

The Equality Impact Assessment (EIA) Guidance and Glossary explain how to complete this form.

Please complete the form below. Where the term 'item' is used in this document it includes policy, service, process, function, project and strategy.

Section I: Screening

Part A: Item Details			
1	Department/School/Institute	Corporate	
2	What is the type of the item undergoing assessment?	Policy <input checked="" type="checkbox"/>	Procedure <input type="checkbox"/> Function <input type="checkbox"/> Service <input checked="" type="checkbox"/> Other (Specify) <input checked="" type="checkbox"/> Strategy
3	Name of item	Strategic Plan 2010 - 2015	
4	Reference Code (if any)	N/A	
5	Is the item existing, new or an amendment?	Existing <input type="checkbox"/>	Amendment <input checked="" type="checkbox"/> New <input checked="" type="checkbox"/>
6	Aims and purpose of item: Set the strategic direction of the College and its priorities for the five year period 2010 to 2015		

Part B: Screening			
1 Will the item impact directly or indirectly on any of the following impact groups:			
Students <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Visitors <input type="checkbox"/>	Suppliers <input type="checkbox"/>
Organisational Partners <input checked="" type="checkbox"/>	Others <input type="checkbox"/> (please specify)		
Please give details for choices made above and provide any evidence Examples include that: The plan identifies how academic and research staff will contribute to knowledge creation and dissemination. It considers changes to expectations of the quality and level of their contribution. The strategy identifies a requirement to attract more able students and then to ensure that their experience is enhanced. Finally, the role of the College and its relationship with both the local and regional community is explored.			

Part B: Screening

2 Does or could the item have an adverse effect, directly or indirectly on members of an equality group – Age, Disability, Gender, Race, Religion/Belief, Sexual Orientation? (please give details)
There are a variety of ways in which the plan can impact positively or negatively on protected groups. It merits full assessment.

An example of a possible negative impact includes that the timeliness of completion of a PhD may be affected by a student's status as a primary carer, through maternity, adoption or disabilities such as mental illness. Were adjustments or allowances not made to schedules students could be subject to an additional pressure to complete that in part arises from their membership of or association with a protected group. It is noted that adjustments of this kind are in place.

3 Could the item have a significant positive impact on equality by reducing inequalities that already exist? (please give details)

The plan identifies the requirement to create a cross-cutting strategy on diversity. Though the College has specific plans in regard to the duties to promote disability, race and gender equality through the Disability Equality Scheme, Race Equality Scheme and Gender Equality Scheme and their attendant action plans, the College has yet to set its key priorities in regard to promoting equality. The mainstreaming of diversity into corporate planning arrangements will help ensure that Council and a Vice Principal tasked with leadership in this area will pay attention to diversity alongside other critical scrutiny and leadership functions. The commitment to create a College Single Equality Scheme within the next year and the plan to create a diversity strategy are complementary.

4 Should a full impact assessment be carried out? YES NO

Please provide justification for answer to the above

The plan will impact on a variety of matters relevant to equalities..

Part C: Details of Assessor Completing Form

1 Name	Guy Halliwell	2 Phone number	020 7882 3673
3 e-mail address	g.halliwell@qmul.ac.uk		
4 Signature	5 Date of signature	24 June 2010	
6 Name of Head of Department Susanne Byrne	7 Signature of Head of Department		

Next Step:

(i) If you need to carry out a full impact assessment, please read Section 2 of the guidance (page 7) and complete Section 2 of this form below.

(ii) If you do **not** need to carry out a full impact assessment:

- Are there any further steps you can take to promote equal opportunities and eliminate discrimination?
- Arrange for the proper approval authority to “sign-off” a statement (usually Head of Department or Institute), supported by the evidence of this screening EIA that the policy isn’t “relevant to Equality & Diversity” or does not have any negative impacts
- Set a review date in three years’ time.
- File the screening report and associated documentation and email a copy to the College’s Diversity Specialist, Bertille Calinaud at b.calinaud@qmul.ac.uk

Section 2: Full Equalities Impact Assessment

Full EIA

I What data has been examined in order to form a judgement about the impact of the item on equalities groups? Are there any gaps in the available data?

The College has produced annual equalities reports on the outcomes employment processes for several years. Reports on learning outcomes for students have been available for the past two years. These comprehensive data sets allow identification of areas of strength in provision, under-representation and less favorable outcomes of services and policies.

Data analysed relating to service provision to students includes student attitudes, recruitment, retention and attainment. Data has to date been split by nationality, gender and race.

Turning to employment; the workforce profile, recruitment, training course attendance, academic staff promotion, distribution of rewards to the professoriate, RAE 2008 submission, staff profile, Employment Tribunals, grievance, discipline have been analysed (where numbers are statistically significant) in respect of race, gender, disability, age, religion (and having no faith) and nationality.

