

# 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>Psychometric Testing Policy &amp; Code of Practice</b>
ii. Owner of policy/ practice (College, School or Service)
<b>Human Resources</b>
iii. Date of policy/ practice approved
<b>May 31, 2016 TBC</b>
iv. Approved by? (Committee, College, School or Service)
<b>Policy Review Group / Human Resources</b>

<b>STEP 2 - Description of policy/ practice</b>
i. What are the aims?
<b>To outline best practice on the operation of psychometric testing.</b>
ii. Who does it cover?
<b>Potentially any members of staff as well as external candidates applying for jobs at the University</b>
iii. How often is this policy / practice reviewed?
<b>Initially after 6 months, every 2 years thereafter</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>		<b>Go to Step 4</b>
Please tick all that are relevant <input checked="" type="checkbox"/>		
	Notes	
Age	<input type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	
Marriage and Civil Partnership	<input type="checkbox"/>	
Pregnancy and maternity	<input type="checkbox"/>	
Race	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	
Sex	<input type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	
<p><b>Have due regard to the need to make reasonable adjustments for a candidate with a disability</b></p> <p><b>Have due regard to the needs of candidates from different cultural backgrounds</b></p>		

<b>STEP 3b - No, there is no potential implication for a protected characteristic group.</b>	<b>Go to Step 8</b>
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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:
<b>Psychometric testing in an occupational context may form part of the recruitment process for selected roles (e.g. Head of School) as well as within a development setting for some of EOD leadership programmes and workshops. Testing is completed most often online but it could also be hard copy format. Staff / Candidates with visual, hearing or learning disabilities may have concerns related to their ability to effectively engage with the testing.</b>

<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>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:	
In developing the policy we have included guidance on making reasonable adjustments for candidates. When working with test suppliers we will seek tests that are appropriate for use with candidates from a diverse range of cultural backgrounds. In light of this we do not anticipate that there will be a negative impact for candidates. We will however monitor the policy and review its implementation after 6 months.	

<b>STEP 4c - Does the evidence show no impact?</b>	<b>Go to Step 8</b>
Attach evidence to this form	
There are ethical guidelines from the British Psychological Society in place for testing people with disabilities. Test suppliers also offer advice and guidance on reasonable adjustments based upon individual needs. Test Users (licensed practitioners) would refer to this guidance as well as working with HR colleagues and the candidate to identify any reasonable adjustments to the process. HR would advise recruitment panels as to appropriate next steps to ensure that a candidate is not disadvantaged during an assessment processes. See also answer to 4c below.	

<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>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>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>STEP 8 - Publish results (as required by law) in the University E&amp;D Annual Report</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:	
<b>Psychometric Testing Policy &amp; Code of Practice</b>	

<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:	<b>The policy would be reviewed by the Head of Employee and Organisational Development initially after 6 months and every 2 years thereafter in line with guidance from the British Psychological Society.</b>

<b>SIGNING OFF PROCESS</b>				
Name of EIA Owner	<b>Eddie O'Grady</b>			
Signature				
College/ School/ Service	<b>University Services, Employee and Organisational Development, Human Resources</b>			
Date of Completion	<b>18.05.16</b>			
Date received by EDU	<b>V.1.1 23.06.16</b>			
Approved in principle?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any actions required? Please specify				
Signed on behalf of EDU Date: <b>23.06.16</b>		Signature: <b>Kirstine Adams</b>		