**Introduction:**

* The EIA is a mandatory process, as per the “Approval process for Cross College Strategy, Policy and Procedure”[[1]](#footnote-1), and is an integral part of it. Please ensure you are familiar with the above document to fully understand the responsibilities and the processes associated with equality impact assessments.

The “Approval process for Cross College Strategy, Policy and Procedure” can be found here: <https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines>

* A Rapid Impact Assessment should be completed first with the Full Equality Impact Assessment being completed should the Rapid EIA indicate a prospective risk (negative impact).
* It is the responsibility of the lead for the change to complete the Rapid EIA and this Full Equality Impact Assessment and ensure the correct and inclusive engagement and evidence review process.
* The role of the Equality, Diversity and Inclusion Adviser in the EIA process is to provide information, advice and support to the leads responsible for the EIA from the beginning to completion of the process, where required.
* The lead for the change is to contact the Equality, Diversity and Inclusion Adviser **prior to** undertaking the EIA process to ensure access to a timely and quality guidance, and a full compliance with the statutory EIA – related requirements. Contact email for accessing Equality, Diversity and Inclusion Adviser is: [pc.equality.perth@uhi.ac.uk](mailto:pc.equality.perth@uhi.ac.uk).
* The lead for the change is to ensure engagement of affected staff and students as part of the EIA process, **not** after EIA is completed.
* All drafted Equality Impact Assessments should be submitted to the Equality, Diversity and Inclusion Adviser ([pc.equality.perth@uhi.ac.uk](mailto:pc.equality.perth@uhi.ac.uk)) to secure validity of conclusions and recommendations, for monitoring purposes, quality assurance, governance and scrutiny and to ensure communication and developing equalities evidence.

|  |  |
| --- | --- |
| **Curriculum Area/Service/Sector:** | HR and Organisational Development |
| **Name of Policy/Practise/Service being assessed:** | Home working decision (post-COVID-19 pandemic) |
| **EIA completed by:** | Anna Maria Kaczmarek, Equality, Diversity & Inclusion Adviser |
| **Name(s) and Job Title(s):** | Anna Maria Kaczmarek |
| **Email and Telephone:** | anna.kaczmarek.perth@uhi.ac.uk |
| **Date of the Full EIA Assessment:** | 29/04/2021 |
| **Date of Rapid EIA Assessment/Screening:** | 29/04/2021 |

*Guidance notes have been provided in italics for each question: please delete these notes once you have completed the questions.*

**SECTION A**

*To be completed by* ***the person responsible for change*** *or nominated individual on their behalf.*

1. **Has the policy/practice/service been subject to an EIA previously?**

*To add an ‘X’ to a checkbox: double-click on the box, under ‘Default value’ select ‘Checked’, then click ‘ok’.*

**Yes**  **No**

**If ‘yes’, please provide a brief description of key changes since the last Full EIA.**

|  |
| --- |
|  |

1. **What is the purpose of the policy/practice/service?**

|  |
| --- |
| *What is the function of this policy/practise/service and how is it used on a practical level? This should be a simple summary of main aims and how it is implemented/used on a day to day basis.*  To assess impact of the pandemic-associated requirement for home-working on protected characteristics.  To explore enabling home working as a flexible working option to all staff post pandemic and consider aspects for a new home working policy. SARS-CoV-2 virus associated pandemic exposed and advanced further inequalities ina society. It also forced business to review their working practices with the government placing duty on employers to enable staff to work from home, where possible and can't be objectively justified otherwise. The duty stemmed primarily from the health and safety concern and closure of core services. As we emerge from the pandemic, it's an impertive that we review our approach to more continuous home working options, particularly where these can objectively protect those proven most at risk from COVID-19 and communicable diseases, in general. This is as the SARS-CoV-2 is anticipated to become an ongoing reality that we must manage and mitigate against, where possible.  The EIA seeks to explore impacts of ongoing home-working decisions and options on people with protected characteristics and seek to establish where a balanced approach can be established to achieve a win - win situation for staff and the business. |

