

**EIA template with guiding notes**

Equality Impact Assessment Form with Notes (please note that this is a guidance version of our main form – a blank version is available on our webpages: <https://info.lse.ac.uk/staff/divisions/equity-diversity-and-inclusion>

Where further guidance is needed, please contact your EDI Network representative or the EDI team at [edi@lse.ac.uk.](mailto:edi@lse.ac.uk)

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| **1. Project Details** | |
| Name of the policy, practice, service or function being assessed, and a brief overview of its aims and objectives | Provide the name and an overview of whatever it is that you are impact assessing. This will enable other people, internally and externally, to understand the policy, and understand your rationale below for the impact on different protected groups. |
| Is it new or existing? |  |
| Department or Division responsible |  |
| Who has been involved in completing the EIA | Ideally, EIAs should be completed by a group of people, so that you can benefit from the discussion and different ideas and points of view. |
| Date of completion |  |

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| **2. Evidence Gathering and Engagement** |
| 1. What **evidence** has been used for this assessment?   For example, national statistics, LSE statistics, feedback forms, staff surveys, course evaluations, NSS, PIRLS, focus groups, interviews, exit interviews.  It is also worth considering anecdotal evidence in the first instance. While you are unlikely to base |
| b. Who have you **engaged and consulted with** as part of your assessment?  Engaging and consulting with different groups of staff and students can be really important. You will probably find that you already have a lot of information through the data identified above.  For big policies and functions, and those that you know have significant equality and diversity considerations, you may want to plan additional forms of engagement, to get wider feedback on the implications of the policy, and also to plan ways to proactively advance equality, diversity and inclusion wherever possible. |

