

# Equality Assurance Assessment (EAA) Guidance

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The purpose of this guidance is to support the completion of Equality Assurance Assessments.

This document should be used together with the Equality Assurance Assessment Form.

It is recommended that the guidance document is read through fully prior to commencing an EAA. You may also find the EAA FAQs useful when completing the form.

If support is required at any point throughout the EAA process, contact the Equality and Diversity Section at [EAA@admin.cam.ac.uk](mailto:EAA@admin.cam.ac.uk).

## Introduction – what is an EAA and what does it involve?

The EAA is the university's mechanism for undertaking equality analysis of policies or functions relevant to the Public Equality Duties (Equality Act 2010).

It involves the analysis of information and feedback from protected groups and others. This helps us to understand the actual or potential impact of functions, policies or decisions on these groups.

EAA's can help to meet the university's commitment to:

- Prevent unlawful discrimination, harassment and victimisation and other conduct in line with the Equality Act 2010
- 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

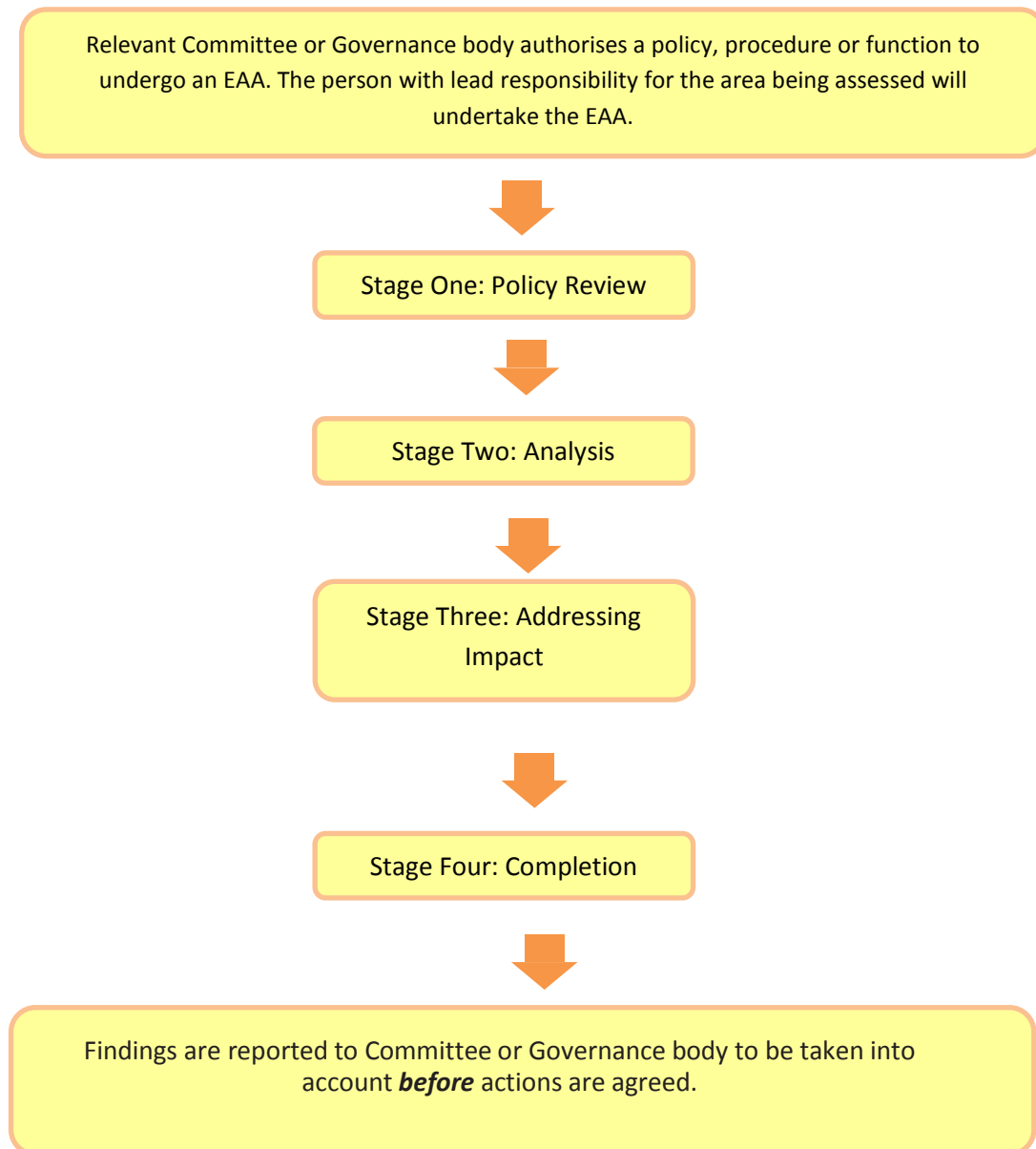
## Relevant protected characteristics:

