

**Equality Impact Assessment (EIA) Recording Form**

Please refer to the notes and examples in the EIA Guidelines to help complete this record.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title of Activity/Proposal/Policy/Practice | Hate and Misogyny Incident Reporting Forms | EIA Team and Lead Member of Staff (names of all people involved in this EIA) | * Equality, Diversity and Inclusion Lead
* Members of WAX-ED (37 members)
* Development Service Lead
* IT
* Business Analyst
* Data Protection and Information Management
* Assistant Principal, Curriculum, Creative Industries
* Assistant Principal, Quality and Improvement
* Assistant Principal, Student Experience
* Director of Human Resources
* Safeguarding
* Complaints Handling
* Learning Development Tutors
* Human Resources
* Trade Union Representatives
* Edinburgh College Students’ Association
 | Date | Various |
| Type of Policy/Practice/ (tick box) | New  | ✔ |
| Existing |  |
| Revised |  |

**Step 1 – Plan your process**

Considering the aims of the policy/proposal and the people who will be involved.

|  |  |
| --- | --- |
| What are the aims and purposes of the activity/ decision/ new or revised policy or procedure?See Note 1 | Create a process where any person of the Edinburgh College community can report hate or misogyny incidents to the College and for the College to respond to or address those incidents appropriately in accordance with existing policies and practices. Edinburgh College does not currently have a clear process for employees/students/visitors to report hate incidents. The College has a duty to try to eliminate all forms of discrimination, harassment, or victimisation. When employees, students or visitors has a negative experience at the college, the College needs to be able to investigate, address the situation and ensure similar incidents do not happen again.After exploring a 3rd party system as an option, it was decided the College would create its own process/system instead. There will be two Microsoft Forms created to enable people to report either anonymously or with their details. These forms will be made available on a standalone webpage on the College website.  |
| Who will be affected? See Note 2 | The entirety of the College |
| Who will be consulted?See Note 3 | WAX-ED members and College Trade Union representatives have been consulted continuously since the start of the design process in March 2023. Forms and webpage information have been amended based on the comments and advice from the consultees.When the forms are launched in September 2023, employees and students will be encouraged to provide feedback on the usability of the forms. Further amendments will be made if required. |

**Step 2 – Consider the Evidence**

What evidence do we need and how can we gather them?

|  |  |
| --- | --- |
| What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups?Evidence could be quantitative, qualitative or anecdotal.Do we have enough evidence to judge what the impact may be?See note 4 | Currently the College does not have a systematic method to assess the prevalence of hate or misogyny incidents within the College community. By introducing the forms, the College will be able to gather the following data to inform further initiatives to tackle such incidents.Anonymous* Incident being reported by victim or witness.
* No of victims involved in the incident.
* No of perpetrators involved in the incident.
* Victim’s involvement with the College.
* Date of incident.
* Location of incident.
* Type of incident.
* Motivation of incident.
* Repeat incident.
* Reason(s) for reporting anonymously.

Data collected via the Anonymous form will be used for statistical purposes only. With Details* Incident being reported by victim or witness.
* No of victims involved in the incident.
* No of perpetrators involved in the incident.
* Victim’s involvement with the College.
* Date of incident.
* Location of incident.
* Perpetrator’s involvement with the College.
* Brief description of the incident.
* Type of incident.
* Motivation of incident.
* Repeat incident.
* Concern about safety.
* Action to be taken forward by the College.
* Contact details of reporter or victim.
* Protected characteristics of victim.

Data collected on the ‘With Details’ form will be used for statistical purposes as well, but also to triage and pass onto the relevant member of staff/team in the college (Complaints, HR, Safeguarding, LDTs). Any ongoing action or investigation will be done in line with the relevant team’s policies and established processes. Guidance has also been developed to advise employees on handling the submitted reports and any subsequent investigation and actions. |

**Step 3 – Assessing the impact**

This involves:

* Considering relevant evidence relating to people who share a protected characteristic.
* Assessing the impact of applying a decision of a new or revised policy or practice against the needs of the Public Sector Equality Duty (PSED) and each protected characteristic.

