Equality Impact Assessment Guidance Version 2

Contents

An Equality Impact Assessment is an important and credible tool for demonstrating how Loughborough University shows due regard to its sector equality duty (PSED) It involves the analysis of data, information and feedback to help us understand the actual, or potential, impact of policies, functions or practices when assessed against the nine protected characteristics categorised in the Equality Act 2010: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, race, and sexual orientation.

Loughborough University EDI core plan also considers agreed marginalised groups including carers, part time workers, grade 1-5 and early career researchers.

https://www.lboro.ac.uk/equity-diversity-inclusion/topics/eia-scope-boundaries/

Universities have a significant role to play in promoting inclusion and championing freedom of speech and academic freedom. The ability to exchange ideas and the curiosity to seek out different perspectives underpin both our academic mission and our values. This EIA is a useful opportunity to think about how our work impacts both inclusion and freedom of speech.

Why do I need an Equality Impact Assessment (EIA)?

An Equality Impact Assessment (EIA) is a vital tool that helps ensure that decisions, policies, procedures and services are fair, inclusive and legally compliant. It enables schools and professional services to anticipate, understand and address the potential impacts of our work on marginalised groups and people with protected characteristics, and to act to remove barriers and prevent unintended disadvantage.

Completing an EIA supports our organisation to:

• Embed the principles of our Equity, Diversity and Inclusion (EDI) Core Plan, which is a core element of the University's strategy and guides activity to identify and remove systemic inequities, embed anti-discriminatory practice and promote inclusive outcomes.

• Demonstrate due regard to the Public Sector Equality Duty under the Equality Act 2010, helping us to actively eliminate discrimination, advance equality of opportunity, and foster good relations.

• Support the delivery of an inclusive student experience and positive people and culture outcomes, building an environment where all staff, students and stakeholders feel valued, respected and able to contribute fully.

• Advance equality of respect and opportunity, in alignment with our Access and Participation Plan and other strategic frameworks aimed at eliminating inequities.

• Reflect and enact our institutional values of Collaboration, Responsibility, Authenticity, Creativity, and Adventurousness. Set out what we expect of each other and what students, staff and partners can expect of us. These values are central to our approach to inclusive decision-making and to fostering a culture where diversity thrives.

By conducting EIAs as part of our routine decision-making, we uphold both legal responsibilities and our strategic ambitions to work together to create a fair, inclusive and respectful culture for everyone.

More specifically, EIAs set out how to achieve this by:

• Ensuring policies, processes, functions and services are fair and equitable to everyone, including providers as well as users, rather than assuming that they are (i.e., by assessing evidence)

• Identifying opportunities to actively promote equity, diversity and inclusion wherever possible to enhance the culture and environment, as well as reducing any negative

impact on all sections of the Loughborough university community'.

In doing so, EIAs help the university fulfil its Public Sector Equality Duty (PSED), which is required by law (under the Equality Act 2010) , by:

• Preventing unlawful discrimination, harassment and victimisation

• Advancing equality of opportunity between people who share a protected

characteristic and those who do not.

• Fostering good relations between people who share a protected characteristic and

those who do not.

Considering freedom of speech

The university has legal obligations in relation to both inclusion and freedom of speech. The **Education (No. 2) Act 1986** and the **Higher Education (Freedom of Speech) Act 2023** create a statutory duty to secure and promote lawful freedom of speech and academic freedom for staff and students. However, the University must also comply with the **Equality Act 2010** by ensuring that expressions of speech do not amount to unlawful harassment or discrimination.

Completing an EIA can help meet both requirements as it provides a structured way to consider how our work might impact lawful expression, while also assessing potential impacts on equality and inclusion. By identifying risks in both areas and, if appropriate, weighing them carefully, an EIA supports balanced, fair, and legally compliant decision-making.

Find more about Free expression and Academic Freedom

To identify if your work might restrict freedom of speech, consider the following questions:

- Could the work limit people's lawful expression of their views? For example, does it include any 'blanket' statements or is it prescriptive in a way that may limit what people can say?

- Does the work create specific requirements, limitations, etc. in areas covered by academic freedom, such as curriculum design?

- Could the work affect different groups' ability to participate in debate?

- Could the work have a 'chilling effect' on free speech i.e., create a situation where individuals self-censor and refrain from expressing lawful views due to

       fear of negative consequences, such as institutional disapproval or disciplinary action?

       ▪ Does the work limit space for lawful, respectful disagreement?

If you answered 'yes' to any of these questions, you should reflect on whether the impact on lawful expression is justified, identify what changes, safeguards, or clarifications could reduce any restriction, and record in the EIA how you have balanced freedom of speech with equality and inclusion duties.

