

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.

STEP 1 – Define policy/practice		
i. Name of policy/practice/significant change		
Business Travel Principles The University's agreed Business Travel principles are listed in full below - 1. No use of flights within the UK, except in exceptional circumstances 2. Formal authorisation by line managers for all flight travel 3. Only essential international flight travel 4. Attendance at international conferences limited to presenters (or related activities such as serving on panels or attending in-person board meetings) 5. No use of business-class flight travel for journeys of less than 6 hours		
ii. Owner of policy/practice (College, School/Research Institute or Service)		
Chief Operating Officer and University Secretary		
iii. Date of policy/practice approved		
22/04/25		
iv. Approved by? (Committee, College, School or Service)		
Senior Management Group		
STEP 2 – Description of policy/practice		
i. What are the aims?		
Providing clear expectations for UofG travellers on how to plan and manage their UK, short-haul, long-haul and international travel Implementing an approval hierarchy on travel to discourage travel that could be avoided Establishing rules on choosing travel modes with the potential to decrease the University's business travel carbon emissions, in relation to the 'Glasgow Green' strategy		
ii. Who does it cover?		
Every staff member and student who is travelling on University business, UK wide or internationally		
iii. How often is this policy/practice reviewed?		
Annually		
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?		
STEP 3a – Yes, there is a potential implication or barrier for a protected characteristic group.		
Please tick all that are relevant		
Protected Characteristics	Tick ✓	Notes
Age	v	Most early career researchers are in a younger age group than most senior researchers or staff. Their travel profile differs as presence at conferences and networking meetings may affect their career progression and research grants. The Business Travel guidance explicitly recognises that early career staff benefit more from the networking opportunities that travel to conferences, etc., may afford – this may affect considerations for travel justification.
Disability (including BSL users)	v	Disabled travellers may not be able to travel in some trains due to longer travelling times and/or lack of accessible public transport infrastructure in the UK.

Gender Reassignment (including Gender Neutral Language)		
Marriage and Civil Partnership		
Pregnancy and Maternity	v	Pregnant or breastfeeding women may not be able to travel in trains due to longer travelling times.
Race	v	Colleagues from minority ethnicities in R&T roles are disproportionately represented across Grade 7, which suggests the earlier stages in their academic careers.
Religion or Belief	v	Some religions or beliefs may include restrictions on travelling times.
Sex	v	Women in R&T roles are disproportionately represented across Grades 7 and 8, which suggests the earlier stages in their academic careers. Women are more affected by care responsibilities and potentially longer travelling times by train, if their care responsibilities demand return at a specific time.
Sexual Orientation		

If any of the above have been ticked - Go to Step 4

STEP 3b – No, there are no potential implication or barrier for a protected characteristic group.

Go to Step 8

STEP 4 – What evidence do you have for this conclusion (potential implication for a protected characteristic group)?

Briefly explain:

Travel principles restricting international conference travel to those delivering presentations:

Revised travel principles, at their broadest application, restrict international travel to conferences unless colleagues are presenting at the conference or attending for a related purpose. This has direct implications, particularly for academic staff. Most notably, this impacts colleagues in the R&T job family whose role descriptions, PDR requirements and progression criteria require them to establish and build upon international networks. This may require attendance and participation at international conferences earlier on in one's career prior to establishing networks and, subsequently, presenting at conferences. However, early career staff have in general not a high level of access to funding for conferences unless they are presenting, so the restriction to opportunities should be limited.

Data demonstrate that for early career academic colleagues, there are likely potential implications on the basis of the protected characteristics of Age, Ethnicity (Race) and Sex:

Age Range	Grade 7	Grade 8	Grade 9	Prof	Total
≤ 25	0.3%	0.0%	0.0%	0.0%	0.0%
26-35	43.3%	18.3%	3.6%	0.1%	12.9%
36-45	31.7%	43.2%	40.7%	17.3%	33.5%
46-55	16.9%	18.2%	33.3%	39.4%	28.1%
56-65	7.5%	14.7%	19.2%	35.3%	20.6%
≥ 66	0.3%	5.6%	3.2%	7.8%	4.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The majority of colleagues in R&T roles (Learning, Teaching and Scholarship and Research and Teaching Academic Employment Functions) at Grades 7-8 are in the 26-35 and 36-45 ages compared to colleagues at Grade 9 where the majority are in the 36-45 and 46-55 age ranges and Professorial level, where the majority are aged between 46-55 and 56-65.

Ethnicity:

Ethnicity (Grouped)	Grade 7	Grade 8	Grade 9	Prof	Total
Minority Ethnic	23.9%	14.8%	16.4%	9.2%	15.0%
White	68.6%	77.8%	78.3%	83.5%	78.1%
Prefer Not to Say	3.6%	2.7%	2.4%	2.1%	2.6%
Unknown	3.9%	4.8%	2.9%	5.3%	4.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

There is a higher representation of colleagues from a Minority Ethnic background in early career stage of Grade 7 compared to all other Grades in R&T roles (LTS and R&T).

