**University of St Andrews**

**Equality and Human Rights Impact Assessment (EHRIA) Form**

*Template version: 3.0*

**Introduction**

EHRIAs support the University of St Andrews to meet its statutory duties stipulated under the Equality Act (2010); the Public Sector Equality Duty (2011); and the Scottish Specific Duties (2012).

This template will supports the University in meeting the statutory requirements.

Prior to the publication on the University’s website, every EHRIA will be assessed by the Equality, Diversity & Inclusion (EDI) Team, before publishing documentation on the University’s website.

**Template to be completed by the person leading the EHRIA**

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| --- | --- |
| **Policy Owner:** |  |
| **School/Unit:** |  |
| **EHRIA Commenced date:** |  |
| **Version number:** |  |
| **EHRIA Completed date:** |  |
| **Date signed-off by the University EDI Team:**  |  |
| **EHRIA actions due for review on date:** |  |
| **Date summary of EHRIA published and where:** | [(www.st-andrews.ac.uk/hr/edi/eia/completed](http://(www.st-andrews.ac.uk/hr/edi/eia/completed)) |

**Stage 1: Background information**

|  |  |
| --- | --- |
| **Title of Policy/Procedure/Service:** |  |
| **EHRIA Lead Person:** |  |
| **Who else is involved in the EHRIA?**Please list all colleagues who will support the development of this assessment |  |
| **Is this a new or revised policy/procedure/ service?** | **New**  [ ]  **Revised** [ ]  |

**Stage 2: Scoping and evidence gathering**

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| **What is the reason for introducing/revising an existing policy/ procedure/service?** |
|  |
| **What is the intended outcome(s) and impact?** |
|  |
| **What internal/external quantitative/qualitative data, evidence or research, as well as legislation relating to equality and human rights, has been considered when deciding to develop new or revise current policy/procedure/service?** e.g. [**University equality reports or action plans**](https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports/) |
| External: Internal:  |
| **Who has been consulted?**e.g. Staff/students, Trade unions, Third sector partners, Expert groups |
|  |
| **How did the consultation shape the policy/procedure/service?** |
|  |

**Stage 3: Identifying outcomes and impact**

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| **Delivering on the University’s Public Sector Equality Duty, consider the equality risk assessment within the context of broader staff, student or visitor journey (attainment, recruitment, retention, progression, promotion, training etc.)** |

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| --- | --- | --- |
| 1. **How does the policy/procedure/service contribute to eliminating discrimination, harassment and victimisation?**
 | **Positive** | [ ]  |
| **Negative**  | [ ]  |
| **No effect** | [ ]  |
| **Please describe:** |

|  |  |  |
| --- | --- | --- |
| 1. **State how the policy/procedure/service advances equality of opportunity between those who share a protected characteristic and those who do not?**
 | **Positive** | [ ]  |
| **Negative** | [ ]  |
| **No effect**  | [ ]  |
| **Please describe:** |

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| --- | --- | --- |
| 1. **In which ways does this policy/procedure/service fosters good relations (tackle prejudice, promote understanding) between those who share a protected characteristic and those who do not?**
 | **Positive** | [ ]  |
| **Negative** | [ ]  |
| **No effect** | [ ]  |
| **Please describe:** |

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| 1. **Does the policy/procedure/service ensure Human Rights articles compliances?**

 **Compliant** [ ]  **Breach** [ ]  |
| **Please indicate which articles of Human Rights does the policy/procedure/service relate to:**Article 1 - Free and equal [ ]  Article 2 - Right to life [ ]  Article 3 - Prohibition of torture [ ]  Article 4 - Prohibition of slavery and forced labour [ ]  Article 5 - Right to liberty and security [ ]  Article 6 - Right to a fair trial (e.g. disciplinary procedures) [ ]  Article 7 - No punishment without law (e.g. disciplinary procedures) [ ]  Article 8 - Right to respect for private and family life [ ]  Article 9 - Freedom of thought, conscience and religion [ ]  Article 10 - Freedom of expression [ ]  Article 11 - Freedom of assembly and association (e.g. trade union recognition) [ ]  Article 12 - Right to marry [ ]  Article 14 - Prohibition of discrimination (e.g. people part of protected characteristic groups) [ ]  Protocol 1 Article 1 – Protection of property [ ]  Protocol 1 Article 2 – Right to education [ ]  |

