

# Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form.  
If you need assistance please contact the EDU. Please return the completed form to the EDU.

<b>STEP 1 - Define policy/ practice</b>
i. Name of policy/ practice/ significant change
Transition funding for the SINAPSE research pool
ii. Owner of policy/ practice (College, School or Service)
Institute of Neuroscience & Psychology (MVLS) on behalf of SINAPSE
iii. Date of policy/ practice approved
iv. Approved by? (Committee, College, School or Service)

<b>STEP 2 - Description of policy/ practice</b>
i. What are the aims?
Transition funding will support continued work of SINAPSE (Scottish Imaging Network: A Platform for Scientific Excellence) in medical imaging research, education, and knowledge exchange, while SFC consider in detail recommendations from the Heathwaite review of Scottish research pooling.
ii. Who does it cover?
Staff and students involved in the SINAPSE research pool
iii. How often is this policy / practice reviewed?
This is to be a one-year grant (July 2020 - July 2021) from SFC

**STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice?**

<b>STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.</b>	<b>Go to Step 4</b>	
Please tick all that are relevant		
✓		
Notes		
Age		✓
Disability (include BSL Users)		✓
Gender Reassignment (including Gender Neutral language)		
Marriage and Civil Partnership		
Pregnancy and maternity		
Race		✓
Religion or Belief		
Sex	✓	
Sexual Orientation		

<b>STEP 3b - No, there is no potential implication for a protected characteristic group.</b>	<b>Go to Step 8</b>
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**STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?**

Briefly explain:

**SINAPSE Executive Committee**  
The SINAPSE Executive Committee is made up of SINAPSE Director, SINAPSE Lead Scientist, and appointed representatives from SINAPSE's 8 partner institutions. Of 13 Executive Committee members, the gender balance is 6 female (including the Director and the Lead Scientist) and 7 male. The SINAPSE Director is a member of the Staff Disability Network Group at the University of Aberdeen (where she is employed). Equality and diversity are central considerations in Executive Committee composition. As the Lead Scientist is based at and employed by the University of Glasgow, we will continue to complete the online Equality and Diversity Essentials training and to complete the online Unconscious Bias training.


**SINAPSE Annual Scientific Meeting**  
We will adhere to the University of Glasgow's guidelines on Embedding EDI into all conference and events organised by SINAPSE, as administered from the University of Glasgow:  
(<https://www.gla.ac.uk/myglasgow/ris/researchpolicies/ourpolicies/equalityevents/>);

SINAPSE ASM registration is free of charge for all students, to maximise inclusiveness. We continually monitor the student/staff presenting authors of abstracts selected for oral presentations to ensure gender, age, race and ethnic origin are equally represented. If there is found to be under representation in any areas we address this via promotion materials and targeting communication;

We are likewise cognisant of ensuring that we promote a diversity of ASM keynote speakers;

We ensure staff who are organising events are aware of their responsibilities under the Equality Act 2010 and this policy all events are fully accessible to our delegates, speakers and visitors. Referring to the University of Glasgow's Policy (<https://www.gla.ac.uk/myglasgow/humanresources/equalitydiversity/policy/accessevents/>).

**SINAPSE Seed Fund**  
Funding earmarked for use by internal competition, to support pilot projects enhancing intersectoral (academic/clinical/industry) engagement, will be allocated with a commitment to inclusiveness. Seed Fund recipients will be continuously monitored to ensure gender, age, race and ethnic origin are equally represented.

<b>STEP 4a - Does the evidence show a positive impact?</b>		<b>Go to Step 5</b>
Please provide an example and attach evidence: As detailed above the SINAPSE Executive Committee considers inclusion in all aspects of the work, and therefore this shows a positive impact.		
<b>STEP 4b - Does the evidence show a negative impact?</b>		<b>Go to Step 6</b>
You need to consult with relevant stakeholders - the EDU will assist with this process Please provide brief details and attach evidence:		
<b>STEP 4c - Does the evidence show no impact?</b>		<b>Go to Step 8</b>
Attach evidence to this form		
<b>STEP 5 - Continue to promote good opportunity for all people</b>		<b>Go to Step 8</b>
Promote and implement as exemplar policy/ practice		
<b>STEP 6 - Involve and consult stakeholders to address any negative impacts</b>		<b>Go to Step 7</b>
EDU will assist with this process Please provide brief details of involvement and consultations:		
<b>STEP 7 - Outline any changes made to the policy/ practice as a result of the consultation</b>		<b>Go to Step 8</b>
Please provide details of changes:  Changes are detailed in Step 4.		
<b>STEP 8 - Publish results (as required by law)</b>		<b>Go to Step 9</b>
Please return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website. Please note items sent to EDU here:		
<b>STEP 9 - Regular review</b>		
Regular reviews ensures that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions is being implemented, the policy owner should define a timescale for review.		
Please give details of review process:		
<b>SIGNING OFF PROCESS</b>		
Name of EIA Owner	Kristin Flegal	
Signature		
College/ School/ Service	Institute of Neuroscience & Psychology on behalf of SINAPSE	
Date of Completion	28/01/2020	
Date received by EDU	06-Feb-20	
Approved in principle?	Yes No	
Any actions required? Please specify N/A		
Signed on behalf of EDU Date: 6 February 2020	Signature Mhairi Taylor	