

# Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form.  
If you need assistance please contact the EDU. Please return the completed form to the EDU.

<b>STEP 1 - Define policy/ practice</b>
i. Name of policy/ practice/ significant change
<b>Accessible Events Policy and Checklist</b>
ii. Owner of policy/ practice (College, School or Service)
<b>Disability Equality Group via Equality and Diversity Unit</b>
iii. Date of policy/ practice approved
<b>25/11/2014</b>
iv. Approved by? (Committee, College, School or Service)
<b>EDSC</b>

<b>STEP 2 - Description of policy/ practice</b>
i. What are the aims?
<b>Ensure public events are held in accessible venues</b>
ii. Who does it cover?
<b>All staff organising public events and attendees</b>
iii. How often is this policy / practice reviewed?
<b>TBC</b>

<b>STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice?</b>
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<b>STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.</b>		Go to Step 4
Please tick all that are relevant <span style="float: right;">✓</span>		
Notes		
Age	✓	
Disability	✓	
Gender Reassignment		
Marriage and Civil Partnership		
Pregnancy and maternity	✓	
Race		
Religion or Belief		
Sex		
Sexual Orientation		

<b>STEP 3b - No, there is no potential implication for a protected characteristic group.</b>		Go to Step 8
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<b>STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?</b>
Briefly explain:
<p><b>Age -</b> age related impairments, such as hearing loss/mobility impairments.</p> <p><b>Disability -</b> ensure event organisers have considered the range of impairments which may impact people attending an event.</p> <p><b>Pregnancy and maternity -</b> due consideration for those breastfeeding/attending events with infants.</p>

<b>STEP 4a - Does the evidence show a positive impact?</b>		<b>Go to Step 5</b>
Please provide an example and attach evidence:		
<b>This policy has been designed to support staff in giving appropriate consideration to all these factors prior to booking and arranging a public event.</b>		
<b>STEP 4b - Does the evidence show a negative impact?</b>		<b>Go to Step 6</b>
You need to consult with relevant stakeholders - the EDU will assist with this process Please provide brief details and attach evidence:		
<b>STEP 4c - Does the evidence show no impact?</b>		<b>Go to Step 8</b>
Attach evidence to this form		
<b>STEP 5 - Continue to promote good opportunity for all people</b>		<b>Go to Step 8</b>
Promote and implement as exemplar policy/ practice		
<b>This policy will be embedded within the timetabling booking process, and staff will be required to confirm they have read the policy and checklist.</b>		
<b>STEP 6 - Involve and consult stakeholders to address any negative impacts</b>		<b>Go to Step 7</b>
EDU will assist with this process Please provide brief details of involvement and consultations:		
<b>This policy was developed in consultation with the Disability Equality Group, the Disability Service, Disabled staff, Timetabling and Conference and Visitors Services. Further consultation was taken with Administrative and Professional staff across the University.</b>		
<b>STEP 7 - Outline any changes made to the policy/ practice as a result of the consultation</b>		<b>Go to Step 8</b>
Please provide details of changes:		
<b>Changes were made to the Policy and Checklist as a result of the consultation.</b>		
<b>STEP 8 - Publish results (as required by law)</b>		<b>Go to Step 9</b>
Please return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website. Please note items sent to EDU here:		
N/A		
<b>STEP 9 - Regular review</b>		
Regular reviews ensures that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions is being implemented, the policy owner should define a timescale for review.		
Please give details of review process:	TBC	
<b>SIGNING OFF PROCESS</b>		
Name of EIA Owner	Janell Kelly	
Signature		
College/ School/ Service	Equality and Diversity Unit	
Date of Completion	07/01/2015	
Date received by EDU	07/01/2015	
Approved in principle?	Yes	<input checked="" type="checkbox"/> No
Any actions required? Please specify		
Signed on behalf of EDU Date: 07/01/2015	Signature <b>Mhairi Taylor</b>	