

# 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>Introduction of a target of 50% for BAME students achieving places on our Parliamentary Internship Programme.</b>
ii. Owner of policy/ practice (College, School or Service)
<b>Kezia Dugdale, Director of the John Smith Centre</b>
iii. Date of policy/ practice approved
<b>13-Jun-20</b>
iv. Approved by? (Committee, College, School or Service)
<b>Chair of the John Smith Centre Board</b>

<b>STEP 2 - Description of policy/ practice</b>
i. What are the aims?
<b>We are setting out to double the number of internship places we run in 2020/21 and then seeking to ensure 50% of the places are filled with BAME students who meet the essential criteria.</b>
ii. Who does it cover?
<b>This policy covers all applicants to the John Smith Centre Parliamentary Internship Programme. It does not apply to any of our other programmes at this stage.</b>
iii. How often is this policy / practice reviewed?
<b>We conduct a full evaluation process at the end of each cohort of internships. At the moment there is one cohort per year so it is de facto an annual process.</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	<input type="checkbox"/>	
Disability (include BSL Users)	<input type="checkbox"/>	
Gender Reassignment (including Gender Neutral language)	<input type="checkbox"/>	
Marriage and Civil Partnership	<input type="checkbox"/>	
Pregnancy and maternity	<input type="checkbox"/>	
Race	<input checked="" type="checkbox"/> <b>There will be a positive implication for this group</b>	
Religion or Belief	<input checked="" type="checkbox"/> <b>There will be a positive implication for this group</b>	
Sex	<input type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	

<b>STEP 3b - No, there is no potential implication for a protected characteristic group.</b>	Go to Step 8
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**STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?**

Briefly explain:

The impetus for this change in policy follows confidential feedback we received from a previous participant of the Parliamentary Internship Programme, who shared their experience of being a BAME student on the Programme. The intern had an overall positive experience on the Programme but wanted us to better understand the detail of their experience so that we might learn from it in future years. In light of their feedback on this and their recruitment experience, we began a wider consultation with key stakeholders in the field of BAME equality and took advice as to what policy solutions we could advance. We also examined the data from the Internship Hub re. the number of applications received from BAME students and the level of progression through the recruitment process. At the same time we looked at trends in other protected characteristics and noted that we were doing particularly well on Gender and Disability. In order not to negatively impact on this progress we set out to increase the overall headcount of participants on the programme and use the additional spaces to drive up BAME recruitment where the applicants satisfied the essential criteria.

**STEP 5 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?**

Please provide an example and attach evidence:

Information from the Internship Hub reported the following applications in 19/20 to the Parliamentary Internship Programme:

- 64% identified as women applicants
- 23% of applicants have disclosed a disability with the University.
- With regards to BAME status:
  - 80.3% identified as White
  - 8.9% identified as White – Scottish
  - The remaining % is accounted for by five different groups but unfortunately the individual numbers in those groups were < 5 so have to be excluded.

Given we exist as an organisation to break down the institutional and structural barriers that people face accessing politics and public service, we feel there is a greater duty on us over most to demonstrate serious progress on the participation of protected characteristics. We believe this is evidence of the need to introduce a positive recruitment mechanism.

**Go to  
Step 5**

<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>In deliberating this policy move, we took advice from a number of equality groups and stakeholders, including the Women5050 campaign and the STUC Black Workers' Committee. We also tested the principle of the idea with a number of key leaders in the BAME community prior to it's publication.</b>	

<b>STEP 4c - Does the evidence show no impact?</b>	<b>Go to Step 8</b>
Attach evidence to this form  <b>The evidence shows that there will be no detrimental impact to the other protected characteristics, particularly if we increase the overall headcount. We also sought the views of previous participants of the programme re. this policy change via our AlumniNetwork. Support was universally positive, including from those groups who although not "protected" are under-represented in public life i.e. white working class men from deprived backgrounds. One particular student from this background was particularly keen to see progress on BAME because of the Black Lives Matter movement.</b>	

<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>We promote this policy on the front of our website and in greater detail here: <a href="https://www.gla.ac.uk/schools/socialpolitical/johnsmith/news/headline_726210_en.html">https://www.gla.ac.uk/schools/socialpolitical/johnsmith/news/headline_726210_en.html</a></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>We have consulted with current and past interns, Women 5050, the STUC Black Workers' Committee and senior BAME community leaders including the Rector of the University and the Cabinet Secretary for Justice.</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>The consultation confirmed a huge appetite for the change detailed above. There was no further need for changes. Only soft advice offered on the best language to use when communicating the policy.</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: <b>Equality Impact Assessment Form</b>	

<b>STEP 9 - Regular review</b>	
Regular reviews ensure 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 are being implemented, the policy owner should define a timescale for review.	
Please give details of review process:	<b>As detailed above, this process will be reviewed at the conclusion of each cohort. The next likely timescale for that, COVID-19 permitting, is April 2021.</b>

<b>SIGNING OFF PROCESS</b>			
Name of EIA Owner	<b>Kezia Dugdale</b>		
Signature	<b>Kezia Dugdale</b>		
College/ School/ Service	<b>John Smith Centre</b>		
Date of Completion	<b>03-Jul-20</b>		
Date received by EDU	<b>27-Jul-20</b>		
Approved in principle?	<b>Yes</b>	<b>No</b>	
Any actions required? Please specify			
Signed on behalf of EDU Date: 27 July 2020		Signature Mhairi Taylor	