

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 Campus Accounting, Milton Road to Sighthill
Who is completing the assessment?	
Lead Name: [REDACTED]	Date of assessment: June 2015
Questions	
<p>What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed?</p>	<p>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 2. Financial gain will be accrued by less travelling expenses [REDACTED] Grow the curriculum in terms of more FE/HE provision targeted at school leavers and adult returners in the region and creating a centre of excellence to enable the college to build a reputation and take forward plans to introduce Associate Degree programme with Herriot Watt University as this is where most of our accounting students articulate.</p>
<p>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)?</p>	<p>Curriculum Strategy following curriculum review. Affects new students applying</p>
<p>Does the policy or practice change have relevance for the 3 main duties for the college to fulfil their Public Sector Equality Duty (PSED)?</p> <ul style="list-style-type: none"> • Eliminate discrimination, harassment and victimisation <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ tackle prejudice, promote understanding <p style="text-align: right;">Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	

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
The student experience will be improved for all students by the long term investing in resources in one area rather than spreading across 2. Also growth in the curriculum in terms of more FE/HE provision targeted at school leavers and 16 -19yrs in the region as well as adult returners.
The application and enrolment data does not indicated any detriment to any specific protected characteristic group.

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

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

- AGE
 - DISABILITY
 - RACE
 - RELIGION / FAITH / BELIEF
 - SEXUAL ORIENTATION
 - GENDER
 - GENDER RE-ASSIGNMENT
 - PREGNANCY / MATERNITY
 - SOCIO-ECONOMIC
- (tick the box of each group to include)

POSITIVE IMPACT

Promoting access to learning for 16-19 year olds.
 Promoting access to learning for adult returners.

NEGATIVE IMPACT

[REDACTED]

Suggested action to reduce negative impact?

The majority of financial institutions are based at the Sighthill area of Edinburgh i.e. South Gyle, creating strong business links

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

Meetings were held with affected students
 Met with [REDACTED] Student President from ECSA

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?

No further work required. Staff and students are moving.

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.

<p>Recommended decision: select relevant outcome and check the box when prompted</p>	<p>Outcome 1 - Proceed –no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken</p>	<input type="checkbox"/>
	<p>Outcome 2 – Proceed with adjustments to remove barriers identified or to better promote equality</p>	<input type="checkbox"/>
	<p>Outcome 3 – Continue despite having identified some potential for adverse impact or missed opportunity to promote equality</p>	<input type="checkbox"/>
	<p>Outcome 4 – Stop and rethink as actual or potential unlawful discrimination has been identified</p>	<input type="checkbox"/>

Any other recommendations?

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:

Person Responsible:

Review Date:

Signature of Lead:

Date: