



KEELE
UNIVERSITY

Keele University

Equality Impact Assessment Form

Name of Service/School: [HR, OD & Student Support Directorate](#)

Assessor: [Jill Scott](#)

Name of Policy/Practice/Plan: [Staff Development Strategy](#)

Section 1: Screening

Screening determines whether the policy has any relevance for equality i.e. for one or more of the groups covered by the 9 Strands of Equality:

- Age
- Disability
- Gender reassignment
- Marriage and Civil partnership status
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual orientation

FORM 1 PART A: Screening for Relevance to Equality

Name of policy or function	Staff Development Strategy
Policy owner	Mr Paul Yates, Acting Head of Centre
Person completing initial assessment	Jill Scott
Contact details	Ms Jill Scott, EIA Consultant, email: soajas@gmail.com
Description	

FORM 1 PART B: Potential for differential impact on equality target groups

Potential Impact

This section identifies whether there is any potential for differential impact on each equality target group.

Equality target group	Potential positive impact	No impact	Potential negative impact	How potential impact manifests itself in practice and measures already taken to reduce or eliminate it
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Need to consider take up of staff development opportunities in relation to age (including youngest and oldest members of staff)
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> •Take up of staff development opportunities by disabled staff •Any issues around access to training locations, availability of staff development via online and other electronic means, etc •Issues around funding for support required to access staff development (eg signers for deaf staff, etc) - centrally or locally provided? •Availability of information/advice. Any issues accessing info, etc? Is website compliant and accessible for disabled users?
Gender reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Marriage and Civil partnership status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pregnancy and Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Provision for childcare and/or breastfeeding available for new mothers?
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Any differential take up between BME and white staff? Any differential take up between BME and white staff at different grades?
Religion and Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Any issues about when training takes place (eg religious festivals, Fridays, etc)?
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Any differential take up between men and women? Any issues re part-time staff (more likely to be women?)
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Any issues around inclusivity of training materials?

Relevance

Does this policy or action have any consequences for any of the groups covered by the Equality Impact Assessment Process? **Yes**

Priority

Priority established: **High**

Explanation

Explanation of relevance and priority

I have identified possible negative impacts on protected groups, and a full impact assessment is therefore required.

Section 2: Analysis

This section provides analysis of quantitative and qualitative data relevant to the issues of equality identified at stage 1.

Data Source	Finding
Policies and Procedures relating to Staff Development http://www.keele.ac.uk/cpsd/	<ul style="list-style-type: none">•Clear and well laid out website. However, some issues around ease of use and accessibility of online booking system.•Current unavailability of online booking system to off campus users
Staff Development Strategy	Well constructed document – wording could be considered at next review to ensure that commitment to equality of opportunity is totally explicit
Statistical information about take up of staff development opportunities	No apparent negative impact in relation to internal activities, but no central monitoring of external activities available
Information provided by Learning and Professional Development Centre staff	Various adjustments have been made in response to requests from individuals attending activities and no negative feedback has been received in relation to equality issues

Section 3: Assessment

This section provides an approach to assessing the impact in the light of evidence.

Impact Assessment

The consequences or impact for each group is identified as positive, neutral or negative together with an explanation.

Equality Group Impacted	Positive impact	No impact	Negative impact	Nature of impact
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Gender reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Marriage and Civil partnership status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Pregnancy and Maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Religion and Belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Insufficient evidence?

Is there insufficient evidence to reach a judgement? No

Action Plan

Reasons for insufficient evidence are listed here, together with the actions that will be taken to obtain it.

No action plan information has been entered.

Section 4: Mitigation and Changes

This section examines the possibilities and implications of changes to the policy to reduce any negative impact and build on any positive effects.

Changes

No changes have been entered.

Statement of justification and mitigation

In the event of negative impacts being identified, the assessor's reasoning for continuing with the policy can be recorded below:

Statement of justification and mitigation
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Improvements in ease of use and accessibility of online booking system would be of benefit to all staff

Section 5a: Consultation

This section lists the views of groups that may be impacted. For example, whether other obstacles are perceived by the groups involved and whether alternative solutions might be available.

FORM 2: Consultation with equality groups

No consultation information has been entered.

Section 5b: Outcomes of consultation

This section sets out the final decisions as a result of the impact assessment.

Outcomes of equality impact assessment process

Assessor recommendation

- Report on data using HESA categories for age in order to facilitate easier comparison of take up with institutional data
- Consider improvements to accessibility and ease of use of online booking system
- Make online booking system available to off campus users (being addressed in the forthcoming system upgrade).
- Consider developing central monitoring of externally funded staff development activities to enable appropriate evaluation for next equality impact assessment

Senior management comments

Section 6: Publication

Status of Assessment

This assessment was published on 13-Sep-2011.

Section 7: Monitor and Review

Review date

Policy to be reviewed by 13-Jul-2012.

This policy may obviously require an earlier review if a significant change occurs.