1. **Are there any other policies, procedures, guidance documents, working groups etc that will interact with the policy/practise/service?**

|  |
| --- |
| *Please provide any details which may help to provide context to the policy/practice/service and its implementation.*  Legislation:  The Health and Safety at Work etc Act 1974  The Equality Act 2010  The Human Rights Act 1998  Data Protection Act  The Health and Safety (First Aid) Regulations 1981  The Management of Health and Safety at Work Regulations 1999  Corporate policies:  Equality, Diversity & Inclusivity Policy 2020: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/Equality,-Diversity-and-Inclusivity-Policy.pdf  Health and Safety Policy 2019: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/Health-and-Safety-Policy.pdf  Health Surveillance Policy 2020: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/Health-Surveillance-Policy.pdf  Lone Working Policy 2018: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/Lone-Working-Policy-QUAL068.pdf  Risk Management Policy 2014: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/policies/Risk-Management-Policy.pdf  Sickness Absence Procedure 2012: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/sickness-absence-procedure.pdf  Stress Managemrnt Policy 2014: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/policies/Stress-Management-Policy.pdf  Organisational Change Procedure 2019: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/policies/organisational-change-procedure-qual121.pdf  Display Screen Equipment Policy 2020: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/Display-Screen-Equipment-Policy.pdf  Driving for Work Policy 2017: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/policies/driving-for-work-policy.pdf  E-Safety Policy 2011: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/policies/E-Safety-Policy.pdf  Records Management Policy and Procedure 2017: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/records-management-policy-and-procedure.pdf  First Aid Policy 2018: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/QUAL088-First-aid-policy.pdf  Learning, Teaching and Assessment Stratey 2016: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/policies/Learning,-Teaching-and-Assessment-Strategy.pdf  Capability Procedure 2013: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/policies/Capability-Procedure.pdf  Probationary Policy and Procedure 2021: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/Probationary-Policy-and-Procedure.pdf  Staff Complaints and Grievance procedure 2013: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/policies/Staff-Complaints-and-Grievance-Procedure.pdf  Staff Disciplinary Procedure 2016: https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines/policies/Staff-Disciplinary-Procedure.pdf |

1. **What evidence has been considered in the development of this policy/practise/service?**

|  |
| --- |
| *Please provide details of any evidence consulted during development of the policy/practise/service to inform the potential impact this may have. eg staff/student numbers, staff/student feedback, survey results, external consultation (including who the consultation is with).*  staff survey 2021  organisational equalities intelligence  ‘Disparities in the risk and outcomes of COVID-19’ published by Public Health England‘COVID-19 Post-lockdown position paper’ – National Association of Disabled Staff Networks (NADSN)  ‘Supporting Black, Asian Minority Ethnic (BAME) staff during the COVID-19 crisis’. HERAG  ‘BAME Women, mental health and COVID-19’. Business in the Community Factsheet.  ‘Hidden Figures: The Impact of the COVID-19 Pandemic on LGBT’; ‘The Essential Briefing on the Impact of COVID-19 on LGBT Communities in the UK’; ‘Hidden Figures: LGBT Health Inequalities in the UK’; LGBT Foundation reports.  ‘Briefing Note: Mothers and fathers balancing work and life under lockdown’, Institute for Fiscal Studies  Race Equality Foundation: Coronavirus information and resources  COVID-19: supporting BAME Communities. Ubele Initiative  BAME women account for over half of pregnant women in UK hospitals with covid-19 (BMJ, June 2020). |

1. **Who has been consulted in the development of the policy/practise/service or the proposed change?**

|  |
| --- |
| *Were any staff, students, trade unions or others involved at the policy/practice/service development stage or in discussions regarding the suggested changes? If so, please provide details.*  Staff Survey 2021 asked questions pertinent to the employees' current wishes on potential continuous home-working in the post pandemic period.  Literature review:  • ‘Disparities in the risk and outcomes of COVID-19’ published by Public Health England  • ‘COVID-19 Post-lockdown position paper’ – National Association of Disabled Staff Networks (NADSN)  • ‘Supporting Black, Asian Minority Ethnic (BAME) staff during the COVID-19 crisis’. HERAG  • ‘BAME Women, mental health and COVID-19’. Business in the Community Factsheet.  • ‘Hidden Figures: The Impact of the COVID-19 Pandemic on LGBT’; ‘The Essential Briefing on the Impact of COVID-19 on LGBT Communities in the UK’; ‘Hidden Figures: LGBT Health Inequalities in the UK’; LGBT Foundation reports.  • ‘Briefing Note: Mothers and fathers balancing work and life under lockdown’, Institute for Fiscal Studies  • Race Equality Foundation: Coronavirus information and resources  • COVID-19: supporting BAME Communities. Ubele Initiative  • BAME women account for over half of pregnant women in UK hospitals with covid-19 (BMJ, June 2020). |