Age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, race, and sexual orientation

## Protected Characteristics information available at

<http://www.equality.admin.cam.ac.uk/training/equalities-law/public-equality-duties>

### What are the stages?



An EAA can be undertaken on any **existing or proposed policy or function** and the E&D Section will guide Committees in deciding which to assess. If the EAA is for a proposed policy or function, it is good practice to undertake this at the early stages of development.

If you are unsure about when to initiate an EAA please contact the EAA Coordinator at [EAA@admin.cam.ac.uk](mailto:EAA@admin.cam.ac.uk).

The person undertaking the EAA (the Assessor) of the policy or function will lead on the EAA process. However, in order for the University to ensure a consistent

approach across the institution, the E&D Section reviews the process at each stage and offers specialist advice throughout.

### Completing the Form

The EAA Form is available to download at <http://www.equality.admin.cam.ac.uk/equality-diversity-cambridge/equality-assurance-assessments/eaa-form-and-guidance>.

The form is available in MS Word format. It is recommended that the form be completed electronically.

The remainder of this document will guide you through the complete of the EAA form.

**For any support relating to the form either contact the Equality and Diversity Section at [EAA@admin.cam.ac.uk](mailto:EAA@admin.cam.ac.uk) or your assigned E&D Consultant.**

## STAGE ONE: Policy Review

Complete questions 1a – 1m to describe and analyse the policy or function that will be assessed by the EAA process.

When describing the policy or function (1h) you may want to consider the following:

- intended aims and outcomes of the policy
- relationship with other University policies and/or functions
- potential number of people/employees/students governed or impacted by it
- when it was originally introduced (if an existing one)

If you answer 'No' to either 1d or 1e you are advised to undertake the relevant training and/or attend a briefing session at the earliest opportunity:

- E&D Essentials Online training - [www.admin.cam.ac.uk/offices/hr/equality/training/online/](http://www.admin.cam.ac.uk/offices/hr/equality/training/online/)
- EAA Briefing - [www.admin.cam.ac.uk/offices/hr/equality/events/#all](http://www.admin.cam.ac.uk/offices/hr/equality/events/#all)

The screening process (1l-m) requires the Assessor to consider both the **positive** and **discriminatory** (see Annex A: Definition of Terms) equality impact that the policy or function is likely to have on each of the protected groups.

Consider the policy or function in practice, **how it would interact with those potentially affected by it** (whether this be staff, students, visitors/suppliers etc.) and then **assess how this would impact on people belonging to the different protected groups** (Age, Disability, Gender, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Sex and Sexual Orientation).

In completing 1l consider the potential or actual, discriminatory or positive impacts of the policy or function in relation to each of the protected characteristics and tick as appropriate. You may find the following examples useful when considering potential impacts:

Examples of adverse/disproportionate impact:

- When developing a form to enquire about staff dependents, not including Civil Partner in the list of relationships will exclude those Lesbian, Gay or Bisexual members of staff in registered civil partnerships.
- When changing the shift patterns for security staff to increase the hours per shift, this could impact adversely on those with certain disabilities which may, for example, require regular breaks for rest or eating.

Examples of positive impact:

- When developing a policy to reduce late working, this may benefit staff and students who follow religions where observance may be regulated by the hours of daylight (for example Jewish and Muslim).
- When increasing the provision of English language courses, this may support the integration and reduce isolation for staff, students and dependents who are likely to be from Black and Minority Ethnic communities.

Consideration of relevant data (1k) (quantitative and qualitative), information and evidence will be needed in order to undertake Stage One effectively. A list of existing sources of equality information, including data and consultation reports can be found on the E&D webpages (although this is not exhaustive):

<http://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/equality-information-and-reports>.

For some characteristics data may be sparse - if you are finding it difficult to obtain evidence for one or more characteristic that is relevant to your policy or function please contact the E&D Section for advice.

