantly re-enforced through a variety of means. An EIA must be undertaken during the development or review of a policy to highlight positive practice in promoting EDI initiatives or to ensure that the policy can be amended to address any issues identified by the EIA.

## 2. Achievement of Core University of Galway Strategic Goals

The University is committed to promoting equality, diversity and inclusion in all its activities and to stretch beyond legislative requirements. The flagship goals associated with the conceptualisation of *Open* and *Respectful* University of Galway include the following:

- Adopting the principles of Universal Design in our learning and working environments
- Ensuring our University of Sanctuary designation provides focused supports for marginalised communities to access higher education
- Building on our Athena SWAN status, applying for institutional silver level accreditation
- Significantly narrowing the gender pay gap
- Developing a clear strategy for internationalisation and international collaboration
- Assimilation and integration of our 'Public Sector Equality and Human Rights Duty' across all of the University's functions and relationships
- Development and implementation of a Respect Charter
- Training in empathy, compassion and understanding for staff and students

The University aims to achieve these goals by providing a working, learning, research and teaching environment free from discrimination and unfair treatment in order to improve both employee and student experience and effectiveness within the University, and to attract top talent to University of Galway. An EIA will contribute to the achievement of these strategic goals.

## 3. Legislative Framework

The systematic use of an EIA tool will support University of Galway in meeting its legal requirements as follows:

3.1 The [Irish Human Rights and Equality Commission Act 2014](#) defines Public Sector Equality and Human Rights obligations for public sector bodies. Section 42(1) outlines that a public body in the performance of its functions shall have due regard to the need to:

- (a) eliminate discrimination,
- (b) promote equality of opportunity and treatment of its staff and the persons to whom it provides services, and
- (c) protect the human rights of its members, staff and the persons to whom it provides services.

3.2 The [Employment Equality Acts 1998-2015](#) outlaw discrimination in a wide range of employment and employment-related areas. The legislation defines discrimination as *treating one person in a less favourable way than another person based on any of the following nine grounds* and refers to discrimination of the basis of:

- **Gender (including gender identity):** a person's gender identity including male, female, transgender or non-binary
- **Civil status:** a person's civil status be it single, married, separated, divorced, widowed, civil partnered and formerly civil partnered
- **Family status:** being a parent of a person under 18 years or the resident primary carer or parent of a person with a disability

- **Sexual orientation:** a person's sexual orientation including gay, lesbian, bisexual and heterosexual
- **Religion:** a person's religious belief, background, outlook or none
- **Age:** a person's age, this does not apply to a person aged under 16
- **Disability:** includes people with physical, intellectual, learning, cognitive or emotional disabilities and a range of medical conditions
- **Race:** includes race, skin colour, nationality or ethnic origin
- **Membership of the Traveller community**

We must consider both direct discrimination, including by perception and association, and indirect discrimination.

**Direct discrimination** is when someone is treated less well than others on purpose, because of who they are. It is also direct discrimination if a manager tells a worker to treat another worker less well than other people.

**Indirect discrimination** is when someone is treated less well than others because there are requirements which they would find harder than others to fulfil.

See the Irish Human Rights and Equality Commission guidance here: <https://www.ihrec.ie/your-rights/i-have-an-issue-at-work/discrimination-in-the-workplace/different-kinds-of-discrimination-in-the-workplace/>

*(see Appendix 2 for further information)*

## How do we do this in practice?

EIAs should be incorporated into day-to-day policy-making, business planning and other governance decision-making arrangements. In this phase our focus will be on policy development and review.

### a) Scope – what needs to have an Equality Impact Assessment

An EIA should be included as a key part of any policy development or review process. It should be a practical and meaningful way of assessing the possible outcomes of a policy so that any equality issues can be identified and addressed before the policy is finalised.

### b) Detail – what needs to be included

The two key principles of this process are **relevance** and **proportionality**.

In some instances, it may not be necessary to carry out an EIA at all if there is no relevance to equality issues. So the first step is to complete Section A of the EIA Form (*Appendix 1*) to help you decide if a detailed EIA needs to be done.

The amount of information collected, the level of detail included, and the extent of any consultation should be proportionate to the importance of the proposed policy/revised policy to equality and protection of human rights. If there is a serious risk of discrimination taking place, we need to carry out a more detailed EIA.

**For example:**

If a document storage policy or smoking policy was being reviewed, it is highly unlikely that there would be any equality issues involved. However, policies such as the staff recruitment policy or the student admissions procedure would need a detailed Equality Impact Assessment. These policies not only have the potential to discriminate against people with particular protected characteristics, they also have the potential to advance equality by pro-actively encouraging an inclusive approach.