1. **Who does the policy/practise/service affect?**

|  |
| --- |
| *This should clarify the intended target of the policy/practise/service and could include staff; students; customers; visitors to the campus. Does it have the potential to affect the whole College population; just staff; just students; or specific departments? Do you know numbers of people who may be affected?*  Staff, students, customers, visitors |

1. **Who implements the policy/practise/service, and what steps will be taken to ensure its effectiveness and consistent implementation?**

|  |
| --- |
| *Please provide details of who is directly responsible for implementing the policy/practise/service and how it is intended to be implemented eg in the case of a new/revised policy/practise/service, how will this be communicated to those affected; are briefings/training sessions required?*  SMT will lead the decision making processes at an orgaisational and individual level. Line managers and Heads of Departments/SDD's will be responsible for individual case recommendation prior to approval by SMT under our current flexible working policy. |

1. **What impact, either potential or actual[[2]](#endnote-1), is the policy/practise/service likely to have on the following protected characteristics?**

*Please consider in the context of Scottish Public Sector Equality General Duties to:*

* *Eliminate discrimination*
* *Ensure equality of opportunity between all Equality Groups*
* *Foster good relations between all Equality Groups*

*Do changes either implicitly or explicitly affect the College’s ability to meet these duties, either positively or negatively?*

*To add an ‘X’ to a checkbox: double-click on the box, under ‘Default value’ select ‘Checked’, then click ‘ok’.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Protected Characteristic[[3]](#endnote-2)** | **Positive Impact[[4]](#endnote-3)** | **Negative Impact[[5]](#endnote-4)** | **Neutral Impact[[6]](#endnote-5)** | **Unclear Impact[[7]](#endnote-6)** | **Please explain the Impact, Potential or Actual, for each Characteristic** |
| **Age** |  |  |  |  | OVID-19 diagnosis rates increase with age for both males and females and have a slightly older age distribution particularly for males. Amongst people testing positively for COVID-19, those over 80 are seventy times more likely to die than those under 40.  Home working will positively impact on older people by: reducing communicable disease transmission risk and illness in vulnerable older age groups and their sickness absence risk and history.  Potential negative impact: due to aging associated vulnerability to musculesceletal and sensory problems, a work station risk assessment becomes increasingly important. The risk self-assessment becomes greater responsibility of the employee with employer having poorer control of the objectivity of the assessment, unless video communication is used to facilitate home-base work station, if agreed by the employee (consider the right to private and family life of the Human Rights Act 1998).  The College will not be providing an allowance for working from home  Cross-characteristics considerations: menopause associated with aging in women may make it more difficult to cope with early rush/commuting to and from workplace; home working will allow staff to avoid a burden/stress/exhaustion of commuting between home and workplace, and to better manage the adverse impact of the menopause in the privacy and comfort of their home. Time normally spent on commuting would be saved and can be used to enhance self-care and health and private life and provide better life-work balance. This may likely impact on reduced sickness absence. The cost of commuting will also be reduced so the savings can translated into ie ability to reduce working hours to allow for better life-work balance and health promotion, and efficiency savings for the employer.  Staff in frontline jobs such as teaching and lower grade support staff are less likely to be able to work from home all the time, yet partial home working can be granted, where it doesn't significanlty adversely affect the business continuity or the student experience. |
