

Equality Impact Assessment Template

Session 2013-14

Please refer to Guidelines document…

**The College aims to abide by Human Rights Values (1948), referenced as FREDA**

**Fairness   
Respect   
Equality   
Dignity   
Autonomy**

**(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* | Online CPD application process |

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| **Who is completing the assessment?** | |
| **Lead Name: Susie Spalding** | **Date of assessment: September 2014** |

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| **Questions** | | | |
| What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed? | * To streamline and make more effective and efficient the CPD application process. * To produce effective and meaningful management information reports for Exec, leadership team, middle managers and be able to respond timely to FOI requests | | |
| 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**)? | * To streamline and make more effective and efficient the CPD application process for all staff. This will make the process more efficient and more meaningful for both staff at leadership level and the OD team in processing requests. | | |
| 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 **(see front page)**, 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 ✓ 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**✓** No |
| If ‘**No**’ to either or both above, please justify your decision here and submit | | If ‘**Yes**’ to either or both above, please provide details of the  group who will undertake the EIA and continue on the following page  *Organisation Development Team?*  The online CPD process may impact those staff members with visual impairments. As the online form is presented in dark writing on a light background we have tried to reduce any risk to these groups as much as possible. | |

**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
  + 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

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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…

**\* see front page and Guidelines document**

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| **SELECT EQUALITY GROUPS**  **Consider the main stakeholders  (internal and external) *e.g. learners, staff, community partners, employers etc*** | **POSITIVE IMPACT** | ***Suggested action to reduce negative impact?***  *Actions exist to minimise the risk to individuals considered to have visual impairments by presenting the online form using dark text on a light background. Subject fields are also presented in a large easy to read font. These details are in line with guidelines on text and contrast for visually impaired individuals.*  *Staff members considered to have visual impairments can also use the zoom function on their keyboard for easier reading. (Consider making a note of this before accessing online form and raising awareness with all staff).*  *Staff members considered to have visual impairments will also have access to print the online form to complete in a paper and pencil format on request should they need to.* |
| **AGE**  **DISABILITY**  **RACE**  **RELIGION / FAITH / BELIEF**  **SEXUAL ORIENTATION**  **GENDER**  **GENDER RE-ASSIGNMENT**  **PREGNANCY / MATERNITY**  **SOCIO-ECONOMIC**  **(tick the box of each group to include)** |
| **NEGATIVE IMPACT**  *Possible difficulty in completing online process for individuals considered to have visual impairments* |
| **Supporting evidence:**  *e.g. PI data, stats on enrolment, recruitment and promotion, current research* | Guidelines for visually impaired audiences. | |
| **Stakeholder consultation:**  *e.g. involvement session/questionnaire, focus group or survey* | **N/A.** | |

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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 ?** |
| N/A. |

**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** |  |
|  | **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?** |
| Actions to minimise any risk to those considered to have visual impairments have been outlined above and below therefore no further recommendations have been made. |

**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:**  Make a note on the portal of access to printed form on request for those with visual impairments should they need to use it.  Make a note on the portal of zoom function on the keyboard for those with visual impairments should they need to use it.  Review feedback from users for any unanticipated negative impact | **Person Responsible:**  Organisation Development Team  Organisation Development Team  Organisation Development Team | **Review Date:**  Dec 14  Dec 14  April 2015 |
| **Signature of Lead:**  **Date: 27.11.14** | | |