EQUALITY ISSUES TO CONSIDER WHEN MAKING KEY DECISIONS

This applies to decisions such as the decision to close a programme, any major organisational restructure or other operational change. Equality should be considered as part of the decision-making process in the same way that resources and risk are considered. This list is intended to highlight areas that you might want to take into account when making decisions that could have an equality-related impact. This list is not exhaustive and advice on equality analysis relating to specific decisions can be provided by the Equality and Diversity Team.

1. GENERAL POINTS TO CONSIDER
   - What has led to this decision being made? Is there a clear business reason for this decision?
   - Who has been involved/consulted? If the proposal has been discussed at Committees, ensure that the minutes reflect discussion around equality-related issues.
   - What data/reports have informed this decision? For example, any equality data such as staff or student profiles?
   - Have any other options been explored and discounted?

2. EQUALITY CONSIDERATIONS - STAFF
   - What data has been used in relation to staff?
   - What equality strands have been covered (eg, gender, race, disability, age)?
   - Have you identified any potential equality impact for staff? If so, consider the steps that you might take to mitigate this impact.

3. EQUALITY CONSIDERATIONS - STUDENTS
   - If this decision relates to the closure of a programme, you should consider data on the diversity of the cohort. Teaching out is a way in which impact on students can be minimised.
   - If the decision relates to any student-related service, you should consider data on the diversity of the service users.
   - What steps will be taken to mitigate the impact on current students?
   - If the programme is leading to a professional qualification, will there be any potential impact on the provision of those professionals to the wider community?

4. IMPACT ON WIDER COMMUNITY
   - Will the closure/restructure impact on any community engagement/WP activities with protected groups?
   - Is any lifelong learning provision likely to be affected by the closure/restructure?

5. DECISION
   - Has your equality analysis highlighted any differential or adverse equality impact?
   - Based on this, has the decision changed or remained the same?

NOTE: if the decision is to go ahead with the closure/restructure, this must be justified and supported by evidence (such as business efficiency grounds).