## Who needs to do an EIA?

The person (or group) who is developing / reviewing a policy needs to undertake the Equality Impact Assessment, with appropriate assistance and support. An EIA must be undertaken during the development or review of a policy to highlight positive practice in promoting EDI initiatives or to ensure that the policy can be amended to address any issues identified by the EIA.

1. In line with QA002 the policy owner should prepare a draft policy for approval by the relevant approving body.
2. The policy developer should carry out an Equality Impact Assessment on the draft policy. If initial advice or assistance is required, please contact the OVPEDI @ VP Equality, Diversity and Inclusion [OVPEDI@universityofgalway.ie](mailto:OVPEDI@universityofgalway.ie).

Depending on the nature of the policy, the policy developer may establish a consultation group which, for example, may include the Vice Dean EDI from the particular college, relevant HR Business Partner, student representatives, staff network members (UWN, LGBT+, ISN) or other specialists/experts. Equality impacts should continue to be considered throughout the development of the policy. The policy consultation group should be used actively for consultation and input while the policy is being developed/ revised. The group should also be involved when the policy developer is completing the EIA assessment form.

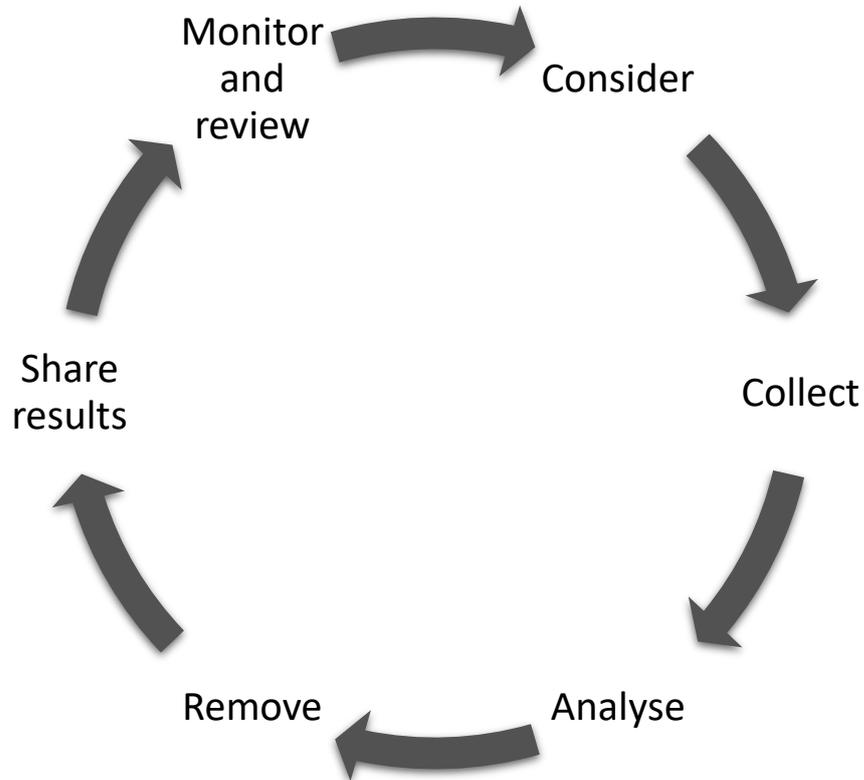
3. This assessment must be submitted with the draft policy when seeking approval from the relevant approving body – i.e. College Executive, Support Services Directors Forum, UMT, Academic Council, Údarás na hOllscoile; otherwise, it will not be considered.

## What do I need to do?

There are six simple stages to completing an Equality Impact Assessment:

1. **Consider** any potential impact on people with protected characteristics
2. **Collect** any relevant data so that you have enough information to make an informed decision
3. **Analyse** the evidence to assess if there are

- any adverse impacts on particular groups with protected characteristics
  - any opportunities to promote equality for groups with protected characteristics
4. **Remove** or reduce any adverse impact, where possible (any impact that results in unlawful discrimination or unjustified bias to one or more groups must be removed)
  5. **Share results** and **keep evidence**
  6. **Monitor** the actual impact of the policy and **review**



These stages are explained in more detail below and Appendix 3 contains a flow chart which summarises the process.

It may only be necessary to carry out Stage 1 of this process if there is no relevance to equality issues and no identified potential impact.

**Stage 1 - Consider any potential impact**

Initially you will need to have a clear understanding of the proposed policy / policy that is being developed or reviewed and how the aims of the policy relate to equality:

- What is the purpose of the policy?
- In what context will it operate?
- Who is it intended to benefit?
- What results are intended?

