

**Equality Impact Assessment (EIA) Level 3 Hairdressing**

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

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| Title of Activity/Proposal/Policy/Practice | Change in curriculum offering for 2018-19 | | EIA Team and Lead Member of Staff | Lead: Frances Bain  Team:  Hairdressing, Beauty & Complementary Therapies | Date | 30.05.18 |
| Type of Policy/Practice/ (tick box) | New |  |
| Existing |  |
| Revised | x |

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| **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 | Changes to curriculum offering for 2018-19 to meet demands of applications.  At present there is not enough applications for Level 3 Hairdressing to run a group at each campus, in total there is only enough applications to fill one group  Granton applications are higher than the Milton Road applications, therefore the least impact would be to offer Level 3 Hairdressing at Granton for 2018-19, with an aim to grow the lower level groups in academic year 2018-19 to build the progression numbers for 2019-20 where we would offer Level 3 Hairdressing again at Milton Road.  This also meets the demand for existing Level 3 Hairdressing progression to HNC Hairdressing which will be delivered at Milton Road (again higher demand from applicants at this campus as opposed to Granton applications) |
| Who will be affected?  See Note 2 | Maximum of 8 Students |
| Who will be consulted?  See Note 3 | | Hairdressing Staff, Head of Faculty, ECSA, Level 2 Hairdressing students from Milton Road |
| 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 | | H & B generally have a higher proportion than average of carers and a slightly higher proportion of disabled students (often students with dyslexia or a mental health condition) both at Granton and Milton Road.  Consultation with students has taken place on Monday 21st & 28th May – this was with Hairdressing staff and the students affected. CM met with these students again on Thursday 1st June for further discussions and to alleviate any fears.  Students raised travel time which may be an issue – as with any student who needs to travel a great distance, or may require to drop off children – as always within the H & B department flexibility is given to take into account these factors – this will not have a detrimental effect on these students |

**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:

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| **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 | Potential  Positive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| --- | --- | --- | --- | --- |
| Age | y | Potential positive impact is students working with all different age ranges within the group and varied ages of clients – this improves skills for employability and opportunity for more clients | **N** |  |
| Disability | Y | Granton salons are all situated on the ground floor if there are any mobility restraints. | **N** | Travel time may be increased however flexibility and support will be given to students as needed. |
| Gender reassignment | Y | H & B Department has had many students undergoing gender reassignment – no negative impact | **N** |  |
| Marriage/civil partnership (relevant in employment law) | Y | H & B Department has many students in this category – no negative impact | **N** |  |
| Pregnancy and Maternity | Y | As above - H & B Department has many students in this category – no negative impact – support is always put in place | **N** |  |
| Race | Y | Potential positive impact is that Granton H & B is a larger department and so has a higher % of non-native English speakers therefore relationships can build between these students | **N** |  |
| Religion or belief | Y | As above | **N** |  |
| Sex | Y | There is a higher % of male students within the department at Granton due to the barbering students therefore again a positive impact re building relationships | **N** |  |
| Sexual orientation | Y | The H & B has many LGB students – again this can build relationships and support for others | **N** |  |
| Social deprivation\*  See Note 7 | Y | The H & B has many students from deprived areas – good support is in place for these students within the department | **N** |  |
| Care leavers/looked after young people\* | Y | The H & B has care leavers students again this can build relationships and support for others | **N** |  |
| People with caring responsibilities\* | Y | These students will not be alone as we have a high % of students with caring responsibilities - our current students who will be progressing from Granton have also caring responsibilities so positive impact as they can share experiences and support each other | **Y** | Travel time will be increased however flexibility is always given to students with caring responsibility |

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

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| What actions can be taken or amendments made to policy to reduce the negative impact?  See note 8 | Consideration of arrangements for specific students to meet privately to discuss and issues re travel or childcare issues  Staff, including the Learning Development Tutor, will be on hand to support affected students during the year. |
| Is there a need to address any gaps in evidence? | I feel there are no gaps but I am happy to address any if they are highlighted to myself |
| How will equality be advanced/ good relations be fostered? | As stated above staff, students and CM have all met to discuss the changes and opportunity for students to raise concerns |
| Who has been involved in carrying out this assessment? | Hairdressing Staff, Head of Faculty, ECSA, Level 2 Hairdressing students from Milton Road |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | N/A – this has been fully reviewed |

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

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| **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:** |
| CM to monitor stats on student profile of applicants to identify any unintended negative impact on any protected groups | Frances Bain | 08.06.18 |
| Monitor student complaints or student/staff feedback on services for unintended impact | Frances Bain | Ongoing – as this will be throughout academic year 2018-19 |
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| **Signature of Lead:**   **Date: 30.05.18** | | |
| **Step 5 – Review and Publication**  See Note 11  Please send the completed EIA record to Sara Taylor, Equalities Officer, [sara.taylor@edinburghcollege.ac.uk](mailto:sara.taylor@edinburghcollege.ac.uk) for   * review by Equalities team * publication in whole or in part on the College website. | | |