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| **3. Impact on different groups of staff and students** | |
| **Specific groups to consider[[1]](#footnote-1)** | **Potential impact on this group of staff and students and actions taken to mitigate impact and advance equality, diversity and inclusion[[2]](#footnote-2)** |
| **General considerations:** | * Inequalities are not necessarily overt and obvious, they can be subtle, small, everyday micro inequalities. Small changes in how we work, teach and research can potentially make a significant positive change. * Inequalities may not be intentional, but they can still have a significant impact and need to be addressed. * In considering and addressing inequalities we need to ensure we are focused on changing our policies, processes, functions and services, and avoid taking a ‘deficit’ approach where we position the issues with the individuals, and somehow fixing them to fit in. * Ensuring staff and students feel a sense of belonging to LSE is important. An audit of images and case studies used in publications, webpages, teaching is useful, as well as consideration of the physical environment. * Evidence across the sector suggests that different staff and students request and access services and support in different ways. There is also evidence that across the sector, different groups of staff and students receive different levels of proactive, informal support. We need to know if this happens at LSE and how we can advance equality, diversity and inclusion. |
| **Age**  Staff and students of different ages | * Nationally, there has been a decline in the proportion of mature students studying in higher education. Considering LSE’s provision to and relationship with mature students is important, in addition to considering the needs of younger students, particularly in programmes such as the Summer School. * For staff, there has been a lot of debate about the default retirement age in higher education, and whether its removal prevents the younger generation of academics from progressing. * Perceptions of older and younger people can also be influenced by stereotypes which may impact our behaviours and decision making towards them. |
| **Disability**  Disabled staff and students, including those with mental health issues. | * LSE follows the affirmative model of disability, and is committed to ensuring disabled staff and students are not disadvantaged physically or through stereotypes and medical model perceptions. * National data used to show (before the changes to funding) that disabled students who accessed the Disabled Students Allowance, had higher success rates than those who did not. In collaboration with Student Services, we need to ensure that support for disabled students is embedded within academic practice wherever possible, especially given our progress in recruiting disabled students (3.1% in 2007 increasing to 5.2% in 2015, according to the latest Access Agreement). * IT systems can be the most useful and the most frustrating area for disabled staff and students. It’s important that we understand the limitations and enablers of our systems to ensure no staff and student groups are disadvantaged, and to ensure that the systems are used to advance equality, diversity and inclusion as far as possible. * Ensuring communications methods are accessible is also important, for example, having subtitles on videos, ensuring uploaded documents are compatible with screen reader software and images are captioned. * The physical environment is hugely important to fostering a sense of belonging. Ensuring that rooms and buildings are accessible, and that accessibility information is always up-to-date and easily available can create a much more inclusive environment for disabled staff and students. * Following the above, having room accessibility information in the room bookings system can be helpful, and considering how long it might take to travel between buildings may help academics with mobility impairments in travelling between lectures and this should also be considered in timetabling. * Equality, diversity and inclusion are vital in events planning. Considering the accessibility of venues, joining instructions, diversity of speakers and panellists needs to be embedded into every event the School hosts. * Reminding event organisers to proactively ask attendees about any access and dietary requirements needs to be embedded. Support could include information on and costs of, pale typists, hearing induction loops, ramps to get onto stages etc… * Providing new and innovative teaching and learning spaces is great, and things like lecture recording can make a huge difference for all students, especially some disabled students. * It is important to ensure that staff know where to go to request reasonable adjustments and feel comfortable accessing support. For an EIA, it would be useful to have feedback from staff to understand their satisfaction. |
| **Gender reassignment**  Trans staff and students, and non-binary staff and students | * Staff and students who have transitioned (i.e. they live in a different gender to the one they were assigned at birth), are transitioning, or are thinking of transitioning need support and understanding from their cis gender colleagues (i.e. colleagues who continue to live in the gender they were assigned at birth). * Considering the provision of gender-neutral toilets, gender neutral pronouns when unsure of someone’s preferred pronouns and raising awareness of these considerations are all important. * Line Managers/team leaders will also want to ensure staff transitioning are supporting in attending relevant appointments and in what and how information is communicated to colleagues. |
| **Marriage and civil partnership**  A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner. | * There is a requirement to consider marriage and civil partnership. We anticipate these considerations being reasonably specific to certain HR policies (of which HR are aware). |
| **Pregnancy and maternity** | * Maternity and adoption leave can have a negative impact on women’s studies and careers, as can part time working. Women may need facilities to breastfeed and store milk following a period of maternity leave. * Meetings and events should be scheduled within core hours wherever possible, and avoiding school holidays (as well as religious festivals) wherever they can. |
| **Race**  Staff and students from minority ethnic backgrounds and international staff and students | * There is a wealth of research and information on the everyday racial micro aggressions that BAME staff and students face on a daily basis, and the bias they experience due to stereotypes and white privilege. * Nationally, BAME staff are more likely to consider moving abroad to advance their academic careers than their white peers, due to racial discrimination they face in the UK. * BAME staff are underrepresented overall, and particularly in senior roles. We need to ensure our processes are transparent, that everyone has equal access to development opportunities and that encouragement, advice, and informal mentoring and sponsorship are proactively given to all staff, regardless of their ethnicity. * We know that there are significant differences in degree awarding rates by ethnicity. Many Universities are working with their academics to consider reviews of curriculum content and pedagogical practice, and LSE is developing the Inclusive Education Action Plan to advance this work. * The ethnic diversity of LSE students decreases from undergraduate, to PGT to PGR. * The latest LSE access agreement shows a drop-off for Black applicants from application to acceptance, which may need to be explored further to better understand and address. * Nationally, there are stark differences in graduate employment rates with minority ethnic graduates being less likely to be in professional employment 6 months after graduation. The careers advice we provide to students could consider strategies and mechanisms for supporting students prepare for this. |
| **Religion or belief**  Staff and students with different religions and/or beliefs | * Providing proactive information on prayer facilities and considering dietary requirements is important in providing a sense of belonging to staff and students. * Policies such as Prevent have been hugely controversial, and it is important that we know the impact of our approach and have included the right people in the development discussions. * Considering the impact of religious observance on different groups of students is also important, for example, exams timetabled during Ramadan, and events and seminars scheduled for Friday afternoons/evenings (when Jewish staff and students may be preparing for their Sabbath). * UK religious holidays are based on the Christian calendar. This is likely to be problematic for those who observe other religious festivals where they may need to take annual leave/miss lectures. |
| **Sex**  Both men and women | * There is a wealth of evidence on how men are stereotypically perceived as better leaders than women, and the bias generated by these opinions impacts on recruitment and promotion practices * There is a drop off of women students from PGT to PGR, and then into the academic pipeline * Many Universities have found that women receive less research grant funding than men, often because they apply for smaller pots of money. We need to understand how different academics are encouraged and supported in applying for grant funding, and who gets the most support with the process. * There is significant discipline segregation (men being more likely to study quantitative subjects) and occupational segregation (with women more likely to be cleaning and catering staff and for academics, pastoral care responsibilities, while men work more in security and IT, and academics concentrate on their research). |
| **Sexual orientation**  LGBTQ+ staff and students | * LGBTQ+ students and staff may feel the need to hide their identity in the workplace, having been out at University/as students. LGBTQ+ students who have been actively involved in LGBTQ+ societies and activities may also feel the need to decide whether to out themselves by including such experiences on their CV, or hiding them and not getting the credit for that work. Providing proactive advice on this, or giving students the opportunity to consider this may be helpful. * LGBTQ+ staff and students still face overt discrimination and violence, and homosexuality is still illegal in some countries. This should be considered when planning overseas conferences and research. |
| People with caring responsibilities | * Caring responsibilities do not only relate to those with childcare responsibilities. People with older and/or disabled relatives may have significant caring responsibilities for them. Line Managers/Team Leaders should consider how staff can be supported through flexible working (where business needs allow) * Meetings and events should be scheduled within core hours wherever possible, and avoiding school holidays (as well as religious festivals) wherever they can. |
| Staff and students from lower socio-economic backgrounds | * Higher education is still dominated by people from higher socio economic backgrounds, and LSE has a widening participation plan in place, which has been agreed by the Office for Students. * Consider the impact of economic background on students’ ability to pay for books and overseas fieldtrips. It can also impact on employment, some students will need to be in some form of paid employment while they study and will not be able to volunteer and undertake unpaid employment opportunities as easily. |
| Intersectionality (include any other relevant information relating to the intersection of any of these protected groups) | * Evidence across the sector suggests that different students request and access support in different ways. There is also evidence that across the sector, different groups of students receive different levels of support, for example, this research by Dr Jason Arday suggests different types of mental health support for white students, compared with minority ethnic students: <https://www.mdpi.com/2076-0760/7/10/196> * Research by Nicola Rollock highlights the paucity of Black female professors, and highlights the resilience strategies they have employed to progress: <https://www.ucu.org.uk/media/10075/staying-power/pdf/ucu_rollock_february_2019.pdf> |