Why is it needed?

At this early stage you can start to think about potential effects on protected groups. Reflect on what could be done better. Is there the potential for developing positive impact, rather than not creating a negative impact, in order to promote equality? Remember that promoting equality is our statutory duty. This could mean that you decide to change your overall policy aims in order to take better account of equality considerations. You will need to complete Section A of the EIA Form (*Appendix 1*).

Consider the relevance of the policy (draft policy) to equality and the proportionality of its potential impact on equality. This should provide a guide as to whether or not you need to do a detailed EIA, how much data you need to collect and how much consultation you need to carry out. Questions you may want to consider at this stage are:

- Does the proposed policy affect students, employees, or the wider community, and therefore potentially have a significant effect in terms of equality? (Remember that relevance of a proposed policy will depend not only on the number of those affected but also on the significance of the effect on them.)
- Is it a major policy, significantly affecting how functions are delivered in terms of equality?
- Will it have a significant effect on how other organisations operate in terms of equality?
- Does the proposed policy relate to functions that previous engagement has identified as being important to particular protected groups?
- Does or could the proposed policy affect different protected groups differently?
- Does it relate to an area with known inequalities?
- Does it relate to an area where equality objectives have been set?
- Are there accessibility considerations (in terms of communication and dissemination of the policy) relevant to implementation of the policy that could be noted at this point?
- Are there potential benefits/impacts that could usefully be highlighted and developed (again noting our positive duty to promote equality)?

If you decide that a proposed policy/policy has no equality relevance, you will need to document the reasons for this and the information that you used to make this decision.

If you decide that there is no impact in terms of equality or only a beneficial impact, you will need to go to Stage 5 of the process. Otherwise, you will need to do a detailed analysis and complete Section B of the EIA Form (*Appendix 1*).

**Stage 2 - Collect any relevant data**

Decide what information you need in order to assess if there may be an adverse impact on any protected group. For example, the number of people who may be affected and this data broken down by protected characteristic. In addition, you may need to consider other factors such as contract type or caring responsibilities. Data could include information about staff, students or members of the public.

When developing a new policy or considering changes to a policy, decisions may have to be based on existing knowledge and data and also on best estimates of the scope of the issue and the people it will affect. A further assessment may therefore be necessary once the policy is in place and when monitoring and consultation have been undertaken. If data is unavailable, it is important that consultation with key equality related groups and networks in the University takes place.

Consultation is a key part of the EIA process as it enables the University to ascertain how its policies are affecting individuals. It also engages people in the decision-making process and raises awareness of the work that the University is doing to create an inclusive environment and eliminate inequality. The groups who need to be consulted will depend on the aims of the policy and who it affects. It may also be useful to consult with external bodies or experts – advice can be sought from the OVPEDI in relation to these groups.

### Stage 3 - Analyse the evidence

Use the information that you have gathered to assess whether your policy has an actual or potential negative impact on a particular group of people either through direct or indirect discrimination.

Using Section B of the EIA Form (*Appendix 1*), explain how the evidence shows **whether or not** there is an adverse impact. Evidence-based policy makers should ask – ‘what will happen, or not happen, if we do things this way?’

Equality Impact Assessment forms a central part of this process by asking you to think about what would happen in relation to equality, inclusion and human rights<sup>2</sup>, i.e. could it undermine equality of opportunity or undermine inclusion and/or human rights? Remember that Equality Impact Assessment is not simply about identifying and removing negative effects or discrimination, but it is also an opportunity to identify ways to advance equality and inclusion and protect human rights.

Ways in which **adverse** impact can be identified include looking for:

- a *lower participation* rate of equality target groups compared to others
- certain groups having *lower success rates* in particular processes
- whether *eligibility criteria* appear to disadvantage certain groups
- whether *access to services/benefits* is reduced/denied in comparison with other groups
- whether a group faces *increased difficulty or indignity* as a result of a decision
- whether a decision *reduces benefits* disproportionately for one group.

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<sup>2</sup> See IHREC (2015) Human Rights Explained. Available at: [www.ihrec.ie/app/uploads/download/pdf/ihrec\\_human\\_rights\\_explained.pdf](http://www.ihrec.ie/app/uploads/download/pdf/ihrec_human_rights_explained.pdf)

There may be cases where differential impact is justifiable, for example:

- to address the needs of a particular group through positive action to promote equality of opportunity, or to secure more equal outcomes
- for business continuance reasons
- for health and safety reasons
- for national/institutional security reasons

Decide if any negative impact identified is justifiable or not. Liaise with HR and the Office of the Vice-President for Equality, Diversity and Inclusion (OVPEDI) if you believe that a negative impact on a particular group may be justified. In these circumstances, it must be made explicit why this is the case.