| **Disability** |  |  |  |  | Several medical conditions lead to staff being ‘vulnerable’ to COVID-19. There is an intersectional impact of diabetes, obesity, hypertensive diseases, chronic kidney disease, obstructive pulmonary disease and dementia on BAME groups.  Positive impact includes:  Shielding during and post-pandemic. Reduced stress and physical strain, and risks of commuting where ie vision, back problems, chronic fatugue etc are a feature. Staff with mobility issues are better able to work in enviroment best adapted to their individual needs which they home provides, and over which they have greater control.  Potential negative impact to mitigate against includes:  Deaf or hard of hearing staff may find working through Teams more difficult if video is not available.  Some disabled staff may not be able to access specialist equipment or furniture or achieve an environment that enables them.  Employer has potentially lesser power for assessing and putting reasonable adjustments in private homes. Staff can still contact Access to work. |
| **Gender reassignment** |  |  |  |  |  |
| **Marriage and civil partnership** |  |  |  |  |  |
| **Pregnancy and maternity** |  |  |  |  | More than half of pregnant women admitted to UK hospitals with COVID-19 have been from a BAME background.  The majority of caring responsibilities are taken on by women. Single parents are more likely to be women.  Positive effect on vulnerable pregnant women of the home working requirmeent during pandemic and their increased risk of COVID-19, and ability to take rest breaks in a private and more suitable home environment (ie ability to ly down with legs up).  No effect of home working during pandemic on women on maternity leave as they're excused from working anyway.  Post pandemic, home working option would reduce the stress of having to logistically manage commuting between home, childcare/school and workplace and free up time that would normally be spent on commuting, and reduce travel expenses for families following return from maternity leave. It would also create private space for breastfeeding women after return to work from maternity leave. |
| **Ethnicity** |  |  |  |  | People from Black ethnic groups were most likely to be diagnosed and death rates from COVID-19 were highest amongst people of Black and Asian ethnic groups. Analysis of survival amongst confirmed cases shows that after accounting for other effects, people of Bangladeshi ethnicity had around twice the risk of death than people of White British ethnicity, whilst other ethnicities have between 10 and 50% raised risk of death. Evidence also indicates that when other comorbidities are taken into account, the difference in the risk of death amongst hospitalised patients is greatly reduced.  Factors contributing to the enhance risk are identified as: higher representation of BAME individuals in groups working in situations with greater exposure to infection (job-based risks), and to social deprivation and housing issues.  Diabetes is a significant contributing factor to risk of death from COVID-19: it is mentioned on 21% of death certificates and is a higher co-morbidity for all BAME groups compared to White ethnic groups. |
| **Religion or belief** |  |  |  |  |  |
| **Sex** |  |  |  |  | The majority of caring responsibilities are taken on by women. Single parents are more likely to be women.  Female staff are more likely than male colleagues to be at risk of domestic abuse and hence being locked down at home.  Working age males diagnosed with COVID-19 are twice as likely to die as females.  Negative impact of pandemic-associated requirement for home working impacted negatively on households with children where women became overburdened by the sumultaneous caring and working duties. In anticipation of this, Perth College UHI agreed with UNIONs, prior to the furlough scheme, that staff with caring duties will be excused from home working at full pay if they wish. This was then replaced with the government-introduced furlough scheme with staff receiving 100% their normal pay. This mitigated negative impact of staff with caring duties affected by the breakdown in their usual childcare arrangements, most of whome are women.  Negative impact on female staff also stemmed from higher risk of becoming a victim of domestic abuse and less able to escape during pandemic. The government consistently rose awareness of the increasing issue and that tailored support is available to victims during the pandemic.  Positive impact of the home working on men include providing means of shielding them from infection proportionatelly to their statistically significantly higher prevalence of COVID-19. |
| **Sexual Orientation** |  |  |  |  |  |
| **Carers\*** |  |  |  |  | People caring for vulnerable/disabled/elderly relatives or dependants (‘shielding’) may be experiencing limited or changed access to support (e.g. day care centres, health visitors, case workers) and greater isolation/less break enabled by working.  Caring duties fall disproportionately on female staff. |

\*protected from discrimination by “association” with looked after person’s older age and/or disability.