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| **4. Action Planning** | | |
| **Issue Identified** | **Planned Action** | **Lead and Timeframe** |
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| **5. Monitoring and Review** |
| How will you monitor the impact of your project once it has been put into effect? |
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| At which committee(s) have these EDI considerations been discussed: |
| Sign off from Head of Department or Service: |
| Review Date: |

# **Once this has been signed off by your head of department, please alert the EDI team of its completion, and decide whether it should be published on your webpages.**

## Annex 1

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| **Further information on equality, diversity and inclusion**  There is an enormous amount of equality, diversity and inclusion information available. Sometimes you might be best off using an internet search engine to pose your question, and also thinking about all of the academic research we have easy access to through online journals.   * LSE is a member of Advance HE which advises on and researches equality, diversity and inclusion within the higher education sector. Anyone can register with them using their LSE email address to access their information, advice and guidance and you can search by function as well as by protected group: <https://www.ecu.ac.uk/guidance-resources/> .   Their higher education statistical report is useful: <https://www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2018/>   * National Union of Students (NUS): <https://www.nus.org.uk/en/take-action/> * Office for Students: <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/> * Equality and Human Rights Commission (Publications and research reports): http://www.equalityhumanrights.com/ * Government Equalities Office website (Guidance and public policy): <https://www.gov.uk/government/organisations/government-equalities-office> * Office for National Statistics website: http://www.statistics.gov.uk/default.asp * Our own [Students’ Union](https://www.lsesu.com/democracy/student-reps/) can be a sources of consultation if the policy involves students. | |
| **Age** | NUS: <https://www.nus.org.uk/en/news/new-website-for-mature-students/>  Age UK: <https://www.ageuk.org.uk/information-advice/work-learning/retirement/retirement-age/> |
| **Disability** | Business Disability Forum: LSE are members of the Forum and you can use you email address to register with them and access their information, advice and guidance: <https://members.businessdisabilityforum.org.uk/account/register/>  National Association of Disabled Staff Networks: <https://nadsn-uk.org/resources/> |
| **Gender** | Athena SWAN information (Athena SWAN is the higher education gender equality charter mark): <https://www.ecu.ac.uk/equality-charters/athena-swan/>  Fawcett Society: <https://www.fawcettsociety.org.uk/> |
| **Gender Identity** | Advance HE: <https://www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/trans-people/>  GIRES: <https://www.gires.org.uk/>  Stonewall: <https://www.stonewall.org.uk/resources/trans-inclusion-global-workplace-part-1> |
| **Marriage and Civil Partnership** | Stonewall: <https://www.stonewall.org.uk/help-advice/partnership-rights> |
| **Pregnancy and Maternity (including Surrogacy and Adoption)** | Advance HE: <https://www.ecu.ac.uk/publications/student-pregnancy-and-maternity/>  Research Councils UK guidance: <https://epsrc.ukri.org/files/rcukmatbriefing/> |
| **Race/ethnicity** | Advance HE: <https://www.ecu.ac.uk/wp-content/uploads/2015/03/ECU_Academic-flight-from-UK-education_RR.pdf>  NUS: <https://www.nusconnect.org.uk/campaigns/liber8-education/liberate-the-curriculum>  Runnymede Trust: <https://www.runnymedetrust.org/> |
| **Religion or belief** | Advance HE: <https://www.ecu.ac.uk/publications/religion-and-belief/> |
| **Sexual Orientation** | NUS: <https://www.nus.org.uk/en/who-we-are/how-we-work/lesbian-gay-bisexual-and-trans/>  Stonewall website and publications: http://www.stonewall.org.uk |

1. In addition, there is a requirement to consider marriage and civil partnership. We anticipate these considerations being reasonably specific to certain HR policies (of which HR are aware) which is why we haven’t included it in the list for everyone. [↑](#footnote-ref-1)
2. Useful resources are list in Annex 1 [↑](#footnote-ref-2)