Consider what additional steps could be taken to promote equality through this policy – it may be in communication / dissemination / accessibility stages, or specifically incorporating elements of positive action. This is an important consideration in our positive duty to promote equality.

Equally, the analysis may demonstrate that the evidence shows no potential for discrimination and that you have taken all appropriate opportunities to advance equality and protect human rights. If this conclusion is reached, document the reasons for this and the information that you have used to make this decision.

Remember that within the Public Sector Duty (*Appendix 4*) we have an obligation to:

- eliminate discrimination,
- promote equality of opportunity and treatment of staff and the persons to whom we provide services, and
- protect the human rights of members, staff and the persons to whom the University provides services.

#### Stage 4 - Remove or reduce any adverse impact

Investigate why there might be an adverse impact - questions that can assist this process include the following:

- What are the **causes** of the adverse impact?
- Are there any **alternative measures** or **interventions** which would achieve the aims of the policy/review without having an adverse impact?
- Are there any **additional measures** which could be adopted that would further equality of opportunity in the context of this review?

Find measures that can reduce or eliminate the adverse impact and identify actions. These actions should be captured in Section B of the EIA Form (*Appendix 1*).

If there are adverse effects that are not justified and cannot be mitigated, you will need to reconsider whether the proposed policy/policy is implemented at all. It is not just a matter of showing that we have had regard to equality, it is about whether, in all of the circumstances, we have given an appropriate degree of regard, i.e. it must be proportionate to how relevant a function is to equality.

Decision-making should be based on a clear understanding of the effects on equality, which means that the person who ultimately makes a decision or decides on the proposed policy, has to be fully aware of the findings and have due regard to them in making decisions.

### **Stage 5 – Share results and keep evidence**

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**

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).

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.

Where appropriate, 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.

## Support

For support in completing an Equality Impact Assessment or to address any queries you may have about the process, please contact the OVPEDI @ [OVPEDI@universityofgalway.ie](mailto:OVPEDI@universityofgalway.ie).

### **Roles in EIA**

Role of Policy Owner/Policy Working Group – the Policy owner will screen for relevant equality grounds and undertake an Equality Impact Assessment, with the support of the relevant Vice Dean EDI, or a member of the EDICC for Central support units, and the Office of the Vice-President for Equality, Diversity and Inclusion (OVPEDI).

Role of UMT and EDICC – the UMT and EDICC will support the undertaking of Equality Impact Assessments whilst EIA is being embedded into the University policy development/review processes.

Role of OVPEDI – the OVPEDI will provide guidance and information to those undertaking an Equality Impact Assessment. Any queries around EIA can be directed to the OVPEDI, as indicated above.



**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**

<b>Name of proposed policy/revised policy</b> (name of policy or subject of review/decision)	
<b>Purpose of proposed policy/revised policy</b> (who is the intended target group?)	
<b>College/School/Unit</b>	
<b>Date</b>	
<b>Name(s) of assessor(s)</b>	

<b>STAGE 1 - Consider any potential impact (on staff, students and the public)</b>				
<p><b>What is the potential impact on any of the following groups?</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• <b>Eliminate discrimination</b></li> <li>• <b>Promote equality of opportunity and treatment</b> of staff, students and other persons to whom we provide services</li> <li>• <b>Protect human rights</b> of our members, staff, students and other persons to whom we provide services</li> </ul>				
<b>Characteristics</b>	<b>Potentially Beneficial</b>	<b>Potentially Adverse</b>	<b>No Anticipated Impact</b>	<b>Evidence/explanation of this impact</b>
<b>Gender</b>				
<b>Civil Status</b>				
<b>Family Status</b>				
<b>Age</b>				
<b>Disability</b>				
<b>Race</b>				
<b>Sexual Orientation</b>				
<b>Religious Belief</b>				
<b>Membership of the Traveller Community</b>				
<b>Other e.g. part-time, fixed-term</b>				

<b>EIA screening outcome</b>	<b>Mark below as appropriate</b>	<b>Next step</b>
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 <b>evidence</b> have you gathered to help you to assess the impact of this policy on particular groups? Please give details.	
What <b>consultation</b> has been undertaken as part of this Equality Impact Assessment? Please state who has been consulted, how and when.	
What were the <b>results</b> of the consultation? Please summarise.	

