

University of St Andrews: Human Resources – Equality & Diversity Inclusion

EIA Toolkit: Examples of Impact Table

Purpose:

The following guidance can act as a tool for assessing negative/positive impact when conducting of an EIA.

Step 1: Consideration should be given per ‘protected characteristic’ for the legal duties in **Table 1** (below) in order for University compliance with the [Public Sector Equality Duty](#) (PSED):

Table 1: Three main PSED legal duties across all ‘protected characteristics’
<ul style="list-style-type: none"> • Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act (Single Equality Act) • Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups • Advance equality of opportunity between people from different groups

Step 2: Utilise the guidance in **Table 2** (below) which is ‘protected characteristic’ specific in line with the online: [Event and Meeting Inclusion Guide](#)

Table 2: Examples of Impact Table	
Impact on:	Specific needs to be considered in line with the Single Equality Act 2010
Age	<ul style="list-style-type: none"> • Access to promotion and training being regardless of age and retirement date. • Equality of service experience for mature students compared to younger students. • Length of service requirements. • Timings of seminars/meetings – essential evening seminars and meetings normally held in daytime lessons can be barriers for staff/students with caring responsibilities. <p>➤ Refer to online University guide: www.st-andrews.ac.uk/hr/edi/age Equality Staff Briefing on Age</p>
Disability	<ul style="list-style-type: none"> • Accessible environments. • Accessible information and materials – appropriate alternative formats. • Confidentiality and disclosure. • Dyslexia or dyspraxia. • Hearing impairment – videos used as a teaching/training tool having audio commentary. • Mental health impairment. • Mobility impairment. • Long term health condition. • Learning disability. • Timings of seminars/meetings – essential evening seminars and meetings normally held in daytime lessons can be barriers for staff/students with caring responsibilities. • Unseen disability – working/studying long hours require regular breaks allowed for food and drink if staff/students have diabetes. • Visual/sight impairment – videos used as a teaching/training tool having subtitles.

	<p>➤ Refer to online University guide: www.st-andrews.ac.uk/hr/edi/disability Equality Act: Changes to Disability Physical Access Guide</p>
<p>Disability: Examples of 'Reasonable adjustments'</p>	<p>'Discrimination arising from Disability' is where a disabled person is placed at a 'substantial disadvantage' to non-disabled people. There is a duty to make changes to:</p> <ul style="list-style-type: none"> ○ Provisions, criteria or practices. ○ Physical features. ○ Provide auxiliary aids and services. <p>Basic examples of 'reasonable adjustments' in the workplace/student environment:</p> <ul style="list-style-type: none"> ● Allocating some of the work to someone else. ● Adapting the curriculum (course content, work placements, use of electronic or other materials), or modifying the delivery of teaching. ● Changing standard institutional procedures, such as admissions procedures and terms attached to offers of admission, enrolment procedures and examination and assessment methods. ● Encouraging staff to acquire additional skills in order to communicate effectively with disabled students, for example, in order to communicate with hearing impaired students and those with speech impairments. ● Flexible approach to work/study hours – allowing different core working/studying hours and provision to be away from the workplace/studying environment for medical assessment, treatment or rehabilitation. ● Making adjustments to the buildings of the workplace/studying environment. ● Making instructions and manuals more accessible. ● Providing additional services (any kind of aid or service, including teaching and information), whether temporary or permanent, such as a sign language interpreter or materials in alternative formats. ● Providing a reader or interpreter. ● Swapping associated roles with another worker. ● Training staff to work with disabled students in order to understand the need to provide appropriate adjustments, for example, allowing more time to serve a disabled student. ● Transferring to another place of work/study. <p>➤ Refer to online University guidance on adjustments: Dyslexia Easy Read</p>
<p>Gender/Sex</p>	<ul style="list-style-type: none"> ● Equal pay/terms of employment considerations. ● Impact of part-time working or studying. ● Positive image of being non-sexist. ● Timings of seminars/meetings – essential evening seminars and meetings normally held in daytime lessons can be barriers for staff/students who are lone parents. <p>➤ Refer to online University guide and 'Good Gender Equality Practice': www.st-andrews.ac.uk/hr/edi/sex_gender</p>
<p>Gender identity/ reassignment</p>	<ul style="list-style-type: none"> ● Accommodation – shared and at external venues. ● Confidentiality and disclosure – the right of the staff/student to maintain their confidentiality of their previous identity needs to be secured.

	<ul style="list-style-type: none"> • Dress codes. • Harassment and bullying. • Positive image of being non-transphobic. • Single sex facilities – changing rooms facilities for those studying sport; using sporting facilities; and at classes at non-University premises. <p>➤ Refer to online University guide: www.st-andrews.ac.uk/hr/edi/genderReassignment Equality Staff Briefing on Gender Identity</p>
Marriage and Civil Partnership	<ul style="list-style-type: none"> • Access to ‘family-friendly’ employment policies being equal for married “spouses” and Civil “partners”. • Service provision for “married” staff/students/visitors being the same for “partners”. <p>➤ Refer to online University guide: www.st-andrews.ac.uk/hr/edi/marriageCivilPartnership</p>
Pregnancy and maternity	<ul style="list-style-type: none"> • Maternity and paternity leave. • Dress codes. • Impact of part-time working or studying. • Timings of seminars/meetings – essential evening seminars and meetings normally held in daytime lessons can be barriers for staff/students who are expecting or have just had a baby. <p>➤ Refer to online University guide: www.st-andrews.ac.uk/hr/edi/pregnancyMaternity</p>
Race (inc ethnicity and international)	<ul style="list-style-type: none"> • Cultural sensitivities. • English as a second language – videos used as a teaching tool having subtitles and audio commentary to meet the needs of international bilingual students. • Harassment and bullying – having a different ethnicity/nationality than other staff/students. • Impact of international/home status (cultural differences). • Impact of ethnicity. <p>➤ Refer to online University guide: www.st-andrews.ac.uk/hr/edi/race Equality Strand Staff Briefing on: Race, Religion and Belief A-Z of Cultural Ethnicity, Religion and Belief Considerations</p>
Religion and belief	<ul style="list-style-type: none"> • Timetabling and absence for religious reasons. • Accommodation needs. • Catering requirements not being a barrier to attend/participate. • Harassment and bullying – having a different religion or belief than other staff/students. • Identity requirements - clothing and jewellery. • Positive image of being non-religious and belief phobic. • Religious sensitivity. <p>➤ Refer to online University guide: www.st-andrews.ac.uk/hr/edi/religionBelief Equality Strand Staff Briefing on: Race, Religion and Belief A-Z of Cultural Ethnicity, Religion and Belief Considerations</p>

Sexual orientation	<ul style="list-style-type: none"> • Confidentiality and disclosure. • Harassment and bullying for disclosing being bi-sexual, gay or lesbian. • Inclusive rights such as family benefits of same sex partners/spouses. • Positive images demonstrating a non-homophobic and non-bi-phobic environment. <p>➤ Refer to online University guide: www.st-andrews.ac.uk/hr/edi/sexualOrientation Equality Staff Briefing on Sexual Orientation</p>
Social inclusion	<ul style="list-style-type: none"> • Harassment and bullying – having a different social background than other staff/students. • Impact of part-time working or studying. • Timings of seminars/meetings – essential evening seminars and meetings normally held in daytime lessons can be barriers for staff/students who are lone parents. <p>➤ Refer to online University guide: www.st-andrews.ac.uk/hr/edi/carers School Terms</p>