

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title of Activity/Proposal/Policy/Practice | Fair Trade Policy | EIA Team and Lead Member of Staff | Sustainability OfficerEqualities OfficerHead of Estates | Date | 04/07/2016 |
| Type of Policy/Practice/ (tick box) | New  |  X |
| Existing |  |
| Revised |  |

|  |
| --- |
| **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 | The aims and purpose of the Fair Trade Policy are to help the College achieve Fairtrade status and have a positive impact using its procurement power. This will involve the monitoring of Fairtrade products sold and used by the College. Already all our tea and coffee is Fairtrade and many other items. We will also have to promote Fairtrade. It is planned to use the already well known Fairtrade Fortnight in February to do this, but other events will also be run at other times. It is the aim for these events to be student led, and we have the backing of events management staff in order to run such events. This will include inviting producers who have benefitted directly from Fairtrade to speak at the College. In addition the policy aims to inform and educate the College and wider community about the positive aspects of Fair Trade. Achieving Fairtrade status is a high profile way of demonstrating our commitment for fairness and global citizenship.  |
| Who will be affected? See Note 2 | Staff, Students, contractors and our communities.  |
| Who will be consulted?See Note 3 | Consultation has taken place through Fair Trade Working Group, Sustainability Steering Group, Senior Management Group, Policy and Resources Committee. |
| 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 |  |

**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:

|  |  |  |
| --- | --- | --- |
| **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 | PotentialPositive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| --- | --- | --- | --- | --- |
| Age | Y | Fairtrade is an expression of equality globally and reinforces a message of positivity for all groups. | **N** |  |
| Disability | Y | Fairtrade is an expression of equality globally and reinforces a message of positivity for all groups. | **N** |  |
| Gender reassignment | Y | Fairtrade is an expression of equality globally and reinforces a message of positivity for all groups. | **N** |  |
| Marriage/civil partnership (relevant in employment law) | Y | Fairtrade is an expression of equality globally and reinforces a message of positivity for all groups. | **N** |  |
| Pregnancy and Maternity | Y |  Fairtrade is an expression of equality globally and reinforces a message of positivity for all groups. | **N** |  |
| Race | Y | Fairtrade is an expression of equality globally and reinforces a message of positivity for all groups. | **N** |  |
| Religion or belief | Y | Good Environmental and societal equality stewardship is a strong belief by many (environmentalism, and within other religions) and sends out positive messages about the college’s responsibility.  | **N** |  |
| Sex | Y | Fairtrade is an expression of equality globally and reinforces a message of positivity for all groups. | **N** |  |
| Sexual orientation | Y | Fairtrade is an expression of equality globally and reinforces a message of positivity for all groups. | **N** |  |
| Social deprivation\*See Note 7 | Y | Fairtrade is an expression of equality globally and reinforces a message of positivity for all groups. | **N** |  |
| Care leavers/looked after young people\* | Y | Fairtrade is an expression of equality globally and reinforces a message of positivity for all groups. | **N** |  |
| People with caring responsibilities\* | Y | Fairtrade is an expression of equality globally and reinforces a message of positivity for all groups. | **N** |  |

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

|  |  |
| --- | --- |
| What actions can be taken or amendments made to policy to reduce the negative impact?See note 8 | There are no stated negative impacts |
| Is there a need to address any gaps in evidence? | No |
| How will equality be advanced/ good relations be fostered? | Policy is broadly neutral and in some areas will not result in a change. Awareness raising will be undertaken to facilitate implementation of the policy which will emphasises the positive aspects of Fairtrade which align strongly with the equalities agenda. |
| Who has been involved in carrying out this assessment?  | Sustainability Officer, Equalities Officer, Head of Estates |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | NA |

|  |  |  |
| --- | --- | --- |
| **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?  |
|  |

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

|  |
| --- |
| **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:** |
| Implementation of Fair Trade policy will be monitored (number of products, events) | Sustainability Officer (and FT working group) | June 2017 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Signature of Lead:**  **Date:**  |
| **Step 5 – Review and Publication**See Note 11Please send the completed EIA record to Head of Quality and Equalities for * review by Equalities team
* publication in whole or in part on the College website.
 |