STAGE 3 - Analysing the evidence		
	No	Yes
<b>a)</b> Does the proposed policy have the potential to advance equality of opportunity and protect human rights?	<i>Go to Stage 3(b)</i>	<i>Please Explain and then proceed to Stage 3(b)</i>
<b>b)</b> Is there an adverse impact on any of the following protected characteristics or groups? <ul style="list-style-type: none"> <li>• Gender</li> <li>• Civil Status</li> <li>• Family Status</li> <li>• Age</li> <li>• Disability</li> <li>• Race</li> <li>• Sexual Orientation</li> <li>• Religious Belief</li> <li>• Membership of Traveller Community</li> <li>• Other e.g. part-time, fixed-term</li> </ul>	<i>Go to Stage 5 of the Guidelines</i>	<i>Please Explain and then proceed to Stage 4</i>

<b>STAGE 4 – Identify and address any adverse impact</b>		
<i>Characteristics</i>	<b>Analyse the evidence</b> Comment on evidence and potential impact	<b>Eliminate or reduce any adverse impact</b> Recommended actions or specific requirements (e.g. reasonable accommodations for disability)
<b>Gender</b>		
<b>Civil Status</b>		
<b>Family Status</b>		
<b>Age</b>		
<b>Disability</b>		
<b>Race</b>		
<b>Sexual Orientation</b>		

<b>Religious Belief</b>		
<b>Membership of the Traveller Community</b>		
<b>Other e.g. part-time, fixed-term</b>		

Stage 5 - Share results and keep evidence	Next steps
<p>Equality information published by the University (a legal requirement) must include evidence that we have paid 'due regard' to equality issues.</p>	<ul style="list-style-type: none"> <li>• 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): <a href="mailto:OVPEDI@universityofgalway.ie">OVPEDI@universityofgalway.ie</a>.</li> <li>• A copy of the EIA should also be appended to the policy for the duration of the life of the policy.</li> <li>• Share the EIA results with the Trade Unions and/or Students' Union, as appropriate, as part of the normal consultation process</li> <li>• Keep a copy of the completed EIA form and any associated documents, emails, data, or information</li> </ul>

Stage 6 – Monitor Actual Impact and Review Policy	Next Steps
<p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>

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

\_\_\_\_\_

Chair

\_\_\_\_\_

Date

## Appendix 2 – Types of discrimination

- **Direct Discrimination** – this is where a person is treated less favourably than another person because of a protected characteristic.
- **Associative Discrimination** – this is where a person is treated less favourably because of their connection to a person who has a protected characteristic.
- **Discrimination by Perception** – this is direct discrimination based on a perception or assumption that a person has a protected characteristic.
- **Indirect Discrimination** - this can occur where a policy, criteria or condition has a disproportionately adverse effect on a person or persons who have a protected characteristic.
- **Harassment** – employees can complain about acts of harassment even if the behaviour was not directed at them.
- **Harassment by a third party** – employers could be liable for harassment towards their staff by people that they do not employ.
- **Victimisation** – this is where a person is treated less well because they have made a complaint or are supporting a complaint of discrimination by another person.

## Appendix 3 – EIA Flow Chart

**Is there any potential impact?**

**Could it affect:**

- Students/staff or wider community?
- How functions are delivered?
- Different protected groups differently?

**If Yes**

**What kind of data?**

- Number of people affected
- Types of people affected
- Feedback from staff and students
- Feedback from TU/SU

**Analyse evidence such as:**

- Participation rates
- Success rates
- Limiting criteria
- Reduced access to services
- Increased difficulty
- Reduced benefits