If you are unsure about the free speech implications of your work, you may contact

legal@lboro.ac.uk or EDI@lboro.ac.uk.

Deciding what to assess and when

An EIA is a continuous process which starts when the need for a new policy, service, practice or function is first identified, or when an existing one is reviewed, so that it is integral to the decision-making process. So, there may be several versions of an EIA as it develops alongside the changes it is analysing, and the assessment should be seen as a continuum not a one-off task or tick box exercise. For complex projects, interim EIAs may be published at various stages in the project to share the results of consultations/actions planned or taken as things go along. It is worth noting that School and professional services policies will specify a 'date for next review' and it would be reasonable to complete an EIA to coincide with this, so that any impacts could be considered alongside other revisions to the policy. If you are undertaking several Equality Impact Assessments on behalf of your Department/ Division then, together with your departmental EDI representative, the following process will help you prioritise them. Please note, it is not necessary that all policies and procedures go through an EIA. It is the departments'/divisions' responsibility to make the selection of which policies and procedures go through an EIA. These are the guiding principles to follow.

Is the policy/procedure/change:

• intended to affect a broad range of staff or students (i.e. is a staffing, HR or

academic-related policy or project)

• targeted on a particular group to advance equality (e.g. a widening

participation intervention or project)

• proposing new or changed arrangements for the learning or working environment (e.g. a new or refurbished building, a new IT project).

• proposing new or changed arrangements for learning and working

processes (e.g. hybrid learning and working, academic curricular changes or

course target changes)

• directly impacting staff and students from a protected characteristic or marginalised group (e.g. Disability Policy, Trans Inclusion Policy, Safeguarding Policy, etc.)
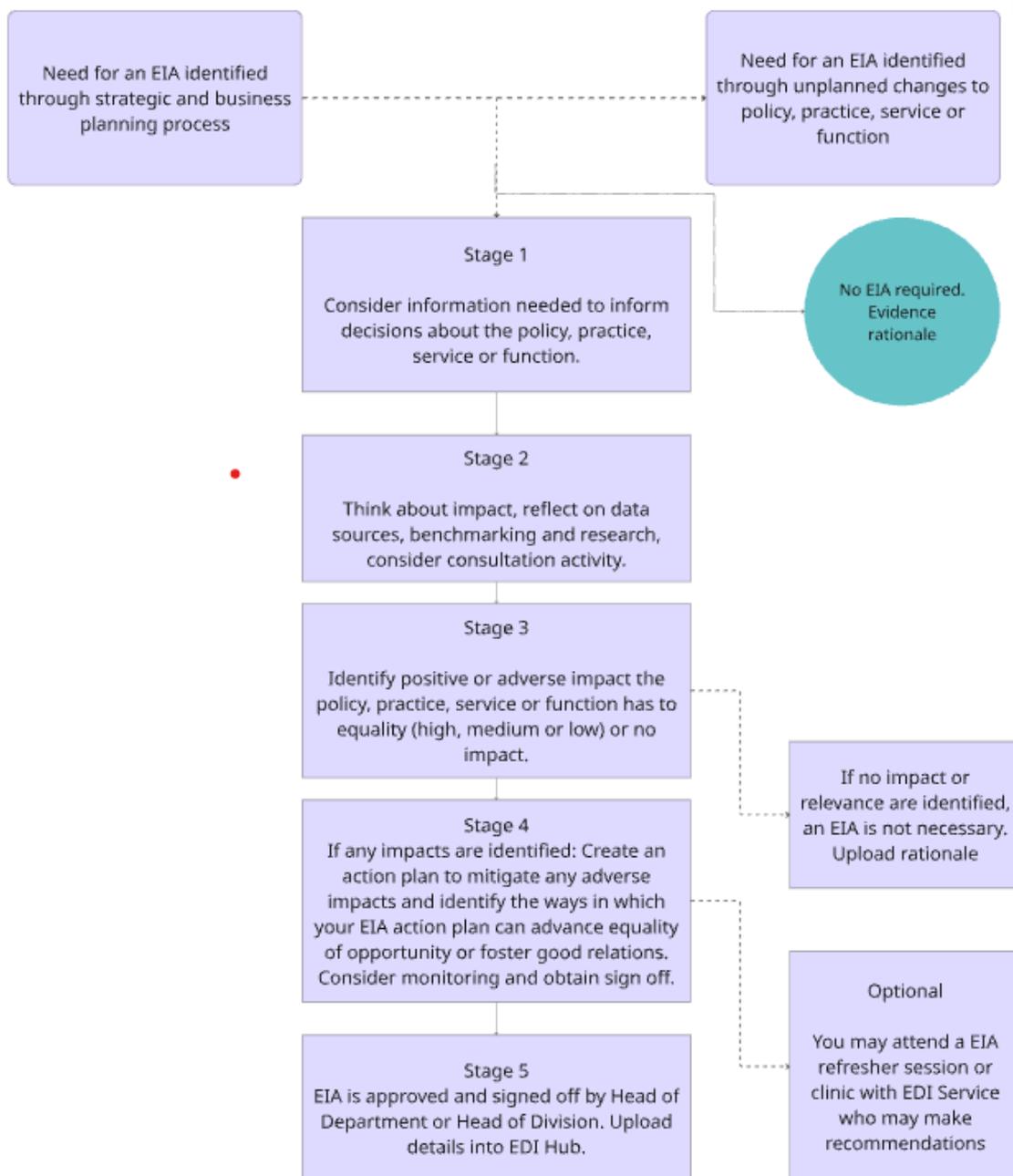
This list is not exhaustive.

