

**EIA Checklist**

This checklist forms part of the University’s approach to impact assessments and should be used to inform the report to ELT when policies, strategies, regulations, procedures, guidelines, etc are recommended for approval. It is important to ensure that whatever we submit for approval has been given equality considerations and does not have a negative impact on any protected characteristics within the University community. The Equality Act 2010 identified the following protected characteristics - age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage and civil partnership. If after the equality impact assessment, a policy or procedure, for example, will disadvantage ‘a’ or ‘some’ protected characteristics, the University has a duty to mitigate the negative impact or be prepared to justify it should there be a legal challenge.

**For detailed information on how to carry out EIA please visit LJMU equality and diversity website**

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| **Section One - General information** | | | | | | |
| **Title of Policy, procedure, etc** |  | | | | | |
| **Name of Policy Owner:** |  | | | | | |
| **Title:** |  | | | | | |
| **Faculty or Division:** |  | | | | | |
| **Section Two: Which category would the document fall into? (Please tick appropriate box)** | | | | | | |
| **Policy** | |  |  | |  |  |
| **Strategy** | |  |  | |  |  |
| **Regulations** | |  |  | |  |  |
| **Procedure** | |  |  | |  |  |
| **Framework** | |  |  | |  |  |
| **Guidelines/Guidance** | |  |  | |  |  |
| **Code of Practice** | |  |  | |  |  |
| **Other (please specify)** | |  |  | |  |  |
| **Section Three - Which area of the University is it meant to cover?** | | | | | | |
| **Academic** | |  |  | |  |  |
| **Professional Services** | |  |  | |  |  |
| **Research** | |  |  | |  |  |
| **Student Related** | |  |  | |  |  |
| **Other** | |  |  | |  |  |
| **Section Four – Have you carried out an equality Impact Assessment to ensure no adverse consequence relating to equality, accessibility or diversity?** | | | | | | |
|  | | Yes | |  | No |  |
| **Section Five – If no, briefly explain why** | | | | | | |
|  | | | | | | |
| **Signature:** | | | | | | |
| **Name & job title:** | | | | | | |