1. **If any answers are ‘negative’ can this be justified on the basis of a legal requirement?**

**Yes**  **No**

**If ‘yes’, please explain:**

|  |
| --- |
| When faced with a legal requirement placed by the government to prevent staff working in campuses, where possible, and subsequently on-site outbreaks, the organisation put reasonable and objectively justified measures to mitigate any risks to staff and between staff (ie risk assessment and adjustments, equipment provision, etc) as much as possible in the emergency pandemic situation. The guiding principle has been that individual human rights must be weighed against the humen rights of other people, which particularly related to the Right to Health and the right to life during infectious disease outbreaks. The organisation will continue to risk assess, monitor, evaluate and improve practices to continue to protect life and health after pandemic in the anticipated ongoing presence of the SARS-Cov2 virus. Home working practices provide one means of preserving human rights in the longer term. |

**If ‘no’, what can be done to remove or minimise the negative impact?**

|  |
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|  |

1. **More generally, is there anything that could be done in terms of the content and/or implementation of this policy/practise/service to improve the positive impact?**

|  |
| --- |
| A home working policy should be drafted an equality impact assessed as to the proposal for practices. The policy would explore in more detail various organisational and equality aspects. |

**If you have identified any unclear or negative impact, please don’t hesitate to contact the Equality, Diversity and Inclusion Adviser:** [**pc.equality.perth@uhi.ac.uk**](mailto:pc.equality.perth@uhi.ac.uk) **to secure its early involvement and timely advice, guidance and/or action.**

Please email this form for further processing and final approval to: [**pc.equality.perth@uhi.ac.uk**](mailto:pc.equality.perth@uhi.ac.uk). The EIA author’s name will be published on the Equality and Diversity website as the contact for any queries about the document. Therefore, please ensure that you retain a copy of the form for your own records and that the final EIA Form is fit for public viewing as people could contact you directly to request to view the form.

**Please indicate and describe below any specific deadline the policy is subject to** eg approval by SMT/Board of Management/another committee:

|  |
| --- |
| *Authors of policies/practises/services subject to specific deadlines should allow* ***at least 4 weeks*** *from the date of submission to the Equality, Diversity and Inclusion Adviser in case further advice/considerations are necessary* ***before*** *it is submitted for approval/implementation* |

**If the policy/practise/service is being submitted to another committee/panel/board/team for consideration:**

SMT and the Board of Management are aware of the need for equality considerations when making decisions and recommendations and will expect to see a completed ‘Equality Considerations’ statement (see overleaf) on all policy documents submitted, to demonstrate that an EIA has been carried out and to inform them of the outcome.

**Equality Considerations**

*(Please tick either option 1 or option 2 and other boxes that apply, and elaborate further)*

1. The following is a summary of the Equality Analysis of **[policy/practise/service]** dated **[dd/mm/yy] [insert the date below]**:

|  |
| --- |
|  |

1. All protected characteristics were considered as part of the analysis.
2. The following potential or actual negative impacts were identified: **[describe which characteristic(s) and in what way]**

|  |
| --- |
|  |

1. The following potential or actual positive impacts have been identified: **[describe which characteristic(s) and in what way]**

|  |
| --- |
|  |

1. Neutral impacts have been identified for the following characteristic(s), and therefore it is our view that the policy will not have a positive or negative impact compared to others: **[describe which characteristic]**

|  |
| --- |
|  |

1. Unclear impacts have been identified for the following, and therefore:
2. it is unclear what the impact of the policy could be:   
   **[describe which characteristic(s)]**

|  |
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|  |

**OR**

1. Mixed impacts for the same characteristic are possible: **[describe which characteristic(s) and in what way]**

|  |
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1. As a result of this assessment, the following amendments/changes have been made: **[summarise change(s) made if applicable]**

|  |
| --- |
|  |

**OR**

1. This assessment did not identify any equality issues which need to be addressed.
2. An EIA is currently being undertaken, and SMT will be informed should any issues that require their attention arise.

**SECTION B**

*To be completed by* ***Equality, Diversity and Inclusion Adviser.***

|  |  |
| --- | --- |
| **Date of Feedback:** | 29/04/2021 |

**B1. Is the policy/practise/service being reviewed considered to have a negative impact on those individuals with any protected characteristic(s)?**

|  |
| --- |
| The EQIA has been completed by the Adviser and all feedback that would normally be provided in this section is same as in the assessment sections, particularly in part 8. |

**B2. Is the policy/practise/service considered to demonstrate a positive impact on those individuals with any protected characteristic?**

|  |
| --- |
| The EQIA has been completed by the Adviser and all feedback that would normally be provided in this section is same as in the assessment sections, particularly in part 8. |

