

# Equality Analysis Procedure (Formerly Equality Impact Assessment /Equality Assessments )

## 1. SCOPE AND PURPOSE

- 1.1 Bournemouth University (BU) aims to create a work and study environment for students, staff or visitors to BU where different values and beliefs can be freely expressed and openly discussed and will encourage open and respectful debate around equality and diversity issues.
- 1.2 This procedure sets out the expectations of BU and the responsibility of the university and its staff to ensure ongoing due regard to Equality and Diversity in accordance with the requirements of the Equality Act. It outlines a process for undertaking Equality Analysis as a tool that enables positive change. All staff and students should seek to engage with it in a constructive manner.

- Policies that set criteria or guidelines for others to use (e.g. BU pay and promotion criteria and study/research leave programmes)
- 1.6 If you are in any doubt about whether an activity you are leading on requires you to undertake Equality Analysis please speak to the university Equality and Diversity Adviser. Email: [diversity@bournemouth.ac.uk](mailto:diversity@bournemouth.ac.uk).
- 1.7 Previously this work was referred to as Equality Impact Assessments or Equality Assessments. This revised procedure continues to adhere fully with the framework agreement reached between BU and University College Union (UCU). In addition the approach adopted at BU is fully supported by UNISON.
- 1.8 This procedure is written with

- 4.5 Records should be kept by Equality and Diversity Adviser of the information gathered, the completed analysis and the decision taken.
- 4.6 The Equality and Diversity Adviser is available to provide advice and support to decision-

## 7. COMPLETING THE EQUALITY ANALYSIS (Appendix A)

- 7.1 After the decision-maker has analysed the information gathered, they should complete the Equality Analysis template - Appendix B.
- 7.2 It is important to be careful about making overly general conclusions without supporting evidence. It may also be difficult to show compliance with the general equality duty.
- 7.3 To help shape the development of the analysis, feedback may be sought from the Equality and Diversity Steering Group **early on in the process**. However, it is not a compulsory requirement to consult with this committee. Further information about the Equality and Diversity Steering Group can be obtained by contacting the Equality and Diversity Adviser. E-mail: [diversity@bournemouth.ac.uk](mailto:diversity@bournemouth.ac.uk)

## 8. MAKING THE DECISION

- 8.1 After completing the Equality Analysis, the findings should result in one of the courses of action outlined in Table 1 below.
- 8.2 If the decision/policy is assessed at either level 3 or 4 the decision-maker must inform the relevant Executive Dean, Director/Head of Professional Service and discuss the plan of action with them.

**Table 1: Analysis outcomes (from EHRC guidance)**

| Course of action                                   | Notes   |
|--|---|
| <b>Continue the activity (Level 1)</b>             | The analysis demonstrates that there is evidence that the activity does not have potential for discrimination and that a proportionate approach to advancing equality of opportunity and fostering good relations between people with different protected characteristics has been taken. You should document the reasons for this conclusion and the information you used to make this decision. Form to be deposited on <a href="#">SharePoint site</a>   |
| <b>Justify and continue the activity (Level 2)</b> | Ultimately, there may be other factors (such as other activity aims or financial constraints) which make it reasonable for you to decide to adopt the activity despite its adverse equality impact. This option is appropriate where your activity does not unlawfully discriminate, or where any potential discrimination is indirect and can be objectively justified. You need to take into account the possibility that your decision could be challenged, and consider whether you would be able to satisfy a court that you had due regard to the aims of the general equality duty when you reached your decision. It is particularly important that you document the reasons for your decision and the evidence that supported these reasons. Form to be deposited on <a href="#">SharePoint site</a> |
| <b>Change the Activity (Level 3)</b>               | <b>This involves making changes to the activity</b> to ensure it does not adversely affect  |

| Course of action                   | Notes  |
|------------------------------------|--|
|                                    | sharing protected characteristics. Document the reasons for the steps you are adopting and the information you used to make this decision.   |
| <b>Stop the activity (Level 4)</b> | If analysis of the activity shows a high probability of unavoidable discrimination which (where the law allows it) cannot be objectively justified, <b>you must</b> consider developing a new approach in order to avoid legal challenges under the Equality Act 2010. Document the reasons for this decision and the information you used to make it. |

## 9. PUBLICATION

- 9.1 Once complete, the Equality Analysis and recommendations should be signed off by the decision-maker.
- 9.2 Completed forms must be provided to the Equality and Diversity Steering Group in advance of its termly meetings and to the Equality and Diversity Advisor, for inclusion in annual reporting to the Board. Completed forms should be sent via email to [diversity@bournemouth.ac.uk](mailto:diversity@bournemouth.ac.uk)
- 9.3 When presenting papers for discussion or decision at Board, University Leadership Team and Senate meetings it would be expected to confirm whether or not an analysis had been undertaken as part of the standard committee paperwork.
- 9.4 When reviewing decisions and policies, the results of previous equality analyses should be considered as part of normal business activity for each Faculty and Professional Service.
- 9.5 All Equality Analysis work that is shared with the Equality and Diversity Steering Group will be stored on SharePoint and available for BU staff to access.

## 10. REVISION

- 10.1 This Policy will be revised as necessary in the light of statutory changes, new guidance and/or experience of its operation.

## Quality Analysis (EA) flowchart

### Stage 1: Screening

Analysis needs to be undertaken in consultation with Executive Deans and the Head of Professional Services (see section 4 of the EA procedure)

No analysis required  
(See section 5 and Appendix B)

Analysis required

### Stage 2: Screening

Collect equality information. Ensure records are kept of all decisions concerning the assessment (see section 4 and Appendix D of the EA procedure)

### Stage 3: Analysis/Decision

Complete the assessment. When completing the assessment ensure you have considered all relevant information. If the analysis is at either a level 3 or 4 (please see section 4 of the EA procedure) discuss these findings with your Executive Dean or the Head of Professional Services (see section 4 and Appendix D of the EA procedure)

## Appendix B: Equality Analysis template

| Screening                                     | Please provide explanatory comments |
|---|-------------------------------------|
| 1. What activity is being analysed?           |                                     |
| 2. Who likely to be affected by the activity? |                                     |

## Appendix C: Equality Analysis programme of work plan

This programme of work was agreed by the Equality and Diversity Steering Group, following consultation with all Executive Deans and Directors/Heads of Professional Services. The plan has been developed by approaching Executive Deans and Directors/Heads of Professional Services to discuss how equality and diversity matters are being embedded into their business as usual activity within their Faculty and Professional Service. It also takes into consideration the programme of work identified in individual Faculty and Professional Service delivery plans.

To support staff in deciding what needs to be assessed the following checklist is provided. Please note this checklist is not an exhaustive list.

**Table 2: Equality Analysis checklist**

| Questions  | Response |
|--|----------|
| 1. Is the activity likely to affect BU students, |          |





## Appendix D: Gathering and analysing information