TOP TIP: create a list of all your team's policies, practices, functions and services and then arrange for a member of the EDI Service or your EDI AD/ Principle to attend one of your team meetings to spend some time prioritising them with you. Email us at: edi@lboro.ac.uk

The Equality Impact Assessment process - Step by step EIA

Need for an EIA identified through strategic and business planning process

Need for an EIA identified through unplanned changes to policy, practice, service or function

Stage 1

Consider information needed to inform decisions about the policy, practice, service or function.

No EIA required. Evidence rationale

Stage 2

Think about impact, reflect on data sources, benchmarking and research, consider consultation activity.

Stage 3

Identify positive or adverse impact the policy, practice, service or function has to equality (high, medium or low) or no impact.

If no impact or relevance are identified, an EIA is not necessary. Upload rationale

Stage 4

If any impacts are identified: Create an action plan to mitigate any adverse impacts and identify the ways in which your EIA action plan can advance equality of opportunity or foster good relations. Consider monitoring and obtain sign off.

Optional

You may attend a EIA refresher session or clinic with EDI Service who may make recommendations

Stage 5

EIA is approved and signed off by Head of Department or Head of Division. Upload details into EDI Hub.

Draft process flow Jan26

Easy read version

How an EIA Need May Be Identified

An Equality Impact Assessment (EIA) may be required if a need is identified through either of the following:

- **Strategic and business planning processes**, or

- **Unplanned changes** to a policy, practice, service, or function

Both routes lead into Stage 1 below.

Or identify and evidence rationale why no EIA required

Stage 1 – Identify Information Needs

Consider what information is needed to inform decisions about the policy, practice, service, or function.

Stage 2 – Review Evidence and Impact

Think about potential impacts by:

- Reflecting on available data sources

- Reviewing benchmarking and research

- Considering consultation activity

Stage 3 – Assess Equality Impact

Identify whether the policy, practice, service, or function has:

- A **positive impact**, or

- An **adverse impact**, or

- **No impact**

If there is an impact, record whether it is:

- High

- Medium

- Low

If No Impact or Relevance Is Identified

- An EIA is **not required**

- Upload your rationale explaining why via **EDI Hub**

Stage 4 – Create Action Plan (If Impacts Exist)

If any impacts are identified:

- Create an action plan to mitigate adverse impacts

- Identify ways the EIA action plan can:

    o Advance equality of opportunity

    o Foster good relations

- Consider monitoring arrangements

- Obtain sign-off

Stage 5 – Review and Recording

- EIA is approved and signed off by:

    o Head of Department, or

    o Head of Division

- Upload details into the **EDI Hub**

How to complete the EIA

You can download the appropriate EIA blank proforma here: EIA blank pro-forma template.docx

Loughborough University

Stage 1: Aims and objectives of the policy/ practice/ service or function

This section is important for providing context to enable people, internally and externally, to understand the policy, and understand your rationale for the impact on different protected groups who are implementing and/ or using the policy/ process/ service/ function. In a brief overview of the aims and objectives, be sure to:

Clearly set out:

• the objectives of your proposed policy/process or system

• the options you are considering

• the outcomes you want to achieve

• how you plan to deliver these outcomes

• Include reference to Loughborough University policies or procedures where relevant and applicable, partly because these might already have an EIA which considers similar issues to yours and might be linked to for additional information

• Spell out acronyms on first use, assuming that the reader is not already familiar

with them

• Include any webpage link in a footnote and NOT a hyperlink since the latter may not

be recognised by screen readers used by visually impaired and blind people.