Sex:

Sex	Grade 7	Grade 8	Grade 9	Prof	Total
Female	17.8%	35.0%	27.1%	20.1%	100.0%
Male	12.4%	24.8%	27.7%	35.0%	100.0%
Total	14.9%	29.6%	27.5%	28.0%	100.0%

Data demonstrate that women in R&T roles are disproportionately represented across Grades 7 and 8 (c.53%) compared to male counterparts (c.37%). This reflects institutional efforts to grow the proportion of senior women at the University and underscores the importance of ensuring equitable opportunities to conferences and other career development activities.

Travel principles relating to restriction of air travel for journeys within the UK:

Disability:

Longer journey times may present challenges for disabled colleagues relating to health conditions and other factors. Evidence gathered by the UK Parliament's Transport Committee and published in its March 2025 report, *Access denied: rights versus reality in disabled people's access to transport* highlights the challenges encountered by disabled people – [particularly when using bus and rail travel in the UK. These challenges were less frequently experienced when using planes.](#) However, aviation did also present difficulties.

The additional time required to plan accessible travel within the UK by bus or rail may create a differential burden on disabled colleagues compared to non-disabled colleagues, particularly for disabled colleagues with mobility issues that may render certain rail or underground stations inaccessible to them, when compared to a flight and onward travel by taxi to the same destination, for example.

Sex:

Travel within the UK may take longer by rail or bus travel compared to travelling by plane to the same destination. Longer journey times have the potential to negatively impact parents and carers who may require earlier arrival times when returning from work related travel and/or may not be able to leave home as early for their outward journey. A key example of this would be in situations where travel to and from London in the same day could be impossible by rail for parents/carers compared to travelling by plane. This may also impact women covered under the protected characteristic of Maternity where they may be breastfeeding and require shorter journey times/earlier arrival home.

Religion and Belief:

Although less likely to occur in practice, due to the potential for mitigations, colleagues from certain religious faiths and backgrounds and particularly those from Jewish and some Christian denominations may encounter travel restrictions aligned to their religious custom. This may be impacted by longer journey times and potential travel on weekend days due to prioritisation of rail travel over travel by plane.

Travel principles relating to No use of business-class flight travel for journeys of less than 6 hours

Disability:

Some disabilities may make travelling by air in economy cabin class uncomfortable and therefore not achievable for colleague with these disabilities.

STEP 4a – Does the evidence show a positive impact?

Please provide an example and attach evidence:

The evidence used has the potential to promote fair travel opportunities to support staff members in their career progression and giving appropriate travel choices for those with care responsibilities and disabilities.

Go to Step 5

STEP 4b – Does the evidence show a negative impact?

You need to consult with relevant stakeholders – the EDU will assist with this process.

Provide brief details and attach evidence:

From the data reviewed in the evidence, it is shown that most early career researchers are in a younger age group than most senior staff; and that women and minority ethnic colleagues are disproportionately represented across this cohort. Different career stages have different travel profiles. It is assumed that early career staff have a higher need of being present at conferences and networking events and therefore would be required to attend conferences. More senior staff may travel more often for other reasons. Our existing business travel guidance recognises this.

Evidence also shows that women are higher represented with care responsibilities. This may mean that their travel arrangements need to be adapted to arrive back home at specific times to be able to fulfil their care responsibilities.

Other potentially affected groups by the 'train over plane' for domestic travel principle could be specific religious groups, pregnant and breastfeeding women and disabled staff members. They would potentially be affected by possible longer train travel times compared to air travel and may encounter a lack of accessible facilities when travelling by rail or bus, in particular.

Go to Step 6

STEP 4c – Does the evidence show NO impact?

Attach evidence:

Go to Step 8

STEP 5 – Continue to promote good opportunity for all people

Promote and implement as exemplar policy/practice

Go to Step 8

STEP 6 – Involve and consult stakeholders to address any negative impacts?

EDU will assist with this process. Provide brief details of involvement and consultations:

- A short time working group has been working during 2023-24 on a review of Business Travel Guidance. Their report was issued to Heads of College and the results discussed with senior colleagues.
- A Townhall event is prepared by the Centre for Sustainable Solutions for early 2026. The event will introduce the principles and prepare to address anticipated concerns.
- This EIA was discussed and agreed with the University's Sustainability Working Group.

Go to Step 7

STEP 7 – Outline any changes made to the policy/practice as a result of the consultation

Provide details of changes:

We provide clarification what is included or not included into 'Exceptional circumstances' which would allow travelling without adhering to the principle on 'train over air' for domestic business travel.

Go to Step 8

STEP 8 – Publish results (as required by law)

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:

Go to Step 9

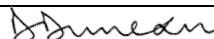
STEP 9 – Regular review

Regular reviews ensure 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 are being implemented, the policy owner should define a timescale for review.

Please give details of review process:

During the first year, the policy will be adapted as reaction to any unforeseen circumstances or complaints not considered in this assessment, to support embedding of the principles. After that, it will be reviewed annually to reflect on suitability EIA driven mitigation measures.

SIGN OFF PROCESS

Name of EIA Owner	Dr David Duncan	
Signature		
College/School/RI/Service	University Services, Court Office	
Date of Completion	5 December 2025	
Date received by EDU		
Approved in Principle?	YES	NO
Any actions required? Please specify		
Signed on behalf of EDU		
Date		