

Equality Analysis Guidance

What is Equality Analysis?

Equality Analysis is a means through which we can examine and analyse the decisions we make to determine what the impact will be on different groups and individuals. This enables us to ensure that no individuals or groups will be disadvantaged by these decisions as a result of their personal characteristics.

The purpose of this analysis is to gather insight into experiences of the processes, policies and activities we undertake or propose to undertake. We need to recognise that our staff and students from particular groups may face specific barriers and challenges and we have a duty to address these.

Why do we need Equality Analysis?

At St George's we believe that equality, diversity and inclusion should be at the heart of everything that we do. We are proud of our diversity and aim to ensure that everyone within our community has equality of opportunity and an experience free from unfair treatment, harassment or discrimination. We recognise the importance of ensuring equity, recognising barriers and committing to addressing these.

It is therefore essential that we undertake equality analysis whenever new processes, procedures or working practices are put in place or decisions made to ensure these do not have a negative or adverse effect on individuals, particularly in relation to protected characteristics recognised by the Equality Act 2010.

The Equality Act 2010 explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The 9 protected characteristics recognised by the Equality Act 2010 are:

- ❖ Sex
- ❖ Disability
- ❖ Race
- ❖ Sexual Orientation
- ❖ Religion & Belief
- ❖ Pregnancy & Maternity
- ❖ Age
- ❖ Marriage & Civil Partnerships
- ❖ Gender Reassignment

Under the Public Sector Equality Duty (PSED) that is set out in section 149 of the Equality Act 2010, we must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- 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.

When do I need to do an Equality Analysis?

Equality analysis should be part of the planning process for all significant activities, changes and decision making happening at St George's that impacts on staff, students and visitors. This applies to all activities, including education and research. The process should be included alongside other standard processes such as budget planning, risk assessments and health and safety checks.

Examples of where equality analysis should be used are:

- Introducing or updating policies and processes, including withdrawal of policies
- Change management activities such as restructures, office moves
- Designing and implementing new projects and strategies
- Changes to practices, procedures and ways of working

Every staff member at St George's has a responsibility to embed diversity and inclusion into their work and should seek to complete an equality impact assessment in these scenarios.

How do I do an Equality Analysis?

Below is a step by step guide through the equality analysis process. There is also a form provided that you should use to record your findings.

1. **Identify who** should be involved in the analysis. It should be led by those who are responsible for the corresponding area of work, policy, procedure etc. Multiple perspectives are important in completing work of this kind, to ensure an inclusive approach.

You should also identify which relevant committees this equality analysis should be shared with; those committees where decisions are being made should ensure equality analysis is embedded within this decision-making.

2. **Gather evidence** and information to enable you to make a judgement regarding whether the change you are proposing to make will have an adverse or positive impact on different groups. You may want to consider the following:
 - Data on staff or student demographics by characteristics. If you require data on staff demographics, take a look at our [Public Sector Equality Duty report](#). If you require data on student demographics, take a look at our [Access and Participation Plan](#). Be specific here, for example if you are looking at a subset of staff, ensure you have the data to fully understand that group.
 - Ensure additional groups who may not be present in the data sets references above are included in your evidence gathering e.g. cleaning and security staff



- Findings from recent staff or student surveys internally and within the sector
- Best practice from within and outside the sector
- Similar processes or changes made in other departments and any learning from these
- Feedback from existing policies or processes e.g. complaints, enquiries and comments from particular groups
- Evidence of underrepresentation or exclusion for particular groups

You can use the form below to capture your findings and guide your evidence and information gathering. The form uses the nine protected characteristics of the Equality Act 2010 and socioeconomic status, but you may want to add additional characteristics. You should also ensure you recognise characteristics.

- 3. Consult** with relevant groups to help you understand the experience of different groups and the potential impacts of the change you are making for those groups. This is particularly important where there is a lack of data.

Who should you consult?

- Relevant [staff equality networks](#) e.g. Disability Network, Race and Ethnicity Network, LGBT+ Network
- Relevant [student societies](#)
- Relevant committees or working groups e.g. Diversity and Inclusion Working Group
- Diversity and Inclusion Adviser (Liz Grand) and Dean for Equality, Diversity and Inclusion (Vanessa Ho)
- Student Disability Team
- Trade Union representatives
- Individual team members where appropriate e.g. for office moves, restructures

How to consult

- Share a draft of your policy, process or change document asking for comments relating to impact
- Ask for staff/student views through a focus group, short survey or open meeting
- For amendments to existing policies/processes, consider existing feedback and ask former users of the policy about their experience
- Embed questions into existing surveys and feedback mechanisms to aid future information gathering relating to the policy or process
- Ensure confidentiality of responses where appropriate

- 4. Review and evaluate** your findings. Both positive and negative impacts should be considered. You should also consider diversity within groups, particularly where they may be grouped together such as BME (Black and minority ethnic) or LGBT (lesbian, gay, bisexual, trans). Also consider intersectionality, for example different experiences of BME and white women.



Questions to consider during this discussion might include:

- a. Who will benefit from this policy or process?
- b. Will certain groups be excluded, ineligible or face difficulty as a result of new policies, procedures or activities? If so, is there a business justification here?
- c. Have you considered access requirements, both physical and non-physical?
- d. How might the policy or process address or exacerbate existing inequalities?
- e. Does the policy or process comply with our duties under the Equality Act 2010 and Public Sector Equality Duty?

5. Implementation: decide how you will proceed.

Justification

Where adverse impact is identified, is there a justification or legitimate reason for this? Is there a real business need? For example, lack of flexible working options may impact those with caring responsibilities, however in student service roles with strict opening hours, there may be a legitimate justification for this adverse impact. However, you must ensure that you explore all options to reduce this impact.

No action needed

If your equality analysis finds no adverse impact for any characteristics or groups you are able to move forward to implementing the policy, process or change. You should, however, always consider if more could be done to promote equality.

Action needed

Where the equality analysis identifies negative impact that cannot be justified, you need to examine whether the policy or process can be amended to remove this.

You should examine what steps you can take to remove the barriers and inequalities that you have identified. This may involve amending the policy or process or including additional measures to address the issues identified. Consultation with relevant staff/student groups may be useful here.

The changes you make should be documented in your equality analysis form to record your process and to share best practice for future equality analysis. If your analysis shows actual or potential discrimination you must stop the implementation of the policy or process and revisit your approach.

6. Monitoring and evaluating impact must continue after implementation. Ideally this should be done a year after implementation to ensure no adverse impact is occurring that cannot be justified.

Staff are expected to continue to promote and progress equality, diversity and inclusion beyond undertaking this equality analysis, as a continual process to ensure impact and change.

For any support or guidance during this process email Liz Grand, Diversity and Inclusion Adviser lgrand@sgul.ac.uk.

