

Equality Impact Assessment Template

Session 2014-15

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

State title of process being assessed: <i>e.g.: Winding-down of course</i>	Curriculum Area move - Hair and Beauty
Who is completing the assessment?	
Lead Name: [REDACTED]	Date of assessment: For Semester 2 14/15

Questions

What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed?

This proposed move affecting the Hair and Beauty Curriculum is intended to improve the student experience and enhance employability prospects for our students (current and future). The intention is to transfer the entire Hair and Beauty provision at Sighthill Campus to Granton Campus for session 15/16 (affecting a maximum of 60 students but taking into account withdrawals and capability for progression realistically 50 students). This would concentrate Hair and Beauty in 2 locations -Granton Campus and Milton Road Campus. Both these locations have superior facilities for Hair and Beauty and far outweigh the current state of facilities at Sighthill Campus. None of the salons at Sighthill were custom built for Hair and Beauty to begin with - simply ordinary class rooms converted to salon use. The location on the fifth floor is not compatible with encouraging footfall for the employability salons and the students are prevented from carrying out specific treatments because the specialist equipment and facilities are unavailable.

The current set up at Sighthill Campus does not directly compare with the business model in place at the other two campuses therefore does not offer the same opportunities for the Sighthill students - and of course the staff. The facilities at Granton Campus and those at Milton Road enable us to simulate industry conditions and provide a realistic setting for employability opportunities. The newly built Green salon and associated Elemis Spa are part of the enhanced package available to the students on transfer to Granton Campus. The Ground floor location and the ease of access to potential customers will help us ensure parity of experience and conditions for our students. This initial move is part of a larger strategic plan to build a Centre of Excellence for Hair and Beauty within Edinburgh College. The planned move will be accompanied by further improvements to the existing facilities at Granton Campus also incorporating a general expansion in Hair and Beauty 'space'. Four new salons are currently planned and given the go ahead would be part of the planned facilities work for August 2015. The Hair and Beauty department has achieved Flagship status by the VTCT awarding body and are currently under consideration for the same title by Habia. It is hoped that the plans and proposals will work alongside the recognition by these awarding bodies and we will be encouraging Edinburgh College as a meeting point and

event venue for industry to further enhance the student experience. The ground floor location of both Hair and Beauty at Granton Campus and the sustainable equipment installed in the Green salon will ensure access and improved conditions for students.	
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 proposed move is essentially to improve the student experience and the quality of the facilities surrounding the learning and teaching for Hair and Beauty. It is part of a larger commitment within the Curriculum Planning by Edinburgh College to put the student firmly at the centre and to provide a quality experience for all our stakeholders. In terms of PSED - this can be viewed as removing a distinct disadvantage and encouraging participation in 'Public Life ' especially in terms of the employability salons and the range of customers and treatments the students will be able to provide.
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, Marriage and civil partnership (in employment) (and if relevant socio economic)	Yes ☐ No ☐

If 'No' to either or both above, please justify your decision here and submit The proposal is a genuine attempt to achieve parity of the student experience across Hair and Beauty provision at Edinburgh College. We will do everything within our power to ensure a smooth and positive transition from Sighthill Campus to Granton for continuing students and for our existing customer base at Sighthill. The numbers of early withdrawals at Sighthill Campus for Hair and Beauty are considerable (8%), compared to 0% at Milton Road and 0% at Granton - it is hoped that the transfer and the improved conditions will see a decline in withdrawals. This is an optimistic and positive move for the future -ensuring our students reach their full potential within an improved environment. The move will also ensure easier access for potential students with mobility issues.	If 'Yes' to either or both above, please provide details of the group who will undertake the EIA and continue on the following page [redacted] HOS Tourism and Hospitality Academy [redacted] CM Hair and Beauty [redacted] (consultation with [redacted] Head of Quality and [redacted] Director of OD)
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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

POSITIVE IMPACT		NEGATIVE IMPACT
Examples <i>Please note these are illustrative only, not exhaustive.</i>	Consider if any of the following, or other impacts apply- <i>Promoting of equality of opportunity, access to learning</i> <i>Removing discrimination</i> <i>Removing harassment</i> <i>Promoting good community relations</i> <i>Encouraging participation by disabled people</i> <i>Promoting or protecting human rights/ FREDA *</i> <i>More favourable treatment of e.g. disabled learners or staff, LGBT people</i>	Consider if any of the following, or other impacts apply: <i>Creation of any barriers or problems to access education</i> <i>Exclusion of any groups to a service, or experiential element of college life</i> <i>Negative impact on community relations internally and or externally</i> <i>Reducing access to services, learning, support</i>

