



Equality Impact Assessment Guidance Document

An Equality Impact Assessment helps you identify whether your motion or proposal could have a positive or negative impact on different groups, especially those protected under the Equality Act 2010.

When submitting a motion or proposal, you will be asked if you have completed an equality impact assessment. Please don't do this alone, there is an expectation that you will have consulted with the relevant Equity Officers, RepComs or RepCom committee members. You'll be asked to provide details of this consultation in your submission form.

Who do you need to consider?

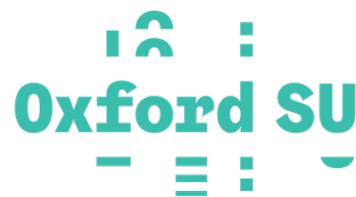
In the UK there are 9 'protected characteristics' as listed below. This means that you should pay particular attention to the impact of your motion or proposal on people who may share characteristics which fall within these groups:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

In addition, our RepComs and Equity Officers also cover some of these groups in more detail. Below is a list of our current Equity Officers who represent students who self-define within corresponding equity groups:

- Class Officer
- Disabled Students' Officer
- LGBTQ+ Officer
- International Students' Officer
- Black and Ethnic Minorities Student Officer
- Suspended Students' Officer
- Women*s Officer

An equality impact assessment essentially involves thinking about your motion or proposal in relation to these groups of students and assessing whether those groups will either benefit from the outcome of the proposal, or be disadvantaged. Where there is a disadvantage, you should consider amending your proposal to reduce that disadvantage.



Assessing the Impact

You should use any data, evidence or consultation available to you. You can use demographic data, consultation feedback, case studies or existing research as well as the lived experiences of people within the Oxford University context.

In assessing the impact of your motion or proposal think about whether the implementation of your motion or proposal would achieve any of the following:

- Will it advance equality of opportunity? i.e. make education more accessible for this particular group of students
- Will it eliminate discrimination? i.e. remove a barrier for a particular group of students
- Will it foster good relations? i.e. support a group of students to feel more represented

You should also consider whether in achieving something positive for one group of students, your motion or proposal may have an unintended negative consequence for another group of students. Passing a motion or proposal which has negative consequences for a group of students with protected characteristics is likely to be an example of direct or indirect discrimination and this is why it is important to consider all groups covered below, not just those you hope will benefit from the motion or proposal.

If you identify negative consequences to your motion or proposal, you should consider whether there are any changes you can make which will limit the negative consequences whilst protecting some or all of the positive impacts.

If you need any support in completing your assessment, please contact the Student Engagement Team on studentengagement@oxfordsu.ox.ac.uk.

Questions you will be asked:

Below is an example of the questions that you will be asked when submitting your motion or proposal. You don't need to fill this in, you will be asked the same questions on the submission form.



CONFERENCE OF
COMMON ROOMS



Groups affected:

List the groups or individuals who will be affected either positively or negatively by this proposal.

Protected Characteristic	Positive Impact	Negative Impact	Neutral Impact
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disabled Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trans Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Married students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who have experienced pregnancy and/or maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black and Ethnic Minority students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students of religion or belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+ students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suspended Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working class students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary of Evidence

What data, consultation, or research have you used to inform this assessment?

Actions to Address Issues

If there are negative impacts, how will you reduce or mitigate them?

Are there ways to strengthen positive impacts?