



Equity, Diversity
and Inclusion



Equality Impact Assessments Event

What is an EIA?



Equity, Diversity and Inclusion

An Equality Impact Assessment, or EIA, is a way of ensuring LSE's policies, practices, services and functions are the very best that they can be by checking:

- That they do not inadvertently disadvantage anyone, and
- That wherever possible, they proactively advance equality, diversity and inclusion.

For example, a decision to move a team to a different office on a different campus may seem like it impacts the same way on everyone, but actually:

- Staff members with a physical disability will need to know about the accessibility of the new office to ensure they can get in, evacuation procedures to ensure they can get out in an emergency, the location of the new office to test their new commute etc...
- Staff members with certain mental health issues may feel more anxious about the move, they may have their commute and working arrangements mapped out to suit the current office and the new location will require changes
- Staff members with childcare and/or caring responsibilities may need to think about changes to their commute, and therefore changes to daycare locations
- Staff with particular religions and beliefs may need to know about faith provision, for example a prayer room in the new building, or local places of worship near the new office

And there are likely to be other considerations as well.

The purpose of an EIA is to pre-empt any issues: anticipate what the impact of the policy is on different groups of staff, students and prospective staff and students, mitigate any negatives and maximise any positives.





Equity, Diversity
and Inclusion



EIA template with guiding notes

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.

| 1. Project Details | |
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| 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 | |

| 2. Evidence Gathering and Engagement |
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| <p>a. What evidence has been used for this assessment?</p> <p>For example, national statistics, LSE statistics, feedback forms, staff surveys, course evaluations, NSS, PIRLS, focus groups, interviews, exit interviews.</p> <p>It is also worth considering anecdotal evidence in the first instance. While you are unlikely to base</p> |
| <p>b. Who have you engaged and consulted with as part of your assessment?</p> <p>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.</p> <p>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.</p> |

| 3. Impact on different groups of staff and students | |
|---|---|
| Specific groups to consider¹ | Potential impact on this group of staff and students and actions taken to mitigate impact and advance equality, diversity and inclusion² |
| General considerations: | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |
| Race Staff and students from minority ethnic backgrounds and international staff and students | <ul style="list-style-type: none"> • 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 |

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. All terms in bold is terminology used in the Equality Act 2010.

² Useful resources are list in Annex 1

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| | <p>peers, due to racial discrimination they face in the UK.</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 and gender Gender (including men, women and pregnancy/maternity, surrogacy and adoption) | <ul style="list-style-type: none"> • 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 |

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| | <p>catering staff and for academics, pastoral care responsibilities, while men work more in security and IT, and academics concentrate on their research).</p> <ul style="list-style-type: none"> • 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. |
| Gender Reassignment Trans staff and students, and non-binary staff and students | <ul style="list-style-type: none"> • 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. |
| Disability Disabled staff and students, including those with mental health issues. | <ul style="list-style-type: none"> • 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. |

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| | <ul style="list-style-type: none"> • 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. |
| Sexual Orientation LGBTQ+ staff and students | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

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| information relating to the intersection of any of these protected groups) | <p>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</p> <ul style="list-style-type: none"> • 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 | | |
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| 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: |
| 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

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>

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| 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 |

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| 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 |



Equity, Diversity
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Example of completed EIA

Example of a completed EIA

Before completing this form, please refer to the supporting guidance documents.

The aim of an equality impact assessment (EIA) is to consider the equality implications of your policy, practice, function or service on different groups of staff and students, and consider if there are ways to proactively advance equality.

Where further guidance is needed, please contact your EDI Network representative or the EDI team at edi@lse.ac.uk.

| 1. Project Details | |
|---|--|
| Name of the policy, practice, service or function being assessed, and a brief overview of its aims and objectives | On 8 th July we are hosting a half day event for LSE staff on conducting equality impact assessments. The event will be catered, will involve AV, and a mixture of presentations and group work and group feedback. |
| Is it new or existing? | New – but it is an event and we can utilise good practice guidance on running inclusive events. |
| Department or Division responsible | EDI Team, HR |
| Who has been involved in completing the EIA | EDI Team, EDI Representatives Network members |
| Date of completion | June 2019 |