Reason for EIA

In addition to the tick box selection, include a few brief details, for example, is the policy/ practice/ service or function related to policy drivers, strategic priorities, financial reasons etc.?

Date

When the policy/ practice/ service or function is due to come into effect. A date is relevant to existing policies/ practices/ services or functions, as well as new ones

because it will help the EDI service to prioritise your EIA accordingly. For example, consider a change in a taught course, e.g., the removal or addition of a module, which may be scheduled for a certain time during the academic year, or an amendment to an existing policy for which an EIA can coincide with the policy's specified date for next review.

Who has completed the EIA

The member of staff who holds responsibility for the policy/practice/ function or service is ultimately responsible for ensuring that an Equality Impact Assessment is undertaken and that it is of satisfactory quality, and that external parties have been consulted where appropriate. An Equality Impact Assessment needs to be undertaken by someone with a good understanding of the policy, practice/ service or function in consultation with an EDI representative (to help address any inherent bias, i.e., which may focus only on the positive aspects of a change in service/ policy/ process/ function).

Ideally, EIAs should be completed and then engaged on with multiple members of staff, to benefit from multiple perspectives and expertise.

Stage 2: Evidence Gathering and Engagement

What evidence has been used for this assessment?

Good EIAs are **evidence-based and draw on multiple data types**. In practice, you should use a mix of quantitative data (numbers/statistics) and qualitative data (experiences, views, context), supported by internal and external sources. This Data guide will support you.

Some data that should be considered are:

1. Number of staff affected *

2. Number of students/service users affected

3. Equality data of employees and students affected **

4. Information on external stakeholders and implications for equality

5. Internal staff and student survey results, course evaluations

6. Information about similar policies implemented in the past and the impact they had on employees, service users and the wider community

7. The views of colleagues with relevant expertise or experience, including front line staff who are in direct contact with service users, or formal and informal groups of staff or service users representing the interests of people with protected characteristics

You can contact chairs of working groups;

https://www.lboro.ac.uk/equity-diversity-inclusion/topics/working-groups/

You can contact staff network chairs:

https://www.lboro.ac.uk/equity-diversity-inclusion/topics/staff-networks/

'affected" is used here in the widest sense. Staff and students can be affected in several ways for example job role changes/ course content changes to posts or courses being reorganised. The EIA should also look for opportunities to identify positive impact e.g., opportunities to address underrepresentation or to meet specific needs. If the EIA is looking at redundancy/reorganisation it will need to look both at those 'at risk' of redundancy and those potentially affected by the impact of redundancy including remaining staff (e.g., workload as service providers) and students (e.g., as service users).

The data is likely to be sensitive personal data and should therefore be treated in accordance with the Data Protection Act 1998

Top tip

Important: For instances where the pool of data is small, i.e., <10 individuals, provide only aggregate data, i.e., percentages, so that individuals with protected characteristics cannot be identified.

GDPR

https://www.lboro.ac.uk/data-privacy/collecting-using/dataprotectionpolicy/policy-page/appendix-3/

DPIA https://www.lboro.ac.uk/data-privacy/help/dpia/what-is-dpia/

Consider relevant sector analysis and multiple data (quantitative and qualitative sources:

a) where no internal data is available and

b) to benchmark your evidence and test proportionality or adverse impacts.

This could include:

research conducted by experts, academics, think tanks or other impartial organisations on issues relevant to people with protected characteristics likely to be affected by your policy options this might include reports by national bodies, including inspectorates and regulators. statistics and trends that are relevant to your policy area.

As a starting point, describe what the internal and/ or external evidence tells you about:

• Potential impact of your policy/ practice/ service or function for those with specific circumstances or specific support, access or other requirements as well as individuals and groups with protected characteristics

• Opportunities for advancing equality' and promoting good relations (e.g., if data

shows underrepresentation or lack of engagement from some groups)

Identifying gaps in evidence

If you have no relevant data set, consider the following:

• Collecting qualitative data, for example through a one-off focus group

• Reviewing the policy or practice with a staff or student network/ forum/ working group

• Reviewing the policy/ practice with a relevant external community group

• Benchmarking against a relevant external source

Describe how the lack of data or opportunities for consultation has prevented an accurate assessment of any potential negative impact and, where feasible, include any plans for obtaining and analysing the data later.

Who have you engaged with/ consulted?

Consulting with members of protected characteristic groups is important to establish how best to meet their needs or to overcome barriers. This may be done through focus groups, face-to-face interviews, exit interviews, workshops and consultation with the relevant equality student and staff forum/ network.

