

**Equality Impact Assessment (EIA) Recording Form**

Please refer to the notes and examples in the EIA Guidelines to help complete this record

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| Title of Activity/Proposal/Policy/Practice | Procedure | EIA Team and Lead Member of Staff | Nick Murton | Date | 29.11.18 |
| Type of Policy/Practice/ (tick box) | New  | YES |
| Existing |  |
| Revised |  |

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| **Step 1 – Considering the aims of the policy/proposal and evidence of how it affects different groups** |
| What are the aims and purposes of the activity/ decision/ new or revised policy or procedure?See Note 1 | To ensure through the publication of a formal procedure that staff, students and contractors can identify, and have the tools to, report a personal data breach (under data protection law). |
| Who will be affected? See Note 2 | Staff, students and contractors. |
| Who will be consulted?See Note 3 | Senior Management Team; college Data Protection Officer; Head of Corporate Development. |
| What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups?Evidence could be quantitative, qualitative or anecdotal.Do we have enough evidence to judge what the impact may be?See note 4 | We do not have evidence to suggest to what extent implementing this procedure will impact on protected groups.However, as ethnicity, gender identity, race and religious belief/similar are afforded special protection under data protection law, it is anticipated this procedure will help to protect from, respond to, and recover data breaches involving the ‘special category’ personal data of protected groups. |

**Step 2 – Assessing the impact**This involves:

* Considering relevant evidence relating to people who share a protected characteristic
* Assessing the impact of applying a decision of a new or revised policy or practice against the needs of the Public Sector Equality Duty (PSED) and each protected characteristic.

The Public Sector Equality Duty:

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| **Eliminating discrimination, harassment and victimisation** | **Advancing equality-*** **Removing disadvantage**
* **Meeting different needs**
* **Encouraging participation**
 | **Fostering good relations*** **Tackling prejudice**
* **Promoting understanding**
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See Note 5

Key Questions to ask:

1. What potential positive/neutral/negative impacts can be identified?
2. What does evidence demonstrate about positive/neutral/negative impacts for different protected characteristic groups? E.g. statistics on participation, progression or outcomes, feedback or complaints
3. Does the policy/procedure/practice/decision take account of the needs of people with different protected characteristics? How is this demonstrated?
4. Does it affect some groups differently? Is this proportionate?

See Note 6

| Protected characteristic | PotentialPositive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| --- | --- | --- | --- | --- |
| Age | Y | Ensuring that any loss/corruption/inappropriate sharing of people’s personal data (age) is reported and responded to immediately in order to minimise risk of personal harm. | N | No negative impact identified. |
| Disability | Y\*\* | Ensuring that any loss/corruption/inappropriate sharing of people’s personal data (age) is reported and responded to immediately in order to minimise risk of personal harm. | N | No negative impact identified. |
| Gender reassignment | Y\*\* | Ensuring that any loss/corruption/inappropriate sharing of people’s personal data (age) is reported and responded to immediately in order to minimise risk of personal harm. | N | No negative impact identified. |
| Marriage/civil partnership (relevant in employment law) | N | Ensuring that any loss/corruption/inappropriate sharing of people’s personal data (age) is reported and responded to immediately in order to minimise risk of personal harm. | N | No negative impact identified. |
| Pregnancy and Maternity | Y\*\* | Ensuring that any loss/corruption/inappropriate sharing of people’s personal data (age) is reported and responded to immediately in order to minimise risk of personal harm. | N | No negative impact identified. |
| Race | Y\*\* | Ensuring that any loss/corruption/inappropriate sharing of people’s personal data (age) is reported and responded to immediately in order to minimise risk of personal harm. | N | No negative impact identified. |
| Religion or belief | Y\*\* | Ensuring that any loss/corruption/inappropriate sharing of people’s personal data (Religion or belief) is reported and responded to immediately in order to minimise risk of personal harm. | N | No negative impact identified. |
| Sex | Y | Ensuring that any loss/corruption/inappropriate sharing of people’s personal data (Sex) is reported and responded to immediately in order to minimise risk of personal harm. | N | No negative impact identified. |
| Sexual orientation | Y\*\* | Ensuring that any loss/corruption/inappropriate sharing of people’s personal data (Sexual orientation) is reported and responded to immediately in order to minimise risk of personal harm. | N | No negative impact identified. |
| Social deprivation\*See Note 7 | Y | Ensuring that any loss/corruption/inappropriate sharing of people’s personal data (Social deprivation) is reported and responded to immediately in order to minimise risk of personal harm. | N | No negative impact identified. |
| Care Experienced people\* | Y | Ensuring that any loss/corruption/inappropriate sharing of people’s personal data (Care Experienced people) is reported and responded to immediately in order to minimise risk of personal harm. | N | No negative impact identified. |
| People with caring responsibilities\* | Y | Ensuring that any loss/corruption/inappropriate sharing of people’s personal data (People with caring responsibilities\*) is reported and responded to immediately in order to minimise risk of personal harm. | N | No negative impact identified. |

**Step 3 – Acting on the results of the assessment.**

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| What actions can be taken or amendments made to policy to reduce the negative impact?See note 8 | Not applicable in this case. |
| Is there a need to address any gaps in evidence? | It is unclear what proportionate effort could be made to gather and evaluate impact on protected groups in connection with this procedure. |
| How will equality be advanced/ good relations be fostered? | By ensuring that these special categories of data, when shared inappropriately or corrupted or lost (the detriment of the individual) are reacted to immediately, so this information does not become (for example) public knowledge unless at the discretion of the protected characteristic group. |
| Who has been involved in carrying out this assessment?  | Nick Murton |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? |  |

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| **Recommended decision:** (place an x against relevant outcome)See note 9 | Outcome 1 - Proceed – no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken | **x** |
| Outcome 2 – Proceed with adjustments to remove barriers identified or to better promote equality |  |
| Outcome 3 – Continue despite having identified some potential for adverse impact or missed opportunity to promote equality |  |
| Outcome 4 – Stop and rethink as actual or potential unlawful discrimination has been identified |  |
| Any other recommendations?  |
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**Step 4: The monitoring and review stage**

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| **Plan actions to reduce negative impact, advance equality and monitor the impact of the policy, proposal or decision*** Please 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 policy, etc.
* How will the impact of the policy/procedure/decision be monitored?

See Note 10 |
| **Action to be Taken:**  | **Person Responsible:** | **Completion/Review Date:** |
| Review equality impact assessment upon renewal of this procedure in three years’ time as per document review cycle. | Nick Murton | November 2021 |
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| **Signature of Lead:**  NJMurton **Date: 29.11.18** |
| **Step 5 – Review and Publication**See Note 11Please send the completed EIA record to Sara Taylor, Equalities Officer, sara.taylor@edinburghcollege.ac.uk for * review by Equalities team
* publication in whole or in part on the College website.
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