| 2. Evidence Gathering and Engagement |
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| <p>a. What evidence has been used for this assessment? For example, national statistics, LSE statistics,</p> <p>We have utilised best practice guidance on running inclusive events, advice on creating inclusive PowerPoint Presentations: https://reachwater.org.uk/wp-content/uploads/2019/05/2019_05_22_Inclusive-Conference-Guide.pdf https://nadp-uk.org/wp-content/uploads/2015/02/Creating-Accessible-Presentations-for-NADP-Conferences-and-Events.docx</p> <p>And research on encourage a diverse range of voices and opinions at conferences: https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0185534 https://www.sciencemag.org/careers/2017/10/women-ask-fewer-questions-men-conference-talks-new-studies-suggest</p> |
| <p>b. Who have you engaged and consulted with as part of your assessment?</p> <p>Members of the EDI Representatives Network were involved.</p> |

| 3. Impact on different groups of staff and students | |
|--|---|
| Specific groups to consider¹ | Potential impact on this group of staff and students and actions taken to mitigate impact and advance equality, diversity and inclusion |
| Staff and students of different ages | <ul style="list-style-type: none"> - It's likely that our delegates will be older than the average age of the School as we have targeted Heads of Department and Heads of Service. We want to ensure that it is an inclusive event where everyone feels able to participate, and so we will encourage input and questions from younger delegates also during Q&A, and setting ground rules at the beginning of the event to ask everyone to be mindful of giving everyone a voice. |
| Staff and students from minority ethnic backgrounds and international staff and students | <ul style="list-style-type: none"> - It's important to ensure ethnic diversity within the speakers for the event, and to encourage questions and feedback from BAME participants. As mentioned above, we will set ground rules at the beginning of the event. - The Facilitator will ensure BAME audience members are prioritised during Q&A, and if possible, that the first question comes from a BAME and/or female audience member to encourage more questions. - The speakers include people of different genders and ethnicities. |
| Staff and students with different religions and/or beliefs | <ul style="list-style-type: none"> - The event date has been chosen so that it does not clash with any major religious festivals. - All catering will be clearly labelled, participants have been asked in advance for any specific dietary requirements and there will be vegetarian options as standard. - Prayer facilities will be available and clearly signposted and highlighted to delegates. - There is no alcohol being served at the event. |
| Gender (including men, women and pregnancy/maternity, surrogacy and adoption) | <ul style="list-style-type: none"> - It's important to ensure gender diversity within the speakers for the event, and to encourage questions and feedback from women, who are (in general) less likely to ask questions. As mentioned above, we will set ground rules at the beginning of the event. - Pregnant women will need clearly labelled food so they know what they can and cannot eat. - We have asked if anyone has any access requirements, in case anyone needs breastfeeding facilities. There are no dedicated facilities at the venue, but there is a dedicated room within a five minute walk in another building. As a four hour event we hope these arrangements are adequate, but will discuss with any delegates who do flag this as a requirement. |
| Trans staff and students, and non-binary staff and | <ul style="list-style-type: none"> - The venue has gender neutral toilets which will be highlighted to delegates. - We will use gender-neutral language where relevant, and |

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.

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| students | ensure conference organisers and speakers are aware of people's preferred pronouns. |
| Disabled staff and students, including those with mental health issues. | <ul style="list-style-type: none"> - All delegates have been asked in advance if they have any access requirements. - We will send very clear joining instructions well in advance, with detailed instructions on how to access the building to provide as much information as possible for delegates with anxiety, or who do not enjoy going to new places. - We will provide information on catering and timings for any delegates with diabetes or blood-sugar related conditions. - We have not had any requests for access requirements, but the venue is fully accessible with step free access from the pavement, to the main room. We have access to a hearing induction loop, and can provide interpreters if they are requested. - PowerPoint will be used at the event. The slides will use accessible fonts, with dark text on a light background. We will ensure that any pictures are captioned and slides are numbered for when they are circulated after the event (they are available for anyone that needs them in advance). - The event was organised with two months' notice for people's diaries. Although the venue was not initially booked, we were clear that it would be close to the main campus, so that people would not have to consider alternative travel arrangements and travel times. - A pre-event survey is being sent out for evaluation purposes. We have not been made aware of any access needs from the people receiving the survey, but will check the accessibility of the survey software and consider how to ensure online surveys are compatible with screen reading software, and check that any timeouts are sufficiently long, and well notified. |
| LGBTQ+ staff and students | <ul style="list-style-type: none"> - The event is in central London on our main campus. There will be a staff networking lunch at the beginning, but it is staff only without partners/ families being invited. |
| People with caring responsibilities | <ul style="list-style-type: none"> - The event is being held within core hours, with the networking lunch at the beginning, so there is no expectation that people will stay later than 4pm. - The event was organised with two months' notice for people's diaries. Although the venue was not initially booked, we were clear that it would be close to the main campus, so that people would not have to consider alternative travel arrangements and travel times. |
| Staff and students from lower socio-economic backgrounds | <ul style="list-style-type: none"> - The event is free, there are no travel costs associated with it, and it is being held within core hours. |
| Intersectionality (include any other relevant information relating to the intersection of any of these protected groups) | <ul style="list-style-type: none"> - We have considered the intersection of gender and ethnicity in the diversity of speakers, and in how people are encouraged to ask questions/feedback. |

