

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

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 | People Plan - 5 R sub Group | EIA Team and Lead Member of Staff | Katie Willis | Date | 11th June 2020 |
| Type of Policy/Practice/ (tick box) | New  | x |
| Existing |  |
| Revised |  |

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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 | As we progress to phase one of the [Scottish Government’s Route Map](https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2020/05/coronavirus-covid-19-framework-decision-making-scotlands-route-map-through-out-crisis/documents/covid-19-framework-decision-making-scotlands-route-map-through-out-crisis/covid-19-framework-decision-making-scotlands-route-map-through-out-crisis/govscot%3Adocument/covid-19-framework-decision-making-scotlands-route-map-through-out-crisis.pdf) for how we carefully and safely navigate our way out of the current lockdown restrictions, the College is also now looking to the future, and aligning our planning to the Government’s route map. In order to ensure a coordinated planning approach across the College, the Principal has developed the Edinburgh College 5R Plan. **The People Sub Group** 5R Plan maps out five phases which the College will navigate through, in order to move from crisis response, to reopening safely and effectively, and then to ensure a sustainable long-term future for the College. The five phases are:1. Respond – initial crisis response to the pandemic
2. Resilience – resetting College operations and planning for the return
3. Return – starting the new academic year
4. Reimagine & Reinvent – planning on how the College will change and adapt to the ‘new normal’
5. Reform – implementing significant change to ensure the long-term sustainability and growth of the College
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| Who will be affected? See Note 2 | All Employees |
| Who will be consulted?See Note 3 | All Employees via trades unions and People Sub Group and all staff comms |
| 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 | Not enough evidence on real impact on EDI, but many individuals impacted die to the COVID19 pandemic |

**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**
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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 | N | Age related to high risk category for COVID19 illness and shielding  | **Y** | Restricted ability to return to work on campus during government phases 3 & 4 |
| Disability | N | Likelihood of disproportionate impact of Covid19 virus on health related disabilities | **Y** | Restricted ability to return to work on campus during government phases 3 & 4 |
| Gender reassignment | N |  | **N** |  |
| Marriage/civil partnership (relevant in employment law) | N |  | **N** |  |
| Pregnancy and Maternity | N | Related to high risk category for COVID19 illness and shielding | **Y** | Restricted ability to return to work on campus during government phases 3 & 4 |
| Race | N | Related to BAME high risk category for COVID19 illness and shielding | **Y** | Restricted ability and / or confidence to return to work on campus during government phases 3 & 4 |
| Religion or belief | N |  | **N** |  |
| Sex | N |  | **N** |  |
| Sexual orientation | N |  | **N** |  |
| Social deprivation\*See Note 7 | N |  | **N** | * Some employees where English is a second language
* Poverty
* Travel restrictions
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| Care Experienced people\* | N |  | **N** |  |
| People with caring responsibilities\* | N |  | **Y** | Restricted ability to return to work on campus during government phases 3 & 4 |

**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 | Actions taken will be to ensure that, where practicable, all needs of our employees are considered whilst planning the return to working on campus / continuing to work from home, in response to the COVID 19 pandemic. |
| Is there a need to address any gaps in evidence? | The staff questions via iTrent and any gaps can be addressed following that exercise, to ensure everyone is able to complete the questions Will offer support to anyone who cannot understand the questions (language) or have difficulties accessing the questions e.g. BSLAll employees will have the option to discuss their personal circumstances with their line manager Where managers are not equipped to discuss any detailed medical issues, a risk assessment and / or OH referral can be made |
| How will equality be advanced/ good relations be fostered? | Continuous communication and support offered where identified a needManagers having dialogue with employeesOngoing dialogue with Trade Unions |
| Who has been involved in carrying out this assessment?  | HR Business Partner, Katie Willis and Head of HR&OD, Sue Clyne. |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | Fluid situation that is very changeable. All adaptations following government guidance will be followed.  |

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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 |  |
| Outcome 2 – Proceed with adjustments to remove barriers identified or to better promote equality | **X** |
| 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:** |
| Collaborate with unions on people planning | Sue Clyne |  |
| Collaborate with employee representatives during the planning phase | Sue Clyne |  |
| Ensure communication is clear and in line with government policy and advice | Sue Clyne |  |
| **Signature of Lead:**  **Date: 11th June 2020 (updated 19th June 2020)** |
| **Step 5 – Review and Publication**See Note 11Please send the completed EIA record to equality@edinburghcollege.ac.uk for * review by Equalities team
* publication in whole or in part on the College website.
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