

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

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

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| Title of Activity/Proposal/Policy/Practice | Revised Equality, Diversity and Inclusion Policy | | EIA Team and Lead Member of Staff | Equalities Officer, HR Business Partner. | Date | 15.02.18 |
| Type of Policy/Practice/ (tick box) | New |  |
| Existing |  |
| Revised | X |

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| **Step 1 – Considering the aims of the policy/proposal and evidence of how it affects different groups** | |
| What are the aims and purposes of the activity/ decision/ new or revised policy or procedure?  See Note 1 | To revise and update the Equality and Diversity Policy. |
| Who will be affected?  See Note 2 | All members of the College Community. |
| Who will be consulted?  See Note 3 | | LGBT Youth has been consulted, as have the Equalities Steering Group. The Policy Committee will also be consulted on the policy. |
| 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 | | The policy is an overarching statement of the College’s commitments and approaches in connection with equality, so it affects all protected groups. |

**Step 2 – 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.

The Public Sector Equality Duty:

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| **Eliminating discrimination, harassment and victimisation** | **Advancing equality-**   * **Removing disadvantage** * **Meeting different needs** * **Encouraging participation** | **Fostering good relations**   * **Tackling prejudice** * **Promoting understanding** |

See Note 5

Key Questions to ask:

1. What potential positive/neutral/negative impacts can be identified?
2. What does 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 | Potential  Positive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| --- | --- | --- | --- | --- |
| Age | Y | The policy sets out key principles, how it will put them into practice and how breaches of the policy will be dealt with, so that all protected characteristics groups have a clear statement about equality, diversity and inclusion. |  |  |
| Disability | Y | See above |  |  |
| Gender reassignment | Y | See above. The policy has also made clearer the protection it affords to non-binary people and has a useful appendix on gender identity related terms. |  |  |
| Marriage/civil partnership (relevant in employment law) | Y | See above |  |  |
| Pregnancy and Maternity | Y | See above |  |  |
| Race | Y | See above |  |  |
| Religion or belief | Y | See above |  |  |
| Sex | Y | See above |  |  |
| Sexual orientation | Y | See above |  |  |
| Social deprivation\*  See Note 7 | Y | The policy includes the College’s ambition to advance equality of opportunity for people who experience socio-economic deprivation. |  |  |
| Care Experienced people\* | Y | The policy includes the College’s ambition to advance equality of opportunity for care experienced people. |  |  |
| People with caring responsibilities\* | Y | The policy notes that people with caring responsibilities for a disabled person are protected from discrimination (through association). The policy includes the College’s ambition to advance equality of opportunity for all carers. |  |  |

**Step 3 – Acting on the results of the assessment.**

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| What actions can be taken or amendments made to policy to reduce the negative impact?  See note 8 |  |
| Is there a need to address any gaps in evidence? |  |
| How will equality be advanced/ good relations be fostered? | By ensuring the policy is available in a range of formats and it publicised to the College Community. |
| Who has been involved in carrying out this assessment? | The Equalities Officer was responsible for carrying out this assessment. During the process of writing the policy LGBT Youth was consulted to make the policy more LGBT-friendly, as part of the College’s application to obtain the LGBT Youth Scotland Charter Mark. The Equalities Steering Group have also been consulted and the Policy Committee will also be consulted on the policy. |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | The policy will appear on the Equalities Page of the college website, with contact details so that feedback can be invited. |

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| **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? | | |
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**Step 4: The monitoring and review stage**

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| **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:** |
| To monitor comments once the policy is published. | EO | One year from publication. |
| To review the policy as part of the College policy review procedure. | EO | 3 years from publication. |
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| **Signature of Lead: S Taylor** **Date: 15/02/18** | | |
| **Step 5 – Review and Publication**  See Note 11  Please send the completed EIA record to Sara Taylor, Equalities Officer, [sara.taylor@edinburghcollege.ac.uk](mailto:sara.taylor@edinburghcollege.ac.uk) for   * review by Equalities team * publication in whole or in part on the College website. | | |