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

* see front page and Guidelines document

SELECT EQUALITY GROUPS Consider the main stakeholders (internal and external) e.g. learners, staff, community partners, employers etc ☐ AGE ☒ DISABILITY ☐ RACE ☐ RELIGION / FAITH / BELIEF ☐ SEXUAL ORIENTATION ☒ GENDER ☐ GENDER RE-ASSIGNMENT ☐ PREGNANCY / MATERNITY ☐ MARRIAGE AND CIVIL PARTNERSHIP (IN EMPLOYMENT) ☒ SOCIO-ECONOMIC (tick the box of each group to include)	POSITIVE IMPACT Improved access - all facilities are on the ground floor of Granton Campus -Filtration Hoods available within the 'Wella' Salon provide health benefits for staff, students and customers -More specialised Hair and Beauty learning / training opportunities and facilities are available at Granton Campus – 'Nioxin' Clinic, Elemis Salon, Flotation tank and SPA -Increased employment opportunities associated with the above -Students will be able to progress to the following courses without a further move of campus - Level 2 Barbering, Level 3 Hairdressing, HNC Hairdressing, Level 3 Spa, HNC/D Beauty -Granton Campus is the sole location for Barbering Courses -Commercial clients will have enhanced services and facilities as well as access to a wider range of treatments NEGATIVE IMPACT - Potential childcare issues for a few students and staff -Possible increase in travelling time, costs and changes to bus routes used for students and staff -Some of the current commercial clients may be inconvenienced by the change of location (action to address this has been planned)	Suggested action to reduce negative impact? - Timescale to allow planned changes to childcare arrangements -Ensure students have access to specific funding advice -Reasonable adjustments for those students and staff affected -Progression interviews held at Granton Campus for familiarisation -Commercial clients invited to a 'familiarisation' event at Granton Campus -Arrangements for the handling of the message to clients will be formulated in liaison with [REDACTED] Head of Communication -Ensure that the EC web site is altered to indicate the change of Campus
Supporting evidence: e.g. PI data, stats on enrolment, recruitment and promotion, current research	The comparative early withdrawal rates across campus have been cited already but are included here also. The PI's, achievement rate and destinations for Sighthill Campus are considerably lower than the other 2 campuses. PI's for Level 2 Beauty Sighthill Campus range from 47%-55% -this is lower than 12/13 and indicates a downwards trend. Granton Campus range from 84%-90% Milton Road Campus range from 53%-81% Early withdrawals at Sighthill Campus =8.5% Granton Campus =0 Milton Road Campus=0 Hair PI's - Previously Sighthill Hair courses were stretched across 2 years and PI's were fairly high. Now that the courses are in tandem with the other campuses and take 1 year, [REDACTED] CM for Hair and Beauty is monitoring the effect of this. As this is an ongoing assessment information can be added as available.	

Planned consultation with Hair and Beauty students at Sighthill eligible for progression- this is likely to be by invitation to a specific meeting hosted by HOC and CM

Post announcement of this change -staff were invited to meet with HR to discuss any concerns. All staff affected are female. Staff took up the opportunity and their concerns were noted. The meetings were very helpful in terms of evaluating the effects of the proposed change of location and HR along with the Curriculum Manager were able to obtain a fuller picture of the circumstances for these individuals. Topics covers included -childcare, travel costs, allocation and split of TOIL time, start times, non-class contact time.

Staff member has been granted her request to have her teaching based at Milton Road full time as this campus was a more manageable option than Granton Campus. This was the preferred solution put forward by this member of staff and after some deliberation and many timetable changes the Curriculum Manager was able to accommodate her needs.

We have been able to satisfy the concerns of the staff member who cited possible problems arising with travel costs and child minding arrangements

Staff member is still in dispute with the college regarding the exact circumstances of her move and changes to timetabling

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 ?

Stakeholder consultation:
e.g. involvement
session/questionnaire, focus group or
survey



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.

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	☐

Any other recommendations?

CM and HOC to monitor the individual arrangements made as a result of the one to one consultations with HR for the [REDACTED] staff members concerned. CM and HOC to monitor any ongoing impact on students.

STAGE 7: THE MONITORING AND REVIEW STAGE

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

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:

Impact connected to this move will be considered as a regular feature in team meetings and CM will check with staff on a regular basis informally regarding the effectiveness of the agreed solutions.

Review application and enrolment data, and retention and achievement data, to monitor any unintended impact on different student groups.

Person Responsible:

[REDACTED]

Head of Quality and Equalities

Review Date:

December 2015

December 2015

Signature of Lead:

[REDACTED]

Date:

Updated June 2015 post timetable completion