Staff networks are happy to collaborate on consultation activities related to their members. Please note, network committee members undertake their roles voluntarily and on top of their standard University job roles. To request staff network involvement in the EIA process, please read and complete the Request for consultation form: Staff Network Consultation Request Document.docx

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TOP TIPS

Plan associated activities carefully to avoid consultation fatigue.

Engage local reference groups of staff and/ or students from minority groups, e.g., departmental EDI representatives, AD EDIs and Principles via the EDI Board or strategy group, who are happy to help, submit a request through a working group or ask the EDI Services if you are thinking about undertaking wider consultation. It is possible that feedback already exists, having been gathered for similar purposes elsewhere.

For high impact policies and functions, you may want to plan additional forms of engagement for wider feedback on the implications of the policy, and to plan ways to proactively advance equality, diversity and inclusion wherever possible.

• Dates: If consultation is spread across many dates, then include a timeframe, considering religious observance and other dates that may impact engagement.

• Audience: If your proposal impacts on any groups then you should have been

engaged with/ consulted them.

• Main issues raised: Summarise these and if there is concern that there may be

disadvantage to a particular group, this can be addressed.

Stage 3: Potential impact on different protected groups characteristics

Include any impact that you anticipate your policy/ service/ practice or function will have on a particular group, which may be based on other data, as well as those potential impacts raised by your consultation groups.

Ask yourself the following questions:

• Could your policy affect how service users or employees access services or

participate in activities relevant to your policy area?

• Could it impact people with protected characteristics who have a

disproportionately low level of access to services, participation in public life or other activities?

• Could it create or worsen disadvantages and inequalities at the School or service level?

• Could it remove or minimise disadvantages and inequalities at the School or service level?

• Does your policy consider the needs of people who share a relevant protected

characteristic, that are different from the needs of people who do not share it?

• Could your policy affect how people perceive or interact with others?

• Could it help tackle prejudice and promote understanding between people with

different protected characteristics?

• Could it lead to prejudice, community tensions, conflicts, isolation or segregation?

With the above in mind, consider how any of these protected groups are disadvantaged or negatively impacted by the policy, practice, function or service and/or might there be opportunities to actively promote equality, diversity and inclusion for one or more of these groups:

Protected characteristics and marginalised groups table 1.

Age	The Equality Act 2010 says that you must not be discriminated against because: - you are (or are not) a certain age or in a certain age group - someone thinks you are (or are not) a specific age or age group, this is known as discrimination by perception - you are connected to someone of a specific age or age group, this is known as discrimination by association
Disability	Those with physical disabilities, unseen disabilities and mental health issues as well as long term health conditions Definition under Equality Act: A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
Sex	Definition under Equality Act: A man or a woman.
Gender Reassignment	Trans staff and students who have transitioned, are thinking of transitioning or are in the process of transitioning from one gender to another. Also think of non-binary staff and students (those who do not identify with

	or reject gender labels). Definition under Equality Act: Where a person undergoes, or proposes to undergo, a process for the purpose of reassigning their sex.
Marriage and civil partnership	Definition under Equality Act: Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except were permitted by the Equality Act).
Pregnancy and Maternity	Definition under Equality Act: Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
Race and Ethnicity	A person's nationality, colour, native language, culture and geographic origin. Definition under Equality Act: A race is a group of people defined by their colour, nationality (including citizenship) ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British.
Religion or belief	Those with religion and those with no religion or belief. Definition under Equality Act: Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
Sexual Orientation	Gay, lesbian, bisexual, queer and straight people. Definition under Equality Act: Whether a person's sexual attraction

	is towards their own sex, the opposite sex or to both sexes.
Carer	Caring responsibilities do not only relate to those with childcare responsibilities. People with older and/or disabled relatives may have significant caring responsibilities for them. This characteristic is not protected under the Equality Act, however it might be relevant to consider the impact on this group in an EIA.
Socio economic status	Higher education is still dominated by people from higher socio-economic backgrounds, and Loughborough University has a widening participation plan in place, which has been agreed by the Office for Students. This characteristic is not protected under the Equality Act; however, it might be relevant to consider the impact on this group in an EIA.
Grade 1-5	Higher Education is dominated by hierarchical approaches where staff from Grade 1-5 are often overlooked in processes and systems.
Intersectionality	Where possible, consider how the above-described characteristics intersect. For example, a Black woman will have different experiences to a Black man. Considering how gender and ethnicity intersect may affect how policies are developed and implemented.

