

## Stage 1: Rapid Impact Checklist

**Document title: Knowledge Exchange and Innovation Fund Strategy**

**Author & Faculty/Other Academic Uni/Service: Professor Nia White, Dean of Research and the Graduate School**

### Reason for the Equality Impact Assessment:

|                                      |   |
|--------------------------------------|---|
| Proposed new document                | X |
| Proposed change to existing document |   |
| Review of existing document          |   |

Other (please state):

### Could any protected characteristics be affected by this proposal?<sup>1</sup>

|     |    |
|-----|----|
| Yes | No |
| X   |    |

Not directly, but indirectly through embedding and promulgating good equality, diversity and inclusion (EDI) practice.

**If yes, which protected characteristic groups could be affected?** Potentially, indirectly (and positively) through specific projects

|                     |  |   |  |
|---------------------|--|---|--|
| Age                 |  | Disability                                    |  |
| Gender reassignment |  | Pregnancy and maternity                       |  |
| Race/ethnicity      |  | Religion or belief (including lack of belief) |  |
| Sex                 |  | Sexual orientation                            |  |

**Will the proposal have any impact on:** Potentially, indirectly (and positively) through specific projects

|                           |     |    |
|---------------------------|-----|----|
|                           | Yes | No |
| Discrimination?           |     | X  |
| Equality of opportunity?  |     | x  |
| Relations between groups? |     | x  |

<sup>1</sup> 'Proposal' is used as shorthand for any policy, procedure, strategy or proposal that might be assessed.

**Will the proposal have an impact on the physical environment? For example, will there be impacts on:** Potentially, indirectly (and positively) through specific projects

|                                       |    |
|---------------------------------------|----|
| Living conditions?                    | No |
| Working conditions?                   | No |
| Pollution or climate change?          | No |
| Accidental injuries or public safety? | No |

**If the answer to any of the above is 'yes', please proceed to complete the Comprehensive Equality Impact Assessment, overleaf.**

## Stage 2: Comprehensive Equality Impact Assessment (CEIA)

### Details of document

|                                     |   |
|-------------------------------------|---|
| Document title                      | Knowledge Exchange and Innovation Fund (KEIF) Strategy        |
| Document owner                      | Professor Nia White, Dean of Research and the Graduate School |
| Faculty/Other Academic Unit/Service | Graduate School   |

### Aim of the document

|  |
|--|
| What are the aims and objectives of the document?                    |
| KEIF strategy 2025-2030 for Abertay University for submission to SFC |

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|---|
| How important is the document in terms of equality in the University? Does it relate to an area with known inequalities or where equality objectives have been set by the University? |
| The KEIF strategy does not have any direct equality impact but may potentially have positive impact through projects.   |

|   |
|---|
| Who is affected by the document and how have they been involved in the development of it?   |
| The academic staff and students of the University, where they are involved in KEI. Deans, Research Executive, RKE Committee, SMT and Senate have been involved in developing the document and recommending it to Court for approval. The University's Lead Voices for EDI have been consulted on equality impact. Others affected are those affected by KEI projects under the auspices of this strategy. |

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|---|
| Are any persons affected by the document likely to benefit from it and in what way? |
| Yes, positively, by having a clear framework for KEI.                               |

Is there any evidence or concern that any of the protected characteristic groups have different experiences, issues or needs in relation to this document? (Please provide details in the box below)

|                              |    |                    |    |
|------------------------------|----|--------------------|----|
| Age                          | No | Race               | No |
| Disability                   | No | Religion or Belief | No |
| Gender Reassignment          | No | Sex                | No |
| Pregnancy & Maternity        | No | Sexual Orientation | No |
| Marriage & Civil Partnership | No |                    | No |

Further details:

|  |
|--|
| How does the document fit into the broader strategic aims of the University? |
| It aligns with the University's Strategic Plan and RKE Strategy.             |

**Consideration of available data**

(Consider what data is available. Data can include surveys, focus groups, analysis of complaints made, feedback received, consultations, etc.)

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| What do we know from existing data already held by the University?   |
| Data is feedback from those involved in development and KEI. This has raised no EDI issues. No other data are available because this is a high level strategy. |

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| What do we know from existing data which is available externally? |
| N/A   |

|  |
|--|
| Are there any apparent gaps in knowledge?  |
| EDI is addressed within specific projects as they arise, under the RKE strategy and University policy. |

**Impact of document**

|   |
|---|
| Could this document lead to any positive, negative, intended or unintended impact on the University or any of its stakeholders? |
| Only positive through reinforcing the University's mainstreamed approach to promoting EDI.                                      |

Could there be a differential<sup>2</sup> impact on any protected characteristics? Could any differential impact be adverse?

No.

**Please consider**

Is this policy directly discriminatory? If yes, is it intended to increase equality? If no, this is unlawful discrimination.

Is this policy indirectly discriminatory? If yes, is this justifiable or proportionate? If no, this is unlawful discrimination.

If this policy is not indirectly discriminatory, but could have an adverse impact on any of the protected characteristics, you must provide details of how the University will act to address this.

Is this policy unlawfully discriminatory? If you find that it is, you must decide how the University will act lawfully.

**Consultation**

What did this equality analysis conclude?

No discrimination or negative equality impact.

Is any action required to be taken in response to the findings from the consultation?

No.

What is the recommendation for this document following consultation?

|                     |  |                                      |   |
|---------------------|--|--------------------------------------|---|
| Reject the document |  | Approve and publish the document     | X |
| Amendment required  |  | Other (please provide details below) |   |

<sup>2</sup> Differential impact = where the positive or negative impact on one particular protected characteristic is likely to be greater than on another.

**Declaration**

I confirm that this equality analysis represents a fair and reasonable view of the implications of the document for all protected characteristic groups, and that appropriate actions have been identified to address the findings.

|   |   |
|---|---|
| Professor Nia White, Dean of Research and the Graduate School         | <b>CEIA owner</b>                       |
| Professor Alastair Irons, Deputy Principal and Deputy Vice-Chancellor | <b>Line manager</b><br>(if appropriate) |

**Committee approval**

|   |
|---|
| Which Committee has this document gone before for approval? |
| University Court  |
| Date of Committee meeting: 28 February 2025                 |

Following Committee consultation, what is the decision for this document?

|                     |  |                                   |   |
|---------------------|--|-----------------------------------|---|
| Reject the document |  | Approve and publish the document  | X |
| Amend the document  |  | Other (please give details below) |   |

|   |
|---|
| If the Committee requires that the document be amended, please list amendments below. |
|   |