

Equality Impact Assessment Template

Session 2012-13

Please refer to Guidelines document…

**(move down to the next page to start completing the form, clicking in the shaded text or checkboxes…)**

**Record of Equality Impact Assessment Please refer to the Guidance Notes and Flowchart when completing the EIA**

**Stage 1: The Initial assessment stage: relevance**

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| **State title of process being assessed:** *e.g: Winding-down of course* | Moving all full-time Health and Social Care provision from Granton to Sighthill Campus |

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| **Who is completing the assessment?** |
| **Lead Name:** **Jonny Pearson** | **Date of assessment:** **Jan 2015** |

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| **Questions** |
| What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed? | The aims and outcomes of the change are:1. Improve positive outcomes and success rates for prospective students.2. Offer students a standardised / high quality learning experience3. To facilitate an exciting and innovative partnership between Edinburgh College, NHS Lothian and Edinburgh's Napier University and develop a centre of excellence for training in Health and Social Care |
| What is the over-arching strategy, policy document(s), source document or legislation informing this decision? Which **practices**/procedures would also be affected (and **who**)? | This change is part of the college's curriculum review strategy. The change impacts on prospective students wishing to study Health and Social Care at Granton Campus, and in particular, to two groups who are currently at Granton and would have to move to Sighthill to progress |
| Does the policy or practice change have **relevance** for the 3 main duties for the college to fulfil their Public Sector Equality Duty (PSED)?* **Eliminate discrimination, harassment and victimisation**
	+ Raise awareness of our FREDA values, equality policy and commitment to this
	+ Challenge appropriately any behaviour or procedures which do not value diversity and equality of opportunity
* **Advance equality of opportunity**
	+ Removing or Minimising disadvantage
	+ Meeting the needs of particular groups that are different from the needs of others
	+ Encouraging participation in public life
* **Foster good relations**
	+ tackle prejudice, promote understanding
 | Yes **[x]**  No **[ ]**   |
| **Questions (continued…)** |
| Do you consider it is likely to have significant impact on all or any of the **protected characteristics** groups:**Age, Disability, Sex/Gender, Sexual orientation, Race, Religion Faith or Belief, Gender Reassignment, Pregnancy /Maternity (and if relevant *socio economic*)**  | Yes **[x]**  No **[ ]**   |
| If ‘**No**’ to either or both above, please justify your decision here and submit Review of previous two years' applications and enrolment data shows that the applications received and enrolments for disabled and BME students are in line with college averages. Students from MD10 postcodes and within the age groups reported are also in line with college averages. There is a +19% difference in females enrolled on the Health and Social Care programmes than the college average. | If ‘**Yes**’ to either or both above, please provide details of the group who will undertake the EIA and continue on the following page Head of Health, Wellbeing and Social SciencesHealth and Social Care Curriculum ManagerChildhood Practice Curriculum ManagerVP Educational Leadership |

**Stage(s) 2, 3, 4 & 5: Scoping; Evidence, Data and information gathering; Involvement and consultation; Analysis of impact**

**Complete the next section(s) based on your knowledge and understanding of what you are trying to achieve.
Consider the overall 3 main PSED duties and take due regard of the Protected Characteristic groups: Age, Disability, Sex/Gender,
Sexual orientation, Race, Religion Faith or Belief, Gender Reassignment, Pregnancy /Maternity (and if relevant *socio economic*)**

* **Eliminate discrimination, harassment and victimisation**
	+ Raise awareness of our FREDA values, equality policy and commitment to this
	+ Challenge appropriately any behaviour or procedures which do not value diversity and equality of opportunity
* **Advance equality of opportunity**
	+ Removing or Minimising disadvantage
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|  | **POSITIVE IMPACT**  | **NEGATIVE IMPACT**  |
| ***Examples*** ***Please note these are* illustrative *only* , not exhaustive.** | **Consider if any of the following, or other impacts apply-***Promoting of equality of opportunity, access to learning**Removing discrimination* *Removing harassment**Promoting good community relations**Encouraging participation by disabled people**Promoting or protecting human rights/ FREDA**More favourable treatment of e.g. disabled learners or staff, LGBT people* | **Consider if any of the following, or other impacts apply:***Creation of any barriers or problems to access education**Exclusion of any groups to a service, or experiential element of college life**Negative impact on community relations internally and or externally**Reducing access to services, learning, support* |

Please use the form on the next page for recording your Equality Impact Assessment…

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| **SELECT EQUALITY GROUPS****Consider the main stakeholders (internal and external) *e.g. learners, staff, community partners, employers etc*** | **POSITIVE IMPACT** **This move will improve employability prospects for Health and Social Care students. It will give students access to 'state of the art' facilties at Napier and will bring the programmes of study in line with the Scottish Governments 20:20 Vision fo an integrated Health and Social Care agenda** | ***Suggested action to reduce negative impact?*** ***Work closely with individual students to assist with any travel issues. Plan timetables around childcare issues e.g. do not start classes earlier than 10am*** |
| **[ ]  AGE** **[ ]  DISABILITY****[ ]  RACE****[ ]  RELIGION / FAITH / BELIEF****[ ]  SEXUAL ORIENTATION****[x]  GENDER****[ ]  GENDER RE-ASSIGNMENT****[ ]  PREGNANCY / MATERNITY****[ ]  SOCIO-ECONOMIC** **(tick the box of each group to include)** |
| **NEGATIVE IMPACT****Females account for 71% of the enrolments on Health and Social Care programmes as compared to a college figure of 52%. However, this imbalance may be attributed to a sector norm** |
| **Supporting evidence:***e.g. PI data, stats on enrolment, recruitment and promotion, current research* | **Quantitive Data: Student application and enrolment data. College PIs. SFC Infact Database** |
| **Stakeholder consultation:***e.g. involvement session/questionnaire, focus group or survey* |  |

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| **If you are not able to fully review the impact at this point , what further work needs to be done, with and by whom and why ?**  |
| A review of application and enrolment data would need to be conducted by Nov 2015 to ascertain if there was a significant decrease in female enrolments. |

**Stage 6: Identifying options and course of action**

**Complete the next section based on your knowledge and understanding of what you are trying to achieve, informed by the data and analysis above.**

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| **Recommended decision: select relevant outcome and check the box when prompted**  | **Outcome 1 - Proceed –no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken** | **[ ]**  |
|  | **Outcome 2 – Proceed with adjustments to remove barriers identified or to better promote equality**  | **[x]**  |
|  | **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** | **[ ]**  |

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| **Any other recommendations?**  |
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**Stage 7: The monitoring and review stage**

**Complete the next section to enable monitoring and review of your actions, informed by Stage 6 above.**

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| **Outline plans to action and monitor the impact of the proposal*** Please note that **any** evidence that raises concern would trigger an *early* *review* rather than the scheduled date
* 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
* Complete when prompted an accompanying **Publishing Template** to provide an accessible summary of this EIA for the college website
 |
| **Action to be Taken:** **Review application and enrolment data**  | **Person Responsible:****Head of Quality & Equalities****HWBSS Staff****HWBSS** | **Review Date:****Nov 2015** |
| **Signature of Lead:** **J Pearson**  **Date:** **Jan 2015** |