How will the policy / decision help the College to comply with the Public Sector Equality Duty?

|  |  |  |
| --- | --- | --- |
| **Eliminating discrimination, harassment, and victimisation** | **Advancing equality-*** **Removing disadvantage**
* **Meeting different needs**
* **Encouraging participation**
 | **Fostering good relations*** **Tackling prejudice**
* **Promoting understanding**
 |
| The hate and misogyny incident reporting forms will help the College to be aware of and address any discrimination or harassment happening within the college community. | The forms are designed to be easy to complete to help individuals to share the basic information about their experiences. | By tackling the hate and misogyny incidents sensitively, the College will build better community cohesion among students and staff of different protected characteristics. |

See Note 5

Key Questions to ask:

1. What potential positive/neutral/negative impacts can be identified?
2. What does the evidence demonstrate about positive/neutral/negative impacts for different protected characteristic groups? E.g. statistics on participation, progression or outcomes, feedback or complaints
3. Does the policy/procedure/practice/decision take account of the needs of people with different protected characteristics? How is this demonstrated?
4. Does it affect some groups differently? Is this proportionate?

See Note 6

| Protected characteristic | PotentialPositive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| --- | --- | --- | --- | --- |
| Age | Y | Students/staff/visitors of different age groups will be able to report any ageist incident they experience at the College.Student of any age could ask for support in completing a reporting form.  | Y | 50% of College’s students are under the age of 25, therefore, it is likely that a higher number of these students may be involved in these incidents. It is important that any statistical information does not mis-portray the younger students. |
| Disability | Y | Students/staff/visitors with disabilities will be able to report any negative experience at the College.The Microsoft Form has built-in immersive reader.Individuals could ask for assistance to complete a reporting form.Individuals could also ask for a form to be made available in different formats.  | Y | Additional assistance may be required for BSL students/staff/visitors. Resources will be required to hire BSL interpreters.  |
| Gender reassignment | Y | Trans or non-binary students/staff/visitors will be able to report any negative experience at the College. Trans and Non-Binary Inclusion Policy includes a section on reporting hate incidents.Understanding Gender Identity workshop has been developed to help staff to better support trans/non-binary students.  | Y | Trans or non-binary students/staff/visitors may not wish to “out” themselves or disclose their identity. Hence it is equally important to promote the anonymous form. |
| Marriage/civil partnership (relevant in employment law) | Y | If students/staff/visitors who are in civil partnership are being treated differently, from those who are in marriage, at the College, they will be able to share their experiences with the College.  | Y | There could be a lack of awareness that both opposite and same sex couples can enter a civil partnership in Scotland since 30 June 2021. Care must be applied to avoid assumptions that individuals in civil partnerships are in same sex relationship.  |
| Pregnancy and Maternity | Y | Students/staff/visitors who are pregnant or in maternity will be able to report any negative experience at the College. | Y | As a community space, not all campuses offer baby changing or feeding facilities. |
| Race | Y | Students/staff/visitors of diverse ethnicities will be able to report any negative experience at the College.Microsoft Form has a built-in function to translate the form into the reader’s preferred language.  | Y | Additional assistance may be required for students/staff/visitors whose first language is not English. Resources will be required to hire language interpreters. |
| Religion or belief | Y | Students/staff/visitors of diverse faiths/belief and those who have none will be able to report any negative experience at the College. | Y | Some personal beliefs may cause offence to other protected characteristics. Sensitivity and care must apply to balance freedom of speech and rights of others. |
| Sex | Y | College will address seriously both sex motivated hate incidents and misogyny incidents.  | Y | There may be a lack of awareness of the type of behaviour being considered as misogynistic behaviour. A separate workshop may be required to help students and staff to understand misogyny. |
| Sexual orientation | Y | LGB students/staff/visitors will be able to report any negative experience at the College. | Y | Similar to trans/non-binary students/staff/visitors, sensitivity is needed to ensure personal information is not disclosed.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| OthercharacteristicSee Note 7 | PotentialPositive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| Social deprivation | Y | Students/staff/visitors of social deprivation is listed in the policy. | Y | Protection for this group may be limited because they are not protected under the Equality Act or Hate Crime and Public Order (Scotland) Act. |
| Care Experienced people | Y | Care Experienced students/staff/visitors is listed in the policy. | Y | Protection for this group may be limited because they are not protected under the Equality Act or Hate Crime and Public Order (Scotland) Act. |
| People with caring responsibilities | Y | People with caring responsibilities will be protected under the category of sex or as associated with disability. | Y | Protection for this group may be limited because they are not protected by Hate Crime and Public Order (Scotland) Act. |
| Any other groups that need to be taken in consideration? | Y | Individuals with limited literacy skills can seek support in completing a reporting form. | Y | Individuals may not fully comprehend the written text. An Infographic poster with a helpline number may be required for those who do not wish to complete a written form. |