**Explore the following:**

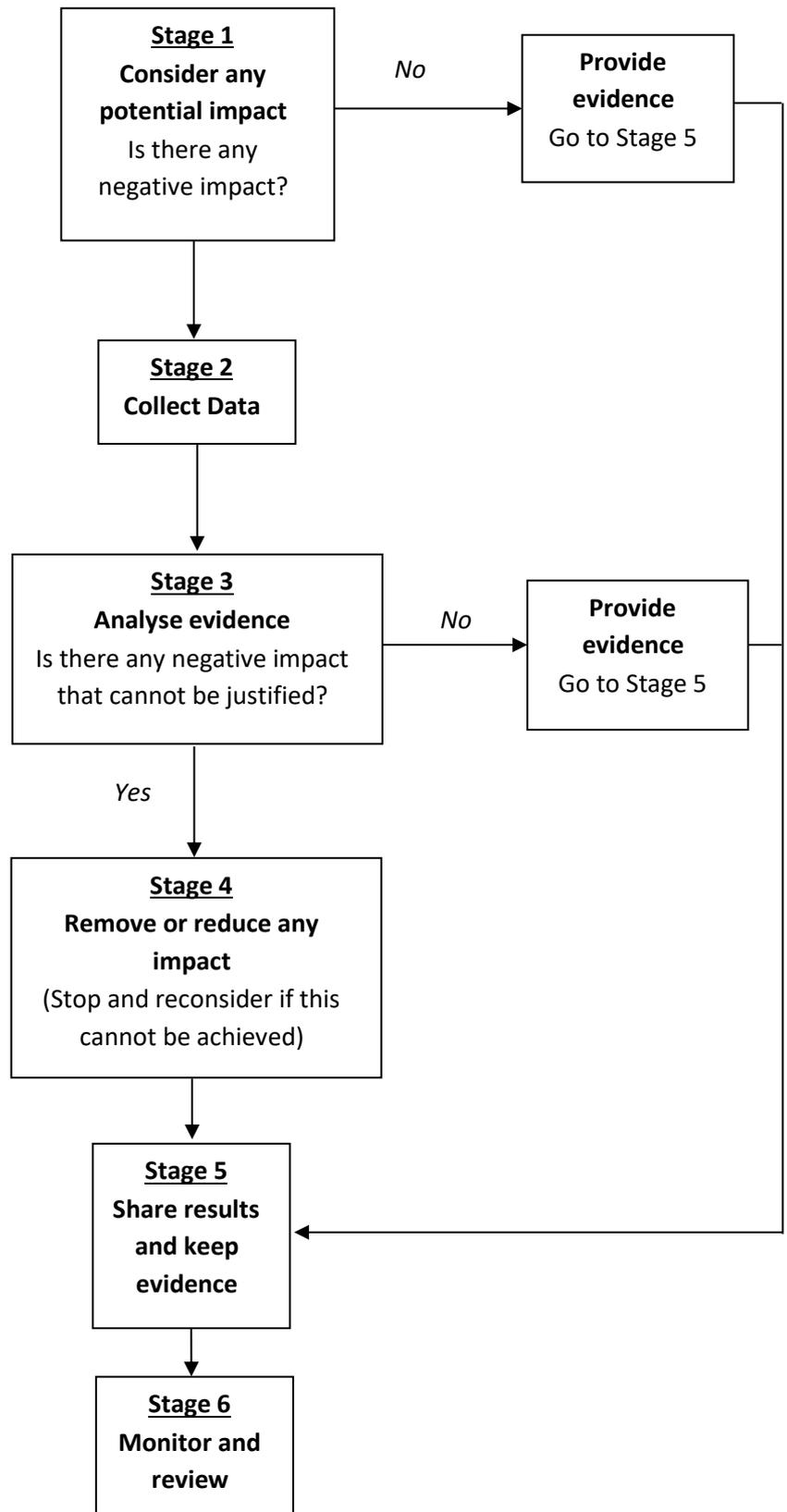
- Causes of the impact
- Alternative options
- Additional actions

**Actions:**

- Share with Equality Manager
- Share with HR/UMT
- Share with TU/SU as appropriate

**Consider the following:**

- Has anything changed which may Impact on equality?
- What is the actual impact of policy?



## Appendix 4 – Summary of Relevant Legislation

The legislative framework which governs equality, diversity, and inclusion is comprised of a number of Acts of the Oireachtas: The **Employment Equality Acts 1998-2018**, the **Equal Status Acts 2000-2018**, the **Disability Act 2005**, and the **Irish Human Rights and Equality Commission Act 2014**. It is worth noting that Ireland ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2018 and as a result Ireland has now agreed to be bound by the provisions of that Convention.

**The Employment Equality Acts 1998-2018** were introduced to promote equality in the workplace. It does so by legislating to prohibit direct and indirect discrimination, sexual and other harassment, and victimisation. The Acts require the provision of reasonable accommodation for people with disabilities and permit positive or affirmative action. ‘Positive action’ allows employers to take steps to promote equality, in particular in relation to gender, people with disabilities, members of the Traveller community, and employees over 50. The Acts apply to all of the following: employees in the public or private sector, whether full-time or part-time or temporary; trade unions, professional bodies, employment agencies and vocational training bodies. Employers may not discriminate against any employee or potential employees on the basis of any of the nine protected grounds, which are: **age, race, gender, disability, civil status, family status, sexual orientation, religion, and membership of the Travelling community**. Discrimination is prohibited in advertising, pay, access to employment, terms and conditions of employment, training, promotion or re-grading, the provision of vocational training, and dismissal.