The close relationship between equality and human rights means it is good practice to think about them together when developing policies. Therefore, you may also want to consider and gather evidence on whether your policy can have a potential impact on:

• groups of people sharing a characteristic that is not specifically protected under the Act, for example, people living in different geographical areas, children on free school meals, asylum seekers, refugees or single parents

• human rights as set out under the Human Rights Act 1998, include for example, the right to private and family life or to freedom of expression.

Refer to Appendix for examples of impact that may be relevant to the policy/ practice/service or function which you are assessing and may need to consider for different groups of protected characteristics.

It's important that you select the appropriate tick box and complete the accompanying narratives to support your selection. This is to enable the assessment of what/how impact(s) on protected groups have been considered.

High, Medium or Low impact?

The table below shows some suggestions for categorising policies or procedures according to relevance and proportionality. The 'RAG' rating is a standard assessment tool to review the potential risks to proposed policies and procedures. Each policy or procedure should be given a score of Red / Amber / Green. These scores indicate how relevant it is to equality, diversity and inclusion and how many if any groups of protected characteristics it impacts.

Impact RAG Rating Table 2.

RAG' rating	Priority	Timeframe for assessing impact of policy/ practice/ service/ function
RED	Highest	within the next six months
AMBER/RED	Medium-high	within the next 6-12 months
AMBER	Medium	within the next 12-18 months
GREEN	Low	if you have appropriate evidence, these policies may not need to be impact assessed, but if you do not have evidence, impact assess within the next two years

Table 3. Risk Impact

RED/ Highest	The policy is linked to one of the key functions outlined in step one and is likely to impact differently on one or more of the protected groups.
	The policy is linked to one of the key functions outlined in step one and although it may not have an adverse impact on any of the protected groups, there are clear ways for using the policy to proactively advance equality, diversity and inclusion.
AMBER/RED/ Medium-High	The policy is not linked to any of the key functions outlined in step one, but there is evidence to suggest that it could have an adverse impact on one or more of the protected groups and/or there are ways for the policy to proactively advance equality, diversity and inclusion.
	The policy is linked to one of the key functions outlined in step one, and it might impact slightly differently on one or more protected groups, but not much.
AMBER – Medium	The policy is linked to one of the key functions outlined in step one, and although it may not have an adverse impact on any of the protected groups there is a possibility that it could perhaps be used to proactively advance equality, diversity and inclusion.
	The policy is not linked to any of the key functions outlined in step one, but there is a very slight possibility that it may have a different impact on different protected groups and/or there is a small possibility that it could be used to proactively advance equality, diversity and inclusion.
	The policy is linked to one of the key functions outlined in step one but there is no evidence to suggest it will impact differently on different protected groups and/or that there are any ways to proactively use the policy to advance equality, diversity or inclusion
GREEN - Low	The policy is not linked to one of the key functions and is not going to impact differently on different protected groups: if you have evidence to demonstrate this, then no EIA is required. However, keep a record of the rationale, and the evidence to show it has been screened.

Stage 4: Action Planning, Monitoring and Review

Top Tip:

Whilst an action plan is not required if the impact is classified as low, The PSED is an ongoing duty. Even when you have assessed that your policy is unlikely to have any impact on people with protected characteristics, you should draw up plans to periodically monitor its actual impact. You should report this to your decision makers if and when you have new information. The assessment that takes place as part of step two should inform specific, measurable, achievable, relevant and timebound actions that will be recorded and submitted as part of the EIA.

Some actions that might be included in an EIA are as follows:

- Actions that mitigate against negative impacts on affected groups.
- Actions that enable positive impacts on affected groups.
- Reasonable adjustments that you are planning to take
- Actions that fill gaps in available evidence
- Actions to consult further with colleagues or students

This action plan should also outline

- How and when the actions will be monitored, for example through a core plan board or specific governance.
- The lead responsible for each action
- Clear deadlines for completion
- When the EIA will next be reviewed. This review can take place during implementation, or at any upcoming planned review.

Example

A School is renewing its signage. It is recognised that this is an area where people with a disability, and particularly visual impairment would have a valuable input. As a result, estates and facilities management proceeds with an EIA process and consults with relevant stakeholders. As part of this, FM hold a focus group with students and staff with support from SWAI and disabled staff through Disability and inclusivity working group. The stakeholders involved in the process highlight the need for good colour contrast in the signage and braille on the signage. Whilst involving these stakeholders Estates become aware of anecdotal evidence from security and janitorial staff about the need for clear signage for visitors to the School, including those with English as a second language. The latter was an equalities perspective they had not considered, and this enabled the division to look for international (including pictorial) signs for key attractions on the School's campus.

