# Equality assessment: Data Protection Policy

When completing the assessment template the policy-maker/team should complete this template in partnership with the team who supported the assessment.

|  | **Equality Assessment Template** | |
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| **1.** | **Background** | **Answer** |
| 1.1 | What policy is being assessed or reviewed? | Data Protection Policy |
| 1.2 | What are the aims of the policy? | To provide BU staff and representatives (defined below) with a single policy containing an outline of the legal requirements that apply to them under the Data Protection Act 1998. |
| 1.3 | Who is affected by the policy? | The policy will apply to:   * + 1. all employees of BU, whether permanent or temporary, and workers, casual and agency staff and volunteers when working in or for BU. To avoid doubt this includes visiting faculty when working in or for BU;     2. all external members of the BU Board when acting in that capacity;     3. all employees, directors or trustees of BU's wholly owned subsidiary companies; and     4. all other people when working in or for BU, whether directly or indirectly, such as external members of School or BU committees, individuals that BU appoints as directors of any company, fund-raisers, consultants and contractors. |
| 1.4 | Who supported you and why to complete the first assessment or this review? | Dr James Palfreman-Kay (JPK) provided guidance on completing the Equality Assessment, Karen Parker (KP) and Jim Andrews (JA) provided comments and advice on behalf of HR, input was also provided by external solicitors and other members of Legal Services. |
| **2.** | **Equality information** | **Answer** |
| 2.1 | For existing policies, what equality information have you used as referenced in [Table 2](#_Table_2:_Examples) of the guidelines, and how have you used the information to inform the first assessment and subsequent review? (Please also describe who provided this information and why they were approached) | N/A |
| 2.2 | If this is a new policy, what equality information will be used to monitor the impact as referenced in [Table 2](#_Table_2:_Examples) of the guidelines, and how you will use the information to inform the first assessment and subsequent review? (Please also describe who provided this information and why they were approached) | BU will not be changing anything as a result of the policy – just ensuring that staff know how to comply with the Data Protection Act 1998. We will monitor and update the policy in respect of any feedback we get. We do not anticipate any equality impact as a result of the policy. We will however take into account any feedback received as a result of BU’s DDE annual report and complaints received from individuals and staff. |
| 2.3 | How will the collected information be used to inform the first assessment and subsequent review? | As above. |

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| **3.** | **Equality relevance** |
|  | **When undertaking an assessment policy owners are required to complete the equality relevance table by indicating whether or not the policy has a: positive impact (PI), negative impact (NI) or no impact (NO). Any decision taken when completing this table will need to take into consideration available equality information.** | **Age** | **Disability** | **Gender** | **Gender Reassignment** | **Pregnancy/**  **Maternity** | **Race** | **Religion or belief** | **Sexual**  **Orientation** |
| 3.1 | Does the BU policy have a positive, negative or no impact in terms of addressing prejudice by fostering good relations among people with a protected characteristic and those who do not at the University? | NO | NO | NO | NO | NO | NO | NO | NO |
| 3.2 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of removing or minimising disadvantages suffered by people at the University due to their protected characteristics? | NO | NO | NO | NO | NO | NO | NO | NO |
|  | **Equality relevance** |  |  |  |  |  |  |  |  |
|  | **When undertaking an assessment policy owners are required to complete the equality relevance table by indicating whether or not the policy has a: positive impact (PI), negative impact (NI) or no impact (N). Any decision taken when completing this table will need to take into consideration available equality information.** | **Age** | **Disability** | **Gender** | **Gender Reassignment** | **Pregnancy/**  **Maternity** | **Race** | **Religion or belief** | **Sexual**  **Orientation** |
| 3.3 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people at the University? | NO | NO | NO | NO | NO | NO | NO | NO |
| 3.4 | In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of encouraging people with certain protected characteristics to participate in all activities at the University where their participation is disproportionately low? | NO | NO | NO | NO | NO | NO | NO | NO |
| 3.5 | Does the BU policy have a positive, negative or no impact in terms of seeking to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act (Equality Act, 2010) at the University? | NO | NO | NO | NO | NO | NO | NO | NO |

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| **4.** | **Decisions/ Feedback/ Approval** | **Answer** |
| 4.1 | What are the decision outcomes as outlined in [Table 3](#_Table_3:_Decision) of the guidelines as part of the first assessment or at the review stage? | Continue by introducing the BU Policy (Level 1) i.e:  ‘The assessment demonstrates that the policy shows no potential for discrimination and you have taken all appropriate opportunities to advance equality of opportunity and foster good relations between people with different protected characteristics.’ |
| 4.2 | In what way have the decision outcomes changed since the first assessment? | N/A – this is first assessment |
| 4.3 | What actions need to be taken to promote/share any positive impact as part of the first assessment or review? | None. |
| 4.4 | What actions need to be taken to mitigate any negative impact as part of the first assessment or review? | None. |
| 4.5 | Who completed this first assessment or review? | Michelle Goodbody, Trainee Legal Services Officer |
| 4.6 | What feedback has been provided from DDESG to the assessment or review? | This assessment will be reported to the next DDESG in March 2014. |
| 4.7 | How has feedback from DDESG been used to inform the first assessment or review? | TBC |
| 4.8 | Which School/Professional Service Executive Committee has approved this assessment? | UET |
| 4.9 | Date approved by School or Professional Services Executive Committee | 4 March 2014 |
| 4.10 | Date for assessment review | 12 months from approval |

# Appendix 2: Meeting the equality duty in policy and decision-making checklist[[1]](#footnote-1)

The checklist below provides a summary of the actions a BU policy-maker/ assessment team needs to consider when giving consideration to the aims of the general equality duty in respect of policy and decision-making.

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| **Question/Comment** | | **Answer** |
| 1. | Has assessing the impact of equality been integrated into all policy development/decision-making within your School and Professional Services business planning processes? (Please provide examples) | Legal Services always considers the potential equality impact of our policies. JPK has provided training and guidance on the subject. |
| 2. | What equality information has been used to assess the impact of the BU policy? (Please provide examples) | None as the policy simply explains how staff and representatives should comply with the Data Protection Act 1998. |
| 3. | Has the assessment identified and understood how a policy might affect people with particular protected characteristics differently? (Please provide examples) | Yes, this was considered although no impacts were identified due to the nature and purpose of the policy. |
| 4. | Has the assessment identified any possible changes necessary to meet different people’s needs, in terms of removing or mitigating negative impacts and enhancing positive ones? (Please provide examples) | No. |
| 5. | Do you feel the time and effort involved to undertake the assessment was proportionate to the importance of the policy in advancing equality of opportunity and fostering good relations? (Please provide examples) | Yes. |
| 6. | In undertaking the assessment please outline who you have engaged with, and why did you engage with them. (Please provide examples) | JA, KP, external solicitors, members of Legal Services and UET. |
| 7. | As part of undertaking the assessment have you documented how you have considered the impact of the BU policy, and how that informed your decision-making? | Yes as set out above. |
| 8. | Have you provided feedback to DDESG on the effectiveness of the BU guidelines as part of your policy development and decision-making within your School/Professional Service? (Please provide examples) | Yes, via JPK. |

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1. [↑](#footnote-ref-1)