**The Equal Status Acts 2000-2018** also prohibit discrimination on the same nine grounds, but that discrimination is prohibited in the provision of goods and services, the provision of accommodation and education. It is clear that the University is obliged to ensure that students as recipients of that education are not discriminated against, are not harassed, and that students with disabilities are provided with reasonable accommodations.

**The Disability Act 2005** places statutory obligation on public service providers to support access to services and facilities for people with disabilities. The Act sets out a 3% target for public sector bodies for the employment of staff with disabilities and requires the University to report each year on the number and percentage of staff with disabilities to ensure this target is met. This information forms part of the report prepared by the Department of Education and Skills Monitoring Committee to the National Disability Authority.

**The Public Sector Duty** was introduced as part of the Irish Human Rights and Equality Commission Act 2014. It places an explicit obligation on public sector bodies, in the delivery of their services and in interacting with their staff and those to whom they provide services, to eliminate discrimination, promote equality of opportunity, and protect human rights.

## Appendix 5 – Membership of EDICC

	<b>Job Title / Representative</b>	<b>Title and Name</b>
<b>Chair</b>	Vice President for Equality, Diversity and Inclusion	Dr Helen Maher
<b>Secretary</b>	Office of the VP for Equality, Diversity and Inclusion	Ms Niamh Gallagher
<b>Members</b>	Registrar and Deputy President	Prof Pól Ó Dochartaigh
	Dean of College representation	TBC
	Dean of Graduate Studies	Prof Donal Leech
	Chief Operating Officer	Mr John Gill
	Secretary for Governance and Academic Affairs	Ms Caroline Loughnane
	VP-Welfare & Equality Officer, Students' Union	Ms Imogen O'Flaherty Falconer
	Part-Time Officer, Students' Union	Ms Anne Marie Ward
	VPR and Research Representative	Prof Saoirse Nic Gabhainn
	Vice President - International	Prof Becky Whay
	Dean of Students	Prof Michelle Millar
	Head of Equal Opportunities	Ms Aoife Cooke
	Head of Student Services	Mr John Hannon
	Centre for Global Women's Studies	Dr Nata Duvvury
	Director of Estates	Mr Denis O'Connor
	Deputy University Librarian	Ms Monica Crump
	Director of Human Resources	Ms Josephine Hynes
	Head of School Rep CSE	Prof Michael Madden
	Head of School Rep CMNHS	Prof Dympna Casey
	Head of School Rep CBPPL	TBC
	Head of School Rep CASSCS	Prof Niamh Reilly
	Vice-Dean EDI CASSCS	Dr John Walsh
	Vice-Dean EDI CBPPL	Dr Deirdre Curran
	Vice-Dean EDI CSE	Ms Mary Dempsey
	Vice-Dean EDI CMNHS	Dr Kasia Whysall
	Chair of University Women's Network	Dr Margaret Hodgins
	Chair of LGBT+ Staff Network	Dr Declan Coogan
	Chair of International Staff Network	Dr Tina-Karen Pusse
	University of Sanctuary Representative	Ms Imelda Byrne
	EDI Programme Manager for Gender Equality	Dr Laura Loftus
	EDI Programme Manager for Race Equality	Mr Owen Ward

## Appendix 6 – Example of a completed EIA Form

### Section A: Initial Screening

<b>Name of proposed policy/revised policy</b> (name of policy or subject of review/decision)	BSc (Hons) Professional Policing (Starting 2019/20) <b>Factitious example</b>
<b>Purpose of proposed policy/revised policy</b> (who is it intended to benefit?)	Students
<b>Department/Service</b>	CAHSS – University of Galway
<b>Date</b>	1/1/2020
<b>Name(s) of assessor(s)</b>	J. DOE, J. BLOGGS

### STAGE 1 - Consider any potential impact (on staff, students and the public)

#### What is the potential impact on any 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 unlawful discrimination, harassment and victimisation**
- **Advance equality of opportunity** between people from different groups
- **Foster good relations** between people from different groups

Group	Potentially Beneficial	Potentially Adverse	No Anticipated Impact	Evidence / explanation of this impact
Gender			X	Please see below
Civil Status			X	
Family Status			X	
Age		X		
Disability		X	X	
Race			X	
Sexual Orientation			X	
Religious Belief			X	
Member of traveller Community			X	