Publishing and Internal Circulation

EIAs are primarily for internal use and review and will therefore not be published on the Schools' external facing platforms. EIAs will be shared internally with relevant boards and committees in alignment with best practice. EDI Services through the EDI Hub hold an EIA repository where you can upload your EIA. Any sensitive data which would identify individuals will need to be removed, in accordance with the Data Protection Act 1998.

Please upload your completed EIAs here: EIAs | EDI Hub | Microsoft Teams

Stage 5: EIA review, comments and recommendations

All EIA reviews will be completed by Heads of Departments or divisions with the EDI Service copied in for information. Additionally, the EDI Service can support EIAs and offer advice by invitation. Having the Heads of Departments and divisions take ownership of the EIA reviews ensures that the assessments are thorough and contextually relevant.

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The EDI Service is available to support and provide additional guidance where appropriate and if necessary, via EIA refresher sessions and clinics.

Appendix 1. Examples of impact on different protected characteristics

*The terms below in bold are the terminology used in the Equality Act 2010

Impact On:	Specific needs to be considered in line with the Equality Act 2010
Age	• Access to promotion and training being regardless of age and retirement date • Equality of experience for mature students compared to younger students. • Timings of seminars/meetings –essential evening seminars and meetings normally held in daytime lessons can be barriers for staff/students with caring responsibilities.
Sex	• Equal pay/terms of employment • Impact of part-time working or studying • Actively challenge sexist stereotypes and power dynamics
Disability	• Timing of seminars/ meetings during 'core' working hours so as not to disadvantage people who are lone parents. • Accessible environments, e.g., reminding event organisers to proactively ask attendees about any access and dietary requirements needs to be embedded. Support could include information on and costs of, pale typists, hearing induction loops, ramps to get onto stages etc. • Accessible information and materials – appropriate alternative formats, e.g., subtitles on videos, ensuring uploaded documents are compatible with screen reader software and images are captioned, lecture recordings. • Confidentiality of personal information and how to appropriately handle disclosures. • Dyslexia or dyspraxia • Hearing impairment, e g., videos used as a teaching/training tool to include an audio commentary. • Mental health impairment • Mobility impairment, e.g., factor in extra time to allow travel between meetings • Long term health condition

	• Learning disability • Invisible disability • Working/studying long hours require regular breaks, and food and drink if staff/students have diabetes • Visual/sight impairment –videos used as a teaching/training tool having subtitles
Race	• Cultural sensitivities • English as a second language –videos used as a teaching tool having subtitles and audio commentary to meet the needs of international bilingual students. • Harassment and bullying – because of one's ethnicity/nationality. • Impact of international/home status (cultural differences and being subjected to disadvantaged treatment or additional barriers due to one's ethnicity/international/home status/ visa/immigration requirements). • Impact of ethnicity
Gender reassignment	• Consider impact on people in social and medical transition process. Example: Leave for medical procedures • Actively challenge discrimination based on gender stereotypes and discrimination by perception. Example: How someone dresses or if someone does not conform to gender norms.
Marriage and civil partnership	• Access to 'family-friendly' employment policies being equal for married "spouses" and Civil "partners". • Service provision for "married" staff/students/visitors being the same for "partners".
Pregnancy and maternity	• Maternity and paternity leave. • Impact of part-time working or studying. • Timings of seminars/meetings – within core hours and avoiding school holidays (as well as religious festivals) wherever possible. • Availability of breastfeeding and milk storage facilities following a period of maternity leave.
Religion and belief	• Religious customs and practices eg - clothing and jewellery. • Actively challenging discrimination and stereotypes based on religion or belief. • Harassment and bullying – being treated differently because of one's religion or beliefs.

	• Catering requirements not being a barrier to attend/participate • Accommodating needs such as a suitable place to pray. • Timetabling and absence for religious reasons.
Sexual orientation	• Confidentiality and disclosure • Harassment and bullying for disclosing being bi-sexual/pansexual, gay or lesbian. • Inclusive rights such as family benefits of same sex partners/spouses. • Positive images demonstrating a non-homophobic and non-bi-phobic environment • LGBTQ+ staff and students still face overt discrimination and violence, and homosexuality is still illegal in some countries. This should be considered when planning overseas conferences and research.
People from lower socio-economic backgrounds	• Harassment and bullying –being treated differently because of one's social background. • Impact of part-time working or studying. • Timings of seminars/meetings –essential evening seminars and meetings normally held in daytime lessons can be barriers for staff/students who are single parents. • Harassment and bullying –having a different social background than other staff/students. • Impact of part-time working or studying. • Consider the impact of economic background on students' ability to pay for books and overseas fieldtrips. It can also impact on employment, some students will need to be in some form of paid employment while they study and will not be able to volunteer and undertake unpaid employment opportunities as easily
People with caring responsibilities	• Line Managers/Team Leaders should consider how staff can be supported through flexible working (where business needs allow) • Meetings and events should be scheduled within core hours wherever possible, and avoiding school holidays (as well as religious festivals) wherever they can.
Intersectionality (include any other relevant information relating to the intersection of	Evidence across the sector suggests that: • Different students request and access support in different ways. • Different groups of students receive different levels of support, for example, this research by Dr Jason Arday suggests different types of mental health support for white students, compared with minority ethnic students:Understanding Mental Health: What Are

