

# Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form.  
If you need assistance please contact the EDU. Please return the completed form to the EDU.

<b>STEP 1 - Define policy/ practice</b>
i. Name of policy/ practice/ significant change
<b>Management of Organisational Change</b>
ii. Owner of policy/ practice (College, School or Service)
<b>Human Resources</b>
iii. Date of policy/ practice approved
<b>10-Apr-13</b>
iv. Approved by? (Committee, College, School or Service)
<b>Court</b>

<b>STEP 2 - Description of policy/ practice</b>
i. What are the aims?
<b>Provides a framework for dealing with organisational change and other circumstances that could potentially result in redundancies.</b>
ii. Who does it cover?
<b>All staff</b>
iii. How often is this policy / practice reviewed?
<b>As and when required</b>

<b>STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice?</b>
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<b>STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.</b>		Go to Step 4
Please tick all that are relevant <input checked="" type="checkbox"/>		
Notes		
Age	<input checked="" type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	
Gender Reassignment	<input checked="" type="checkbox"/>	
Marriage and Civil Partnership	<input checked="" type="checkbox"/>	
Pregnancy and maternity	<input checked="" type="checkbox"/>	
Race	<input checked="" type="checkbox"/>	
Religion or Belief	<input checked="" type="checkbox"/>	
Sex	<input checked="" type="checkbox"/>	
Sexual Orientation	<input checked="" type="checkbox"/>	

<b>STEP 3b - No, there is no potential implication for a protected characteristic group.</b>		Go to Step 8
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<b>STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?</b>
Briefly explain:
<p><b>This policy could potentially have an impact on any group of staff with a particular protected characteristic, depending upon the role and the proposed nature of the organisational change. It should be noted that disabled staff and pregnant or on maternity leave staff have higher levels of protection within the legal framework.</b></p>

<b>STEP 4a - Does the evidence show a positive impact?</b>		<b>Go to Step 5</b>	
Please provide an example and attach evidence:			
N/a			
<b>STEP 4b - Does the evidence show a negative impact?</b>		<b>Go to Step 6</b>	
You need to consult with relevant stakeholders - the EDU will assist with this process Please provide brief details and attach evidence:			
N/a			
<b>STEP 4c - Does the evidence show no impact?</b>		<b>Go to Step 8</b>	
Attach evidence to this form			
N/a			
<b>STEP 5 - Continue to promote good opportunity for all people</b>		<b>Go to Step 8</b>	
Promote and implement as exemplar policy/ practice			
N/a			
<b>STEP 6 - Involve and consult stakeholders to address any negative impacts</b>		<b>Go to Step 7</b>	
EDU will assist with this process Please provide brief details of involvement and consultations:			
Trade Unions were consulted on the development of parts of this policy.			
<b>STEP 7 - Outline any changes made to the policy/ practice as a result of the consultation</b>		<b>Go to Step 8</b>	
Please provide details of changes:			
Cognisance required of the gender balance of the Court Procedural Review Group. The policy outlines the process - each major change would require an individual EIA to assess any impact on a specific protected characteristic group			
<b>STEP 8 - Publish results (as required by law) in the University E&amp;D Annual Report</b>		<b>Go to Step 9</b>	
Please return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website. Please note items sent to EDU here:			
<b>STEP 9 - Regular review</b>			
Regular reviews ensures that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions is being implemented, the policy owner should define a timescale for review.			
Please give details of review process:		As and when the policy is reviewed.	
<b>SIGNING OFF PROCESS</b>			
Name of EIA Owner	Human Resources		
Signature			
College/ School/ Service	Human Resources		
Date of Completion	10-Apr-13		
Date received by EDU	10-Apr-13		
Approved in principle?	Yes	<input checked="" type="checkbox"/>	No
Any actions required? Please specify			
Signed on behalf of EDU Date: 10 April 2013		Signature Mhairi Taylor	