Questions to consider:

- Does the data highlight any apparent disparities between how the policy or function impacts on protected groups and others?
- From the research or information considered, is there any indication of differential (whether positive or adverse) impact on protected groups? This requires identification of factors that affect any of the protected groups differently to the others.
- Is there any evidence that different groups have different needs, experiences, issues and priorities in relation to this policy?

When complete, submit to the E&D section ([EAA@admin.cam.ac.uk](mailto:EAA@admin.cam.ac.uk)), who will respond within fourteen working days. Please do not proceed until advised to do so.

The E&D team will then:

- Allocate a Unique Reference Number for the EAA
- Identify the potential equality impact of the policy or function being assessed as high, medium or low (for E&D Section reference only)
- Advise on the next steps for carrying out the EAA and if appropriate assign an E&D Consultant to the EAA.

When the information available has been analysed, the E&D Section will make a decision about the appropriate next steps for the EAA:

- If **no** discriminatory impact has been identified in Stage One, the E&D Section will advise the Assessor that the EAA will proceed to Stage Four: Completion (see page 7 for guidance on Stage Four).
- If a discriminatory impact has been identified, the EAA will need to proceed to Stage Two.

## STAGE TWO: Analysis

This stage considers the different potential or actual discriminatory impact that has been identified. It then assesses the scale of the impact and supports the development (in Stage Three) of mitigating measures to reduce or eliminate, where possible, the identified discriminatory impact.

Questions 2a-2d need to be completed for **each** identified area of discriminatory impact.

There may be instances where a discriminatory impact for one protected group may have a positive impact on another protected group. The EAA Form allows for this occurrence to be recorded.

When complete, submit to the E&D section ([EAA@admin.cam.ac.uk](mailto:EAA@admin.cam.ac.uk)), who will respond within fourteen working days. Please do not proceed until advised to do so.

Questions to consider:

- Do policy outcomes and service take-up differ between people with different protected characteristics?
- Are the discriminatory impacts adverse ones?
- If there is a greater impact on one group, is that consistent with the policy aims?
- If the policy has discriminatory impacts on people with particular characteristics, what steps can be taken to mitigate these effects?
- Will the policy deliver practical benefits for certain groups?
- What changes could be made to positively promote equality of opportunity and foster good relations?
- Do other policies need to change to enable this policy to be effective?

## STAGE THREE: Addressing Impact

This stage outlines the specific actions that can be undertaken to mitigate or eliminate, where possible, the discriminatory impacts that have been identified based on the findings in Stage Two.

**The University's equality duties are outcome focused, so it is important to consider *how* a particular action will mitigate or eliminate, where possible, disproportionate or adverse impact on protected group(s).**

It is advised that you include consideration of the following points;

- The resources needed to deliver the action (for example, staffing hours or budget)

- Which functional area will have responsibility for delivering the action and which overseeing body will monitor its delivery
- A short summary detailing how progress against the action will be assessed or measured
- A review date allows for progress to be assessed and the objectives and associated actions modified if needed

If more than three actions taken, please copy and fill in additional tables as necessary.

When complete, submit to the E&D section ([EAA@admin.cam.ac.uk](mailto:EAA@admin.cam.ac.uk)), who will respond within fourteen working days. Please do not proceed until advised to do so.

## **STAGE FOUR: Completion (for the EAA Review Group - EAARG and the relevant host Committee or governance body)**

This stage completes the EAA by providing formal approval of its findings.

Sections **4a, b, c, d and e** are completed by the E&D Section. At **4f** the EAA goes to the host Assessor who will arrange for the committee or governance body that oversees the policy or function area to approve or make specific responses to some, or each of the sections **4c, d and e**.

These decisions need to be recorded in the minutes of the meeting. Host Committee or governance body endorsement is at **4f to 4j**. EAARG endorses the EAA at **4k and 4l**.

When sections **4f to 4j** are complete, submit to the E&D section ([EAA@admin.cam.ac.uk](mailto:EAA@admin.cam.ac.uk)). Stage 4 will be completed by the E&D section, who will contact the Assessor to confirm completion of the EAA.

The University is required by law to report how it meets its public equality duties. This is done in part through the completion of EAAs, which show due regard and are reported through the EAA Schedule annually. The E&D section, on behalf of the University, has responsibility for holding information on EAAs for potential public scrutiny.



