

# Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form.  
If you need assistance please contact the EDU. Please return the completed form to the EDU.

<b>STEP 1 - Define policy/ practice</b>
i. Name of policy/ practice/ significant change
360 Degree Feedback Policy and Code of Practice
ii. Owner of policy/ practice (College, School or Service)
EOD
iii. Date of policy/ practice approved
<b>TBC</b>
iv. Approved by? (Committee, College, School or Service)
HR Committee

<b>STEP 2 - Description of policy/ practice</b>
i. What are the aims?
The University of Glasgow uses 360 degree feedback to enhance the quality of development and career planning activities for staff. We are committed to the highest standards of practice in the use of 360 degree feedback, in order to maximise the benefits to the University and the individual, and to promote fairness and equality of opportunity.
ii. Who does it cover?
Employees
iii. How often is this policy / practice reviewed?
<b>TBC</b>

<b>STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice?</b>
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<b>STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.</b>		Go to Step 4
Please tick all that are relevant <span style="float: right;">✓</span>		
Notes		
Age		
Disability	x	
Gender Reassignment		
Marriage and Civil Partnership		
Pregnancy and maternity		
Race	x	
Religion or Belief		
Sex		
Sexual Orientation		

<b>STEP 3b - No, there is no potential implication for a protected characteristic group.</b>		Go to Step 8
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<b>STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?</b>
Briefly explain:

Disability - The IT provider has worked with the Royal National Institute of Blind People (RNIB) to re-style MyTalent for a wide range of visually impaired users. This incorporates many changes, such as increasing text size, using clear fonts, adapting the buttons' styling, adjusting the survey style to a narrow strip down the left hand side of the screen for a narrow range of vision. This styling can be turned on for a project but will affect all users. They also have some per-user settings that can be turned on and off as a user preference. These styling changes increase font size, includes left justification etc. They can also increase the font size and use clearer fonts for some of the reports, should that be of help though this has to be done ad-hoc each time through us I believe. For those who work remotely, the system provides non-office based/offline solutions, whereby the questionnaire can be exported to Word, which can be printed and completed, or completed offline. These would then be returned to the administrators for data entry into the system.

The coaching feedback sessions are 121 and will be made in an appropriate setting, depending on individual requirements.

Race - staff who have English as a second language - the participants on the 360 Degree feedback are most likely to be on a leadership programme for the University, and therefore would have a sound command of the English language.

General issue - relating to confidentiality and data protection. EOD manages the feedback system to ensure no individual can be identified through their feedback by:

At least 8 people need to respond to provide feedback (and preferably 12-15);

In the sub groups, at least 4 people need to respond to present the subgroup information;

The system filters out inappropriate language;

The EOD systems team, and the coach review the text and filter out any identifiable comments.

<b>STEP 4a - Does the evidence show a positive impact?</b>		<b>Go to Step 5</b>
Please provide an example and attach evidence: N/A		
<b>STEP 4b - Does the evidence show a negative impact?</b>		<b>Go to Step 6</b>
You need to consult with relevant stakeholders - the EDU will assist with this process Please provide brief details and attach evidence:  The tool has shown no negative impacts thus far.		
<b>STEP 4c - Does the evidence show no impact?</b>		<b>Go to Step 8</b>
Attach evidence to this form  N/A		
<b>STEP 5 - Continue to promote good opportunity for all people</b>		<b>Go to Step 8</b>
Promote and implement as exemplar policy/ practice  N/A		
<b>STEP 6 - Involve and consult stakeholders to address any negative impacts</b>		<b>Go to Step 7</b>
EDU will assist with this process Please provide brief details of involvement and consultations:  N/A		
<b>STEP 7 - Outline any changes made to the policy/ practice as a result of the consultation</b>		<b>Go to Step 8</b>
Please provide details of changes:  N/A		
<b>STEP 8 - Publish results (as required by law)</b>		<b>Go to Step 9</b>
Please return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website. Please note items sent to EDU here: N/A		
<b>STEP 9 - Regular review</b>		
Regular reviews ensures that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions is being implemented, the policy owner should define a timescale for review.		
Please give details of review process:		TBC
<b>SIGNING OFF PROCESS</b>		
Name of EIA Owner		<b>Eddie O'Grady</b>
Signature		
College/ School/ Service		<b>EOD, Human Resources</b>
Date of Completion		<b>05/09/2016</b>
Date received by EDU		<b>06/09/2016</b>
Approved in principle?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Any actions required? Please specify N/A		
Signed on behalf of EDU Date: <b>06/09/2016</b>		Signature <b>Mhairi Taylor</b>