

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

State title of process being assessed: e.g: <i>Winding-down of course</i>		Change of course from Milton Rd and Sighthill to Granton
Who is completing the assessment?		
Lead Name: 	Date of assessment: FEB 2015	
Questions		
What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed?	Course moving campus to improve student experience in terms of providing team of staff to deliver course, and long term invest in resources in one area rather than spreading across 3. Financial gain by 'collapsing classes' in HND2 when required due to low numbers. Grow the curriculum in terms of more FE/HE provision targeted at school leavers in the region with the saved staffing.	
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)?	Curriculum Strategy following curriculum review. Affects new students applying	
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 ☐ 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

Students are treated equitably at Granton as Student services are managed centrally and all staff/ students follow the same policies and procedures.

If 'Yes' to either or both above, please provide details of the group who will undertake the EIA and continue on the following page

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...

SELECT EQUALITY GROUPS Consider the main stakeholders (internal and external) e.g. learners, staff, community partners, employers etc	POSITIVE IMPACT Promoting access to learning. Granton has more studio areas available to Art and design students. There is a better equipped Learner Resources area for Art and Design students in terms of books and Mac computers, plus a media centre.	Suggested action to reduce negative impact? adapt timetable to take account of any changes to time
☒ 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 There have been low numbers on the year 2 of the course at Milton Rd. Statistics are available from the Quality dept. EV at Milton Rd 2013 has recommended better access to life drawing and studio facilities for character development.	
Supporting evidence: e.g. PI data, stats on enrolment, recruitment and promotion, current research		
Stakeholder consultation: e.g. involvement session/questionnaire, focus group or survey	Student meetings have taken place with Curriculum Managers 2014-15. No individual concerns raised. LDT interviewed to see if any students would be negatively impacted Discussions with School Head Teachers to see if this would affect applications (none noted, Currie HS noted desire to retain Photography at Sighthill) Met with student services to see if travel would be compensated by SAAS (agreed)	

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 ?

Further work to ensure the staff have a chance to see the development of the facilities and have an input into the layout of rooms for Learning and teaching purposes.

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?
Recommend the students visit the campus to see if any concerns can be accommodated.

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:

Meet again with staff and students to discuss concerns and make reasonable adjustments to timetable if a consideration

Person Responsible:

[REDACTED] assisting)

Review Date:

by March 31st

Signature of Lead: [REDACTED]

Date: 12/3/15