**B3. Could anything be done in terms of the content and/or implementation of this policy/practise/service to remove any negative impact and/or improve the positive impact?**

|  |
| --- |
| The EQIA has been completed by the Adviser and all feedback that would normally be provided in this section is same as in the assessment sections, particularly in part 8. |

**B4: Additional equality related comments about the policy/practise/service or the content of the completed Equality Analysis Form:**

|  |
| --- |
| For the post-pandemic considerations:  Ensure equality monitoring of flexible working decisions involving home working requests, particularly where these requests are on grounds of health and safety (protection from communicable diseases' health and social harms).  Monitor impact of current HR and other corporate policies on the individual staff requesting home working post pandemic. Revise and amend policies as soon as negative impacts and risk of indirect discrimination become apparent.  Ensure a robust plan for enabling and supporting some staff to work from home permanently or flexibly and consider home working policy. Ensure that robust risk assessments are carried out collaboratively with the staff and others and mitigating actions are taken to prevent adverse impact of home working on staff and business continuity.  Consider not only work station and equipment and any additions support needs and adjustments/support required, but also driving for work scenarios where staff permanently work from home.  Consider capacity to provide permanent equipment for home working and reasonable adjustments at a larger scale.  Consider e-safety of home working environment and data protection duties.  Consider impact on those recovering from long COVID-19 who may have developed a longer term or a permanent health problem.  Develop a new home working policy, equality impact assess it and monitor its impact on protected characteristics. |

**B5: Other comments:**

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**SECTION C**

*To be completed by* ***policy holder*** *or nominated individual on the policy holder’s behalf to respond to Section B and record final outcome.*

**Please use this space, if applicable, to respond directly to any questions raised in Section B:**

|  |
| --- |
| N/A |

**If required, please provide details of any action required to improve the positive impact or remove any negative impact of this policy/practise/service by completing the EIA Action Plan below (this may include actions suggested by you on the EIA Form or actions suggested via feedback from consultation):**

**EIA Action Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Issue/Change Identified** | **Action Required** | **Responsibility and Timescale** | **How Progress will be Monitored** |
| Lack of home working policy | Creation of home working policy | Head of HR & Organisational Development for first JNC of Autumn term 2021 | Minutes of JNC meeting |

|  |  |
| --- | --- |
| **Feedback Considered and Section C Completed by:** | |
| **Name(s) and Job Title(s):** | K Lees, Head of HR & Organisational Development |
| **Date:** | 07/06/2021 |

**Once completed please return to** [**pc.equality.perth@uhi.ac.uk**](mailto:pc.equality.perth@uhi.ac.uk)**. This concludes the Full Equality Impact Assessment analysis process.**

1. <https://www.perth.uhi.ac.uk/t4-media/one-web/perth/about-us/policies-regulations-and-guidelines> [↑](#footnote-ref-1)
2. *A* ***potential impact*** *is an effect which could happen as a consequence, indirectly or as an unintended outcome, of the policy; an* ***actual impact*** *is an effect which is highly likely to occur as a result of the policy, or an effect which the policy specifically aims to create.* [↑](#endnote-ref-1)
3. *Protected characteristics are as identified by the Equality Act 2010.* [↑](#endnote-ref-2)
4. *A* ***positive impact*** *is one in which a person or people will experience an advantage or benefit, this includes positive action to overcome a disadvantage, meet needs or encourage participation (eg a service sets up a disability service user forum to help design and plan service provision so that disabled people’s needs are taken into account).* [↑](#endnote-ref-3)
5. *A* ***negative impact*** *is one in which a person or people will experience a disadvantage (eg a wheelchair user can’t get into the building to access the service).* [↑](#endnote-ref-4)
6. *A* ***neutral impact*** *is one where there is no disadvantage; experience will be the same for everyone (eg everyone can access the service including disabled people).* [↑](#endnote-ref-5)
7. *An* ***unclear impact*** *can be selected if you are unsure what the impact may be, or if there could be a mixture of impacts (eg a policy might have a positive impact for a protected characteristic in one way, but also could possibly have a negative impact for that protected characteristic in another way).* [↑](#endnote-ref-6)