any of these protected groups)	the Issues for Black and Ethnic Minority Students at University? | MDPI • Research by Nicola Rollock highlights the paucity of Black female professors, and highlights the resilience strategies they have employed to progress: ucu_rollock_february_2019.pdf

Appendix 2. External resources on equality, diversity and inclusion

There is an enormous amount of equality, diversity and inclusion information available. You may find it useful to use an internet search engine to pose your question, think about the academic research we have easy access to through online journals or utilise Copilot AI to support your EIA. If you do decide to utilise AI, please adhere to the Loughborough University AI guidelines.

Here is a list of AI prompts EIA_Step_by_Step_Prompt_Generator.docx

Loughborough University is a member of Advance HE which advises on and researchers' equality, diversity and inclusion within the higher education sector. Anyone can register with them using their Lboro email address to access their information, advice and guidance and you can search by function as well as by protected group.

Their higher education statistical reports provide equality data on staff and students within UK higher education: https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-reports-2022

- Higher Education Statistics Agency (HESA): https://www.hesa.ac.uk/data-and-analysis
- Equality and Human Rights Commission (Publications and research reports): http://www.equalityhumanrights.com/
- Government Equalities Office website (Guidance and public policy): https://www.gov.uk/government/organisations/government-equalities-office
- Loughborough Students' Union (LSU) can be a source of consultation if the initiative involves Loughborough students: Loughborough Students' Union
- National Union of Students (NUS): https://www.nus.org.uk/

- Office for Students: https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/
- The National Student Survey (NSS): National Student Survey : National Student Survey
- International Student Barometer: https://www.i-graduate.org/
- Office for National Statistics: http://www.statistics.gov.uk/default.asp
- Centre for postdoctoral development in infrastructure, cities and energy EDI resources: Equality, Diversity and Inclusion – C-DICE

Protected Characteristic	Resources
Age	NUS: https://www.nus.org.uk/en/news/new-website-for-mature-students/ Age UK: https://www.ageuk.org.uk/information-advice/work-learning/retirement/retirement-age/
Disability	National Association of Disabled Staff Networks: https://nadsn-uk.org/resources/ Sunflower lanyard scheme: A symbol for non-visible disabilities Disability Confident employer scheme: Disability Confident employer scheme - GOV.UK
Gender	Athena SWAN information (HE gender equality charter mark): https://www.ecu.ac.uk/equality-charters/athena-swan/ Advance HE: https://www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/trans-people/ Stonewall: https://www.stonewall.org.uk/resources/trans-inclusion-global-workplace-part-1
Marriage and Civil Partnership	Stonewall: https://www.stonewall.org.uk/help-advice/partnership-rights
Pregnancy and Maternity (including	Advance HE: https://www.advance-he.ac.uk/knowledge-hub/student-pregnancy-and-maternity-implications-higher-education-institutions

Surrogacy and Adoption)	Research Councils UK guidance: https://epsrc.ukri.org/files/rcukmatbriefing
Race/ethnicity	Advance HE: Ethnicity and race | Advance HE TREC: The Race Equality Centre
Religion or belief	Advance HE: Religion and belief | Advance HE
Sexual Orientation	Advance HE: Lesbian, gay and bisexual people | Advance HE Stonewall: http://www.stonewall.org.uk/

EIA Log

This form is designed to capture all Equality Impact Assessment (EIA) activity before January 2026. It serves as a dedicated log for individuals who have previously attended EDI clinics hosted by EDI Services to record information regarding their historical EIAs.

By maintaining these records, we ensure we are meeting our legal obligations to comply with the Public Sector Equality Duty (PSED), fostering transparency and accountability in our decision-making processes. Link to access EIA Log: Equality Impact Assessment Log – Fill out form

EIA Log example

2025/26

Area EIA considered	School or Professional service / Signed off by:	Impact (High, Medium, Low)	EIA completed	Review date
Example: Glow Conversations	Sharon Platts / OD	High	Yes	November 2026