

Tips for carrying out an equality analysis

Do...

- Work as a team, breaking out into smaller groups if necessary
- Keep the ownership of the EA as close as possible to the ownership of the policy, procedure, project or other activity itself
- Use team members' professional and personal experiences
- Let yourselves be confident and creative
- Ask questions
- Make good use of previous surveys, evaluations, complaints logs etc for similar activities
- Keep your responses crisp and pragmatic
- Be clear about the limits of your activity and acknowledge this in any parts of the Action Plan that are beyond your boundaries
- Think about opportunities for mainstreaming actions and for sharing best practice

Don't

- Let one person do everything
- Treat this as a tick-box exercise
- Second-guess other peoples' needs or views
- Assume or pretend that nothing within your activity will have a negative effect on people with protected characteristics
- Spend too long on the initial screening – although there may be genuine reasons why some detailed evidence has to be collected at this stage

Consultations

Think about who you might consult, and how:

- A range of staff and/or students at different levels (be aware of people based at other campuses, or working non-standard hours)
- Trade union reps
- Staff or student networks and groups
- Expertise in the University or elsewhere
- A range of communication and consultation methods such as intranet notices, emails, social media, focus groups, surveys, posters, leaflets...
- Appropriate language and media (some people affected may not have English as their first language or have access to / be confident with using a computer)

Above all...

- An Equality Assessment does not itself guarantee lack of discrimination: its purpose is to identify where discrimination could occur.
- We are assessing policies and services themselves, not the people who carry these out.
- A negative effect is not a failure. Rather, it is an opportunity to develop and improve.