

Checklist

November 2007



Equality Challenge Unit

Legislative requirements checklist for single equality schemes

Introduction

This checklist has been designed to assist higher education institutions wishing to produce single equality schemes. In order to meet the Race, Disability and Gender Equality Duties (both general and specific), institutions must address certain statutory requirements. Many of these requirements overlap between the Duties, whereas others are distinct. This checklist can be used as a practical tool to cross reference between the Duties and clarify areas of similarity and difference.

With reference to the Gender Equality Duty it should be noted that there is no obligation on public authorities who exercise their functions in Wales to be bound by the accompanying specific duties. Public authorities may act as if bound by those specific duties if they so choose.

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Promoting equality and diversity in higher education

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Table 1 Meeting the General Duties			
	Race	Disability	Gender
General Duty came into force:	31 May 2002	4 December 2006	6 April 2007
Requires HEIs to give due regard to the need to:	eliminate unlawful discrimination		
			(including in relation to gender reassignment)
		eliminate unlawful harassment on the grounds of disability and gender	
	promote equality of opportunity and good relations between persons of different racial groups, disabled persons and other persons, and men and women		
		<p>In relation to disability:</p> <ul style="list-style-type: none"> = encourage participation by disabled persons in public life = promote positive attitudes towards disabled persons = take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons 	

Table 2 Meeting the Specific Duties

	Race	Disability	Gender
Develop a scheme/ policy to explain how the general and specific duties will be met:	Race Equality Policy	Disability Equality Scheme	Gender Equality Scheme
	Single Equality Scheme		
Involve/ consult relevant stakeholders (including staff, students, visitors, trade union members/ officials, staff and student associations):	Consult and involve people from minority ethnic backgrounds, as implied in the need to conduct impact assessments.	Actively involve a diverse range of disabled people, and include in the scheme a statement of how disabled people have been involved in its development.	Consult women and men.
Monitor – gather, analyse and act on data and information:	Monitor the admission, progress and attainment of students, and the educational opportunities available to them; and the recruitment, career progress/ development and retention of staff.		Gather and use information on how policies and practices affect gender equality in the workforce and in the delivery of services (including education).

	Race	Disability	Gender
Impact assessment:	Assess the impact, or likely impact, of policies and practices on equality for staff and students.		
	Ensure the scheme includes a statement of the authority's methods for assessing and consulting on the impact, or likely impact, of its policies and practices on equality for the relevant groups, and arrangements for monitoring policies for adverse impact.		
	Ensure the scheme/policy includes a statement of the institution's arrangements for publishing the results of any impact assessment and monitoring exercises and its methods for conducting impact assessments.		
Taking action:	Indicate arrangements for monitoring by reference to racial groups, admission and progress of students, and recruitment and career progress of staff.		Consider the need for objectives that address any gender pay gap.
Time scale for taking action:		Within 3 years, take steps set out in action plan and put into effect arrangements made for gathering and making use of information.	

	Race	Disability	Gender
Reporting:		Report annually on progress, results of information-gathering and how information has been used.	
Reviewing:		Review scheme every 3 years and revise if necessary.	
		Regularly review effectiveness of steps set out in action plan.	
		By 4 December 2009	By 30 April 2010 (can be earlier)
Publishing:	Take steps, as practical, to publish results of monitoring each year. Indicate arrangements for publishing results of impact assessment (including impact assessment of the race equality policy itself). Indicate arrangements for publishing the policy itself, which must be available to the public.	Publish each Disability Equality Scheme and annual reports. Consider accessibility to whole community.	Publish Gender Equality Scheme (must include gender equality objectives).



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