**Step 4 – Acting on the results of the assessment.**

|  |  |
| --- | --- |
| What actions can be taken or amendments made to policy to reduce the negative impact?See note 8 | 1. Identify financial resources for engaging BSL or language interpreters.
2. A Workshop on tackling hate and misogyny incidents to be developed and delivered across the College.
3. Awareness campaigns for “Call it Out” and ensure people understand that they can report either anonymously or with their details.
4. Agreement on a telephone number that enables individuals to report incidents by telephone.
5. Assess whether baby changing or feeding facilities can be added.
 |
| Is there a need to address any gaps in evidence? | Currently we do not know the percentage of the College community who do not wish to inform the College of any type of hate or misogyny incidents. A separate survey may be required in six months’ time to measure the likelihood of individuals reporting these incidents to the College. |
| How will equality be advanced/ good relations be fostered? | Students/staff/visitors will feel safe and confident that incidents of hate and misogyny reported to the College will be addressed sensitively and professionally. |
| Who has been involved in carrying out this assessment?  | As listed in part 1 of the form. |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | The impact assessment will be continuous. The forms and guidance will be adjusted dependant on the feedback from the users of the forms and colleagues who handle the incidents. |

|  |  |  |
| --- | --- | --- |
| **Recommended decision:** (place an x against relevant outcome)See note 9 | Outcome 1: Proceed – no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken | **X** |
| Outcome 2: Proceed with adjustments to remove barriers identified or to better promote equality |  |
| Outcome 3: Continue despite having identified some potential for adverse impact or missed opportunity to promote equality |  |
| Outcome 4: Stop and rethink as actual or potential unlawful discrimination has been identified |  |
| Any other recommendations?  |
|  |

**Step 5: The monitoring and review stage**

|  |
| --- |
| **Plan actions to reduce negative impact, advance equality and monitor the impact of the policy, proposal or decision*** Please indicate if there is any data which needs to be collected as part of action to be taken and how often it will be analysed.
* Indicate how the person responsible will continue to involve relevant groups and communities in the implementation and monitoring of the policy, etc.
* How will the impact of the policy/procedure/decision be monitored?

See Note 10 |
| **Action to be Taken:**  | **Person Responsible:** | **Completion/Review Date:** |
| 1. Identify financial resources for engaging BSL or language interpreters.
 | EDI Lead | October 2023 |
| 1. Workshop on tackling hate and misogyny incidents to be developed and delivered across the College.
 | EDI Lead | 12 October 2023 |
| 1. Awareness campaigns for “Call it Out” and ensure people understand that they can report either anonymously or with their details.
 | EDI Lead / Marketing / ECSA / Design Students | September 2023 – first campaignFurther on-going campaigns |
| 1. Agreement on a telephone number that enables individuals to report incidents by telephone.
 | EDI Lead and IT | October 2023 |
| 1. Assess whether baby changing or feeding facilities can be added.
 | EDI and Facilities | October 2023 |
| **Signature of Lead:**  **Nina Munday** **Date: 23/08/23**  |

**Step 6 – Review and Publication**

See Note 11

Please send the completed EIA record to equality@edinburghcollege.ac.uk for

* review by Quality and Improvement;
* publication in whole or in part on the College website.

|  |  |
| --- | --- |
| **Date of Review** | **23/08/23** |
| **Date of Publication** |  |