Other e.g. part-time, fixed-term			X	
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EIA Screening Outcome	Mark below as appropriate	Next step
No impact identified		This will be reviewed either when there is cause to do so or as a minimum at the start of each academic year.
Beneficial impact only identified	x	The potential positive impact of BSc (Hons) Professional Policing relates to widening participation agenda, and concerns those who are academically able but previously believed that a course in higher education was unavailable to them.
Potential negative impact	x	<p>While the BSc (Hons) Professional Policing is available to students considered to have a <u>disability</u>, who have an interest in a policing related field, the physical nature of operational policing will preclude some potential recruits from being recruited into some operational policing roles.</p> <p>Entry to the BSc (Hons) Policing is governed by the Garda Síochána (Admissions and Appointments) Regulations 2013. Thus there are <u>age restrictions</u> on entry to this programme.</p>

## Section B: Detailed Assessment

STAGE 2 - Collecting the relevant data	
What evidence have you gathered to help you to assess the impact of this process on particular groups? Please give details.	Entry to An Garda Síochána is governed by the Garda Síochána (Admissions & Appointments) Regulations, 2013: <a href="http://www.irishstatutebook.ie/eli/2013/si/470/made/en/prin t.">http://www.irishstatutebook.ie/eli/2013/si/470/made/en/prin t.</a>
What consultation has been undertaken as part of this equality impact assessment? Please state who has been consulted, how and when.	Colleagues in the Western Region Garda Headquarters, current student body, University of Galway advisors.
What were the results of the consultation? Please summarise.	That under the Disability and Discrimination Act 2005, it is unlawful to exclude candidates automatically on the basis of a medical condition or disability. Rejection on medical grounds must be justified in terms of the aspects of the job which the applicant would be unable to carry out with a specific condition, illness or disease even if reasonable adjustments were made. Consideration should be given to the nature and extent of the disability, any adjustment which can be made, costs and practicality and likely effectiveness. An obligation will be placed on all public bodies to promote and support the employment of people with disabilities (with the exception of the Garda, Defence Forces or prison officers). Public bodies must ensure that at least 3% of their workforce are people with disabilities. Furthermore, the level of compliance with these targets must be monitored.

STAGE 3 - Analysing the evidence		
	No	Yes
a) Does the proposal have the potential to advance equality of opportunity and foster good relations?	Go to 3b)	Explain and go to 3b) x
b) Is there an adverse impact on any of the following protected characteristics or groups? <ul style="list-style-type: none"> <li>• Gender</li> <li>• Civil Status</li> <li>• Family Status</li> <li>• Age</li> <li>• Disability</li> <li>• Race</li> <li>• Sexual orientation</li> <li>• Religious Belief</li> </ul>		We would encourage all prospective students and current students, regardless of any of the protected characteristics detailed in section b), to discuss their interests and future ambitions so that the right course of study

<ul style="list-style-type: none"> <li>• Membership of the Traveller Community</li> <li>• Other e.g. part-time, fixed-term</li> </ul>		<p>and career choices are made available, so that each student is able to fulfil their potential. This support is offered at open days, interview and throughout the programme and is part of the role of the Programme Director. The Programme Director also has full access to all student support services at University of Galway.</p>
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<b>STAGE 4 – Identify and address any adverse impact</b>		
	<b>Analyse the Evidence</b> Comment on evidence and potential impact	<b>Eliminate or reduce any adverse impact</b> Recommended actions or specific requirements (e.g. reasonable adjustments for disability)
<b>Gender</b>	Considered but none found	
<b>Civil Status</b>	Considered but none found	
<b>Family Status</b>	Considered but none found	
<b>Age</b>	There is a lower age limit of 18 years and an upper age limit of 35 years.	The lower age limit is a legal requirement as is the current upper age limit
<b>Disability</b>	Potential medically assessed restrictions to certain operational policing roles post completion of the BSc (Hons) Professional Policing	As detailed above, this would need to be assessed in line with the requirements of the Garda Síochána (Admissions & Appointments) Regulations, 2013: <a href="http://www.irishstatutebook.ie/eli/2013/si/470/made/en/print">http://www.irishstatutebook.ie/eli/2013/si/470/made/en/print</a> . <b>ALL</b> students are made aware of entry requirements into policing and the various caveats attached to recruitment relating to health and fitness upon initial enquiry and recruitment onto the BSc (Hons) Professional Policing. It remains the responsibility of individual

		forces to assess recruitment suitability as the employer, but University of Galway will support all students to fulfil their potential and career aspirations.
<b>Race</b>	Considered but none found	
<b>Sexual Orientation</b>	Considered but none found	
<b>Religious Belief</b>	Considered but none found	
<b>Membership of Traveller Community</b>	Considered but none found	

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

\_\_\_\_\_

Chair

\_\_\_\_\_

Date