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| **Detail the positive impact here (if not already stated earlier):** |
|  |
| **Please select which group(s) will be affected by the positive impact:** |
| **Age** (e.g. older people or younger people) | [ ]  |
| **British Sign Language (BSL)**  | [ ]  |
| **Disability** (e.g. people with visible or non-visible disabilities, physical impairments or mental health conditions) | [ ]  |
| **Gender** (e.g. men, women) | [ ]  |
| **Gender Identity** (e.g. Transgender identity, non-binary identities, people who will change/ have changed/are changing their gender from that assigned at birth, and non-binary) | [ ]  |
| **Marriage and civil partnership** | [ ]  |
| **Maternity and Pregnancy** (e.g. maternity/paternity/shared/adoption leave) |  |
| **Race** (e.g. people of different nationalities, national identities, ethnicities) | [ ]  |
| **Religion or Belief** (e.g. belonging to a particular religion, holding a particular belief, or have no affiliation to any particular religion or belief) | [ ]  |
| **Sexual orientation** (e.g. asexual, lesbian, gay, bisexual or heterosexual) | [ ]  |
| **Socio-economic groups** (e.g. caring responsibilities) | [ ]  |
| **Human rights compliance** (e.g. civil, political, economic, social, and cultural rights) | [ ]  |

**Stage 4: Analysis of impact/outcomes**

If it has been indicated that this new or revised policy/procedure/servicewill have an impact/ outcome on one or more of the 3 main duties of the Public Sector Equality Duty and Human Rights articles for staff or students. Use these sections below to indicate whether the impact is positive or negative, and justify the assessment using the data and evidence already gathered (via statistics, consultation, etc.)

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| **Detail the negative impact here (if any):**  |
| **Potential impact:**  | **Mitigating response:**  |
| **Please select which group(s) will be affected by the negative impact:** |
| **Age** (e.g. older people or younger people) | [ ]  |
| **British Sign Language (BSL)**  | [ ]  |
| **Disability** (e.g. people with visible or non-visible disabilities, physical impairments or mental health conditions) | [ ]  |
| **Gender** (e.g. men, women) | [ ]  |
| **Gender Identity** (e.g. Transgender identity, non-binary identities, people who will change/ have changed/are changing their gender from that assigned at birth, and non-binary) | [ ]  |
| **Marriage and civil partnership** | [ ]  |
| **Maternity and Pregnancy** (e.g. maternity/paternity/shared/adoption leave) |  |
| **Race** (e.g. people of different nationalities, national identities, ethnicities) | [ ]  |
| **Religion or Belief** (e.g. belonging to a particular religion, holding a particular belief, or have no affiliation to any particular religion or belief) | [ ]  |
| **Sexual orientation** (e.g. asexual, lesbian, gay, bisexual or heterosexual) | [ ]  |
| **Socio-economic groups** (e.g. caring responsibilities) | [ ]  |
| **Human rights compliance** (e.g. civil, political, economic, social, and cultural rights) | [ ]  |

**Stage 5: Identifying options and course of action**

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| **Select a recommended course of action:** |
| **Outcome 1:** Proceed – no potential for unlawful discrimination or adverse impact or breach of human rights articles has been identified. | [ ]  |
| **Outcome 2:** Proceed with adjustments to remove barriers identified for discrimination, advancement of equality of opportunity and fostering good relations or breach of human rights articles. | [ ]  |
| **Outcome 3:** Continue despite having identified some potential for adverse impact or missed opportunity to advance equality and human rights (justification to be clearly set out). | [ ]  |
| **Outcome 4:** Stop and rethink as actual or potential unlawful discrimination or breach of human rights articles has been identified. | [ ]  |

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| **Summary of results, including the likely impact of the proposed policy/procedure/service advancing equality and human rights, plus any next steps identified** |
| Please detail the summary here:  |

 **Outline plans to action and review the impact of the new or revised policy**

* Note: any evidence that raises concern would trigger an early reviewrather than the scheduled date
* Indicate if there is any data which needs to be collected as part of action to be taken and how often it will be analysed
* Indicate how the person responsible will continue to involve relevant groups and communities in the implementation and monitoring of the new or changed policy/ procedure/service

***Template example (if required):***

| **Action** | **Responsibility** | **Date** | **Review point** | **Outcome** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**Stage 6: Publishing**

The completed EHRIA and Publishing Document must be emailed to the Equality Diversity Inclusion Team: diversity@st-andrews.ac.uk.

Please note that the final EHRIA, or reference to it will be published on the University’s website once the EHRIA has received approval.As part of a transparent process, and to support decision making, EHRIAs will also be submitted to relevant institutional committee or group.