

## EQUALITY ANALYSIS (EQUALITY IMPACT ASSESSMENT): TEMPLATE

This template has been designed to help you take action to improve services and practices which affect staff, students and other service users at LSE.

By completing this template, you would have considered the impact that your policy, practice or service might have on particular social groups within the School community.

The exercise will also provide you with the opportunity to demonstrate, where possible, that the School promotes equity, diversity and inclusion.

Where further clarity is required the EDI office is available to answer any questions and provide support. Please read the accompanying guidance and/or contact Carolyn Solomon-Pryce, Head of the EDI office on x6621 or [c.solomon-pryce@lse.ac.uk](mailto:c.solomon-pryce@lse.ac.uk) for further information.

## 1. Project Details

What is the project (policy, function, service etc.) being assessed?	
Is it new or existing?	
Department or Division responsible	
Head of Service	
Policy Author (postholder title, name)	
Author of Equality Analysis	
Date of completion	

## 2. Aims and Objectives

Briefly describe the aims and objectives of the project.

[illegible]

### 3. Evidence Gathering and Engagement

- a. What **evidence** has been used for this assessment? (*Were there any gaps in the information at hand? If so, how did you address these gaps?*)

[illegible]

b. Who have you **engaged and consulted with** as part of your assessment?

#### 4. Project Assessment

Consider whether your project might have an impact on various groups identified within the categories listed below and explain why you have reached this conclusion.

Please tick (✓) the identified level of impact (positive, negative, or no impact) and provide details of your findings.

*(See Appendix for questions to ask yourself on each category when considering the impact of your project)*

	Positive impact	Negative impact	No impact	Details of your findings
Race				
Religion and/or belief				
Sex (Gender)				
Gender Identity				
Disability				
Age				
Sexual orientation				
Marriage and/or civil partnership				
Pregnancy and/or maternity (including surrogacy and adoption)				
Other identified group (e.g. carers)				

#### 5. Action Planning

How do you intend to <b>mitigate or eliminate</b> any negative impact identified?	If a positive impact is identified, how do you intend to <b>promote or develop</b> this opportunity?	Where negative impact has been identified, can it be <b>justified</b> ? If so, explain how.	Lead and Timeframe
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<b>6. Monitoring and Review</b>
How will you monitor the impact of your project once it has been put into effect?
Equality Analysis Sign-Off Signature and Date:
Review Date:

## 7. Equality Analysis

Once this Equality Analysis Template has been signed off, please create a footnote on the first page of your policy document to include the following information:

Policy Division:

Document Owner Position:

Equality Analysis Sign-Off Date

Date of Next Equality Analysis Review:

## APPENDIX - IMPACT ON PROTECTED GROUPS – QUESTIONS TO CONSIDER

Protected Characteristic	Questions to consider, where appropriate, when assessing the impact of your policy, function, service or practice
<b>Race</b>	<ul style="list-style-type: none"> <li>Do you actively engage with and build positive relationships with black and minority ethnic groups across campus?</li> <li>Is your workforce student body and/or governing body representative of the demographic around you in terms of race?</li> <li>Do you challenge prejudice, stereotypes, unconscious bias about different racial groups within the environment which you work?</li> </ul>
<b>Religion and/or belief</b>	<ul style="list-style-type: none"> <li>Do your services take account of different religious needs e.g. an area for prayer times, religious days and festivals, times of day staff, students or service users may wish to access a service, differing meditation requirements for those identifying with different genders?</li> </ul>
<b>Sex (Gender)</b>	<ul style="list-style-type: none"> <li>Do your services appreciate that those with different genders may require different ways of doing things to meet their individual needs?</li> <li>Are your services equally accessible those with different genders - time and location?</li> </ul>
<b>Gender Identity (including trans)</b>	<ul style="list-style-type: none"> <li>Does your service meet needs of those with different gender identities?</li> <li>Are your records reflective of the gender identity of trans staff, students or service users and do your staff feel confident and well-versed enough to communicate this appropriately?</li> <li>Have you thought about training and confidentiality issues?</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>Do you engage with staff, students and service users to ensure that you have made appropriate reasonable adjustments to support them in their role?</li> <li>Have you given equal measure to physical (hearing, seeing, etc), hidden (mental health, etc.) and learning (autism, etc) disabilities?</li> <li>Is information and services offered accessible to a range of disabled staff, students and service users? (consider the venue, location, signage, type of furniture, lecture capture etc.)</li> <li>Has disability awareness training been offered to staff in your department/division?</li> </ul>
<b>Age</b>	<ul style="list-style-type: none"> <li>How do you engage with people of different age groups across the School? Do you adopt different communication methods which vary for age groups?</li> <li>Accessibility of services – have you considered location and time?</li> <li>Do you use comprehensive, inclusive language and imagery?</li> <li>Does the service you offer, reflect the age profile of your workforce and/or student body?</li> </ul>
<b>Protected</b>	<b>Questions to consider, where appropriate, when assessing the impact of your policy,</b>

Characteristic	function, service or practice
<b>Sexual orientation</b>	<ul style="list-style-type: none"> <li>• Do you communicate and adopt a zero tolerance approach to homophobia, biphobia among staff, students and service users across campus?</li> <li>• Do your publicity material, policies, practices, functions and services include reference to staff, students and service users of any sexual orientation?</li> </ul>
<b>Marriage and civil partnership</b>	<ul style="list-style-type: none"> <li>• Is equal representation and fair treatment of marriage and civil partnership reflected in your publicity, information, policies, practices and services?</li> <li>• Have you thought about access and confidentiality issues?</li> <li>• Is your service provision accessible to all those who might benefit from it?</li> </ul>
<b>Pregnancy and maternity (including surrogacy, adoption and shared parental leave)</b>	<ul style="list-style-type: none"> <li>• Do your services support pregnant women or breastfeeding mothers or staff, students and service users with children?</li> <li>• Is your policy, function, practice, service accessible for all e.g. teaching hours</li> <li>• Do you offer flexible working and/or job-sharing options to support pregnant women, those involved in adoption and surrogacy, and staff and students with children?</li> </ul>
<b>Other identified groups (e.g. carers)</b>	<ul style="list-style-type: none"> <li>• Do your services support staff or students and service users who have significant caring responsibilities?</li> <li>• Have you thought about how your service provision would potentially have an impact on other identified groups?</li> </ul>