

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* | Cessation of Full-Time Highers Programme   |

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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. The Full-time Highers programmes have low success rates (60% to 70% students fail the programme).2. Offer students alternative programmes to improve their chances of success and positive outcomes3. Continue to offer Higher subjects as part of the college's curriculum offering |
| 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 Higher subjects. With Higher subjects being offered on a part-time basis, students would no longer receive bursaries. The Highers would be eligble for ILA funding and fees would be subject to the college's fee waiver policy |
| 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 +7% difference in females enrolled on the Highers programme 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 SciencesEnglish & Communications Curriculum ManagerSocial Sciences 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**
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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**  | ***Suggested action to reduce negative impact?*** ***Continue to offer higher subjects as part-time options. Increase awareness of the college's fee waiver policy to those wishing to study part-Time Highers. Offer Highers as optional, added-value within existing Group Awards e.g. NC Applied Science and NC Social Science*** |
| **[ ]  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 59% of the enrolments on the Highers programmes as compared to a college figure of 52%. However, this imbalance may be attributed to a sector norm: examination of SFC Infact Datanase shows that 66% Females enrolled on a Higher Group Award across Scotland as a whole.** |
| **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 Nov 2015 to ascertain if there was a significant decrease in female enrolments. The enrolment data of related NC Group Awrads would also need to be analysed. |

**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** | **[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** | **[ ]**  |

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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** **Increase awareness of Fee waiver policy****Amend NC Group Awards to include Higher Exam Only as options** | **Person Responsible:****Head of Quality & Equalities****HWBSS Staff****HWBSS** | **Review Date:****Nov 2015****Feb - Oct 2015****Mar 2015** |
| **Signature of Lead:** **J Pearson**  **Date:** **Jan 2015** |