The gaps in the available data are as follows:

The last comprehensive survey of staff attitude was conducted in 2005. A significant but partial survey on the quality of working life was conducted in 2007. There is no recent data on staff attitude. The recommendation to undertake an annual comprehensive staff survey during the lifetime of the plan will remedy this gap. Data can be benchmarked against peer institutions but not in regard to changes occurring over the recent past.

HEFCE has not required the College to monitor its student intake and subsequent outcomes in regard to religion or sexual orientation. The Equality Act 2010 extends the duty to promote equality into both of these areas. It is recommended that plans are put in place for data to be gathered from the new student intake by autumn 2011.

The College has chosen not to monitor transgender status of staff and students. It is a legal requirement to promote equality in this regard. Despite the small numbers of staff and students involved, the lack of monitoring will inhibit identification of whether discrimination has been eliminated and how best to promote participation.

College Monitoring has not as yet differentiated post graduate student experiences and attitudes between those studying for PhD and masters qualifications. Analysis of outcomes in regard the PhD students require this distinction to be made in future analysis.

The suggested Key Performance Indicators on promotion can only consider the attainment of Senior Lecturer, Reader and Professor status. It is possible to monitor recruitment into Lecturer and Support staff roles, there is no promotion process, beyond candidates application for existing vacancies.

The Director of ESD reports that mechanisms for monitoring staff participation in learning and development are not robust. Should the College choose this KPI data gathering mechanisms will require enhancement.

Full EIA

2 What methods of consultation/involvement have been employed to ensure full information sharing and participation?

Trades Union representatives have received the plan and have had the opportunity to discuss its contents at the College's regular Joint Consultative Forum.

The Principal will meet employees to discuss the plan at two Open Meetings during July 2010 which are dedicated to this subject.

All staff members with access to an e-mail accounts have received messages about the plan encouraging their participation in consultation.

Representatives of staff on Council and Officers of the Student Union have attended Council and other meetings at which the plan was discussed.

The plan has been given prominent coverage on the home page of Connect, the College's Intranet site.

The College has not succeeded in facilitating staff and student groups from each of the protected groups. This would be the perfect way in which to undertake consultation in regard to the Strategic Plan. Student Societies are a credible alternative mechanism by which consultation can occur.

There is an over-representation of Black and Minority Ethnic (BAME) staff in more junior staff grades. Manual staff do not have the same opportunity to attend Open Meetings as do academic or managerial or clerical colleagues. They are often required to perform a function that requires cover during periods of absence. They also do not have e-mail. Though it is noted that the focus of the strategy is on academic and research staff, however these "difficult to reach" groups may have been substantially less well consulted than other staff groups.

3 What steps were taken to ensure that involvement in the engagement process was far-reaching?

See above.

4 What are the results of the consultation/involvement? How are these fed back into the process?

To be completed

Full EIA

- 5** Explain the likely differential impact (whether intended or unintended, positive or negative) of the item on individual service users.
- a). Unintended/negative. The ambition to raise the number of grade points achieved by the student intake to the top decile of student entries is expected to change the profile of the UK student cohort. Within the UK there is a correlation between membership of particular protected groups and disproportionately poor outcomes of secondary education. It is anticipated that higher expectations of students at entry will have the effect that there is a reduction in the proportion of British Black, African and Male, students recruited.
 - b). Unintended/negative. Given the relative success of independent schools in secondary education increase in entry grades is also likely to shift the student cohort towards a more prosperous and higher socio - economic class. Queen Mary's widening participation initiatives includes a variety of existing programmes that promote participation in higher education amongst local schools. It is also a sponsor of St Paul's Way Trust School and a Drapers Company School in Romford. The Government Office for Equalities proposes that HEIs (but not HEFCE) are exempted from the duty to promote social equality identified under the 2010 Equality Act. Queen Mary will not gather and analyse information in this regard.
 - c). Intended/Positive The plan identifies a small number of Key Performance Indicators in regard to equality. In September 2009, the Council requested guidance on KPIs for diversity. This work was completed in February 2010. The group did not select the same set of KPI as is suggested. The group took the view that a single indicator would not adequately explore all dimensions of equality across all areas of activity. They felt that KPIs should target areas of concern and differential negative outcomes of College activities. The group felt that measuring student recruitment by diversity group at entry was not a priority. They felt that this tended to examine the strengths of secondary education in promoting equality of opportunity. Instead, they felt that the reduction of differential rates of attainment of degrees should be considered by race and also consideration of the rate of failure to retain students by race were more pertinent measures.
There is some overlap in the suggested measures of monitoring success in promoting diversity in employment. The group suggested that increased representation of the local Bangladeshi population in grades 1 and 2 was both necessary and achievable. They agreed that the representation of women in senior academic grades was a matter meriting creation of a KPI.
 - d). Intended/Positive The College intends to double the number of Overseas post graduate students recruited. These students will have a different ethnic and religious profile from home students. The creation of increased student satisfaction is also a priority. Is there an opportunity to marry a commercial imperative with the diversity agenda by considering that religious, personal and cultural needs of students? If so, it may add value to their experience of Queen Mary as a welcoming, adaptable and considerate environment in which to study.
 - e). Unintended/Unkown The increased expectations of recruiting higher performing academics complement the College's desire to become a top decile research institution. The College should create a time series of recruitment data on probation and recruitment to ensure that the thrust for higher academic performance does not discriminate unfairly.
 - f). Intended/Positive Mentoring is a respected mechanism by which protected groups can better understand norms and processes which are better understood by colleagues who are better attuned to the dominant culture. It is expected that mentoring of female will equip them with alternative perspectives about whether they are ready to apply for promotion. Research evident indicates that males are more venturesome in applying for promotion.
 - g). PhD Completion See Screening Form 2.