## Appendix: A-Z Definition of Terms

### Age

Age refers to a person belonging to a particular age group, which can include people of the same age and people of a particular range of ages.

The Equality Act 2010 makes discrimination on the grounds of age in employment and education provision unlawful unless it can be objectively justified. For more information visit:

<http://www.equality.admin.cam.ac.uk/training/equalities-law/protected-characteristics/age>

### Disability

Disability refers to someone who has a physical or mental impairment which has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities.

The definition of disability includes a broad range of conditions like Depression, Diabetes, Dyslexia, Dyspraxia, Asperger's Syndrome, Cancer, Multiple Sclerosis, HIV and Schizophrenia. For more information visit:

<http://www.equality.admin.cam.ac.uk/training/equalities-law/protected-characteristics/disability>

### Discriminatory Impact

This is a situation where a policy or function is likely to impact on one or more protected group in a way that is more likely to have a negative impact than it would on those who are not members of the protected group(s).

### Gender Reassignment

Gender reassignment is a protected characteristic and the term refers to someone who is transgendered. It includes anyone who has proposed, started or completed a process to change his or her sex. For more information visit:

<http://www.equality.admin.cam.ac.uk/training/equalities-law/protected-characteristics/gender-reassignment>

### Marriage and Civil Partnership

Marriage and Civil Partnership is a protected characteristic referring to a heterosexual couple who are legally married and same-sex couples who have entered into a civil partnership or a civil marriage. People who are not married nor in a civil partnership are not included in this protected group. For more information visit:

<http://www.equality.admin.cam.ac.uk/training/equalities-law/protected-characteristics/marriage-and-civil-partnership>

### Pregnancy and Maternity

Pregnancy refers to women who are pregnant, whilst maternity covers a period of 26 weeks after birth. In relation to the University, the Equality Act prohibits discrimination because of pregnancy and maternity in employment, education and in

the provision of goods and services. For more information visit:

<http://www.equality.admin.cam.ac.uk/training/equalities-law/protected-characteristics/pregnancy-and-maternity>

### Positive Impact

This is a situation where a policy or function which is the subject of an EAA is likely to impact positively on one or more protected group in a way that may support the University in meeting its public equality duties such as:

- promoting equality of opportunity between one or more protected groups by removing or minimising disadvantages suffered by people due to their protected characteristics
- promoting positive attitudes towards people of protected groups
- encouraging participation by people from one or more protected groups
- promoting understanding between different groups to foster good relations

### Protected characteristics

Section 4 of the Equality Act 2010 defines the following groups as protected characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief (including lack of belief), Sex and Sexual Orientation. For more information visit

<http://www.equality.admin.cam.ac.uk/training-overview/protected-characteristics>

### Public Equality Duties

The Equality Act 2010 broadens the Public Equality Duties to cover all protected groups (except Marriage and Civil Partnership). Section 149 requires public bodies, including the University, to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

For more information visit:

<http://www.equality.admin.cam.ac.uk/training/equalities-law/public-equality-duties>

### Race

Race is a protected characteristic that refers to an individual's race, colour, nationality and ethnic or national origins. For more information visit:

<http://www.equality.admin.cam.ac.uk/training/equalities-law/protected-characteristics/race>

### Religion or belief

Religion or belief is a protected characteristic that refers to a:

- Religion (e.g. Christianity, Judaism, Hinduism, Islam, Sikhism, Rastafarianism, Zoroastrianism, Jainism, Buddhism)
- Denomination of a religion (e.g. Anglicanism, Catholicism, Sunni, Lamaism)
- Religious or philosophical belief (e.g. Humanism, Spiritualism, Atheism and Climate Change)

Protection also applies to those who do not have a religion or belief. For more information visit: <http://www.equality.admin.cam.ac.uk/training/equalities-law/protected-characteristics/religion-or-belief>

### Sex

Sex (or gender) is the protected characteristic that refers to a man or woman. For more information visit:

<http://www.equality.admin.cam.ac.uk/training/equalities-law/protected-characteristics/sex>

### Sexual orientation

Sexual orientation is a protected characteristic relating to a person's sexual orientation towards people of:

- the same sex as him or herself (the person is a gay man or a lesbian)
- the opposite sex from him or herself (the person is heterosexual)
- both sexes (the person is bisexual)

For more information visit:

<http://www.equality.admin.cam.ac.uk/training/equalities-law/protected-characteristics/sexual-orientation>