| 4. Action Planning | | |
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| Issue Identified | Planned Action | Lead and Timeframe |
| This equality impact assessment was conducted while we were planning the event, and consequently the main actions were implemented as we planned (for example, finding an accessible venue, and considering the gender and ethnicity of speakers). The actions listed below are therefore residual actions that still need to happen. | | |
| Ensuring a diverse range of voices are heard during Q&A and feedback sessions | <p>Event facilitator will be briefed and alert to the need to consider the diversity of people who ask questions, and if possible who asks the first question.</p> <p>EDI Network Representatives in attendance will be asked to do what they can to include everyone on their table in group discussions</p> <p>Ground rules established at the beginning of the event to remind people to be mindful of giving everyone a voice</p> | CH (June 2019) |
| Ensure the request for well-labelled food has been implemented | Check the catering at the beginning to ensure the labels are clear and accurate (have additional labels available in case they are needed) | SQ (June 2019) |
| Ensure joining instructions are clear, comprehensive and sent out a week in advance | <p>Ensure joining instructions include:</p> <ul style="list-style-type: none"> - Timings - Details of catering - Directions - Venue facilities including gender-neutral toilets, prayer facilities and the closest breast feeding rooms | SQ (June 2019) |
| Online survey and evaluation | Ensure online survey tool is accessible, and monitor evaluation forms for any mention of inaccessibility or issues with online platform for future consideration. | SQ (July 2019) |
| Follow-up materials | <p>Ensure subsequent webpages, webinars and guidance documents are fully accessible, in easy-to-read fonts, with captions.</p> <p>Analyse evaluation forms and reflect on feedback and learning to apply to future events.</p> | Whole team (July onwards). |
| Feedback from EDI Network Representatives and Staff Networks | Liaise with Staff Networks and EDI Network Representatives to get their feedback on the event and ideas for future action, as well as any EDI issues they noticed for consideration at future events. | Whole team (July) |

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| 5. Monitoring and Review |
| How will you monitor the impact of your project once it has been put into effect? |
| We will be evaluating the event through a feedback form, which will replicate some of the questions in the pre-event survey to ascertain the impact on participants. We will also be monitoring the uptake of EIA drop-in sessions, the downloading of resources, and ultimately the completion of EIAs. |
| At which committee(s) have these EDI considerations been discussed: There was a specific EIA meeting, and at the EDI Board. |
| Sign off from Head of Department: |
| Review Date: July 2019 |

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.



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EIA Template

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Where further guidance is needed, please contact your EDI Network representative or the EDI team at edi@lse.ac.uk.

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| Name of the policy, practice, service or function being assessed, and a brief overview of its aims and objectives | |
| Is it new or existing? | |
| Department or Division responsible | |
| Who has been involved in completing the EIA | |
| Date of completion | |

2. Evidence Gathering and Engagement

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| a. What evidence has been used for this assessment? For example, national statistics, LSE statistics, |
| b. Who have you engaged and consulted with as part of your assessment? |

| 3. Impact on different groups of staff and students | |
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| Specific groups to consider¹ | Potential impact on this group of staff and students and actions taken to mitigate impact and advance equality, diversity and inclusion |
| Age Staff and students of different ages | |
| Race Staff and students from minority ethnic backgrounds and international staff and students | |
| Religion or belief Staff and students with different religions and/or beliefs | |
| Sex and gender Gender (including men, women and pregnancy/ maternity, surrogacy and adoption) | |
| Gender reassignment Trans staff and students, and non-binary staff and students | |
| Disability Disabled staff and students, including those with mental health issues. | |
| Sexual orientation LGBTQ+ staff and students | |
| People with caring responsibilities | |
| Staff and students from lower socio-economic backgrounds | |
| Intersectionality (include any other relevant information relating to the intersection of any of these protected groups) | |

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. All terms in bold is terminology used in the Equality Act 2010

| 4. Action Planning | | |
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