Full EIA

6 Is the item directly or indirectly discriminatory?

See above

7 Are there any barriers that may inhibit access to the service or benefits of the item?

See above

8 Explain how the item is intended to increase equality of opportunity.

See above

9 Explain how the item is likely to promote good relations between different groups.

See above

10 How will the implementation of the item be monitored and by whom?

See above

11 What can be done to improve the item in order to reduce or remove any adverse impact or effects identified?

See above

12 Complete Action Plan Form

Next Steps

- Arrange for the proper approval authority to “sign-off” the report.
- File the report and associated documentation and email a copy to the College’s Diversity Specialist, Bertille Calinaud, at b.calinaud@qmul.ac.uk

Equalities Impact Assessment Action Plan

Impact Identified	Action Identified	Timescale	Resources Required	Performance Indicators	Review Date
Creation of a cross-cutting diversity strategy	Create Strategy	Spring 2011	Identify action owner	Strategy is created as Single Equality Scheme	Annually
Strategic Plan rubric	List of protected groups to be generic or definitive Add age, maternity and transgender or rephrase as all groups protected by legislation	July 2010		Rephrased	None
Training Monitoring	Identify alternative KPI or invest in mechanism to achieve monitoring	?	?	College has capacity to monitor staff participation in learning	Annually
Investment in built infrastructure	Estates strategy and project plans continue to consider and address access for disabled staff and students	Ongoing On Strategy Renewal	Already factored into Capital plan	Estates Strategy addresses access issues. Built environment becomes more accessible on new build and refurbishment	As integral part of Estates Strategy monitoring.

Equalities Impact Assessment Action Plan

Increased undergraduate entry requirements	Monitor time series Ensure that differential impacts are justifiable	Annual end autumn semester	SIS database. Creation of project plan Nominate action owner	Study is complete. Actions arising from study are considered. Unjustifiable negative impacts are addressed	December 2010
90% of eligible staff submitted to assessment of research quality	Monitor time series Ensure that differential impacts are justifiable	After first dry run and at appropriate interval thereafter	Resourcelink Database. Planning Unit Priority Head of Planning Unit action owner monitoring VP Research & International Affairs	Study is complete. Actions arising from study are considered. Unjustifiable negative impacts are addressed	Unknown
Increased probation and promotion requirements impact on diversity	Monitor time series Ensure that differential impacts are justifiable	Annually after academic review	Resourcelink Database. Director of HR action owner	Study is complete. Actions arising from study are considered. Unjustifiable negative impacts are addressed	June 2012
KPI selection	Senior VP with responsibility for equalities considers previous datasets. Selects from recommendations of Strategic Plan for diversity KPIs and	July 2010	VP time Production of pre-existing data set Nominate action owner	Review is undertaken High level KPIs identified and agreed through successor of Equal Opportunities Committee	December 2011

Equalities Impact Assessment Action Plan

	those of the working group			KPI(s) monitored	
Promoting equality of religious belief, sexuality and transgender status	Gather data on student commencement Analyse data	July 2011	SIS database. Creation of project plan Nominate action owner	Database is altered Data is captured Study is complete. Actions arising from study are considered. Unjustifiable negative impacts are addressed	December 2011 and annually thereafter
Overseas Students	Study of the connection between student satisfaction and membership of protected groups. Identification as to whether race or religion is dependent or independent variable in satisfaction.	July 2011	Time of relevant officers VP Research and International	Report identifying if race, nationality and religion impact on the student experience. If it is a factor in student experience - attendant action plan.	July 2012

Equalities Impact Assessment Action Plan

PhD Student completion	Monitor time series Ensure that differential impacts are justifiable Ensure that guidelines address maternity, caring responsibilities and mental health and allow flexibility for completion	Annual end autumn semester	SIS database Creation of project plan and Owner Nominate action owner (s)	Study is complete Actions arising from study are considered. Regulations adjusted if necessary Unjustifiable negative impacts are addressed	December 2010

Details of Assessor Completing Form			
1 Name	Guy Halliwell	2 Phone number	0207 882 3673
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4 Signature	5 Date of signature		