

Equality Impact Assessment Template

Session 2013-14

Please refer to Guidelines document…

**The College aims to abide by Human Rights Values (1948), referenced as FREDA**

**Fairness
Respect
Equality
Dignity
Autonomy**

**(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**

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| **State title of process being assessed:** *e.g: Winding-down of course* | Health and Safety Policy |

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| **Who is completing the assessment?** |
| **Lead Name: Stuart Daly** | **Date of assessment: 01/08/14** |

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| **Questions** |
| What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed? | To demonstrate compliance with the 1974 Health and Safety etc. Act (e.g. show health and safety arrangements, responsibilities, detail management systems, etc) and show how it will meet its duty of care to College staff, students, visitors, contactors, etc.  |
| 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**)? | 1974 Health and Safety etc. ActThose who could be affected by this policy include College staff, students, visitors and contactors. |
| 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 **(see front page)**, 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 **X** 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 X No **[ ]**   |
| If ‘**No**’ to either or both above, please justify your decision here and submit       | If ‘**Yes**’ to either or both above, please provide details of the group who will undertake the EIA and continue on the following page **Members of:**1. **Health and Safety Team**
2. **Student Services**
3. **Student Association**
4. **Equalities, Policy and Research Manager**
 |

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

Please use the form on the next page for recording your Equality Impact Assessment…

**\* see front page and Guidelines document**

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| **SELECT EQUALITY GROUPS****Consider the main stakeholders (internal and external) *e.g. learners, staff, community partners, employers etc*** | **POSITIVE IMPACT** 1. **From a health and safety perspective, the policy requires that reasonable adjustments are made for those who have a disability**
2. **The policy requires appropriate facilities and risk assessments to be undertaken regarding Pregnancy/ Nursing Mothers**
3. **The policy sets out arrangements that helps the college meet its duty of care.**
4. **The policy details arrangements regarding young persons**
5. **The policy will encourage focus on the needs of the individual**
 | ***Suggested action to reduce negative impact?*** **N/A** |
| **X AGE** **X DISABILITY****[ ]  RACE****[ ]  RELIGION / FAITH / BELIEF****[ ]  SEXUAL ORIENTATION****[ ]  GENDER****[ ]  GENDER RE-ASSIGNMENT****X PREGNANCY / MATERNITY****[ ]  SOCIO-ECONOMIC** **(tick the box of each group to include)** |
| **NEGATIVE IMPACT****None** |
| **Supporting evidence:***e.g. PI data, stats on enrolment, recruitment and promotion, current research* | 1) See Policy and requirements under the 1974 Health and Safety etc. Act, related health and safety regulations, Fire Scotland Act 2005 2) Student Profile3) Accidents/ Incident Reports4) Health and Safety Guidance and Standards |
| **Stakeholder consultation:***e.g. involvement session/questionnaire, focus group or survey* | **Board, Leadership, Health and Safety Committee, Health and Safety Teams.** |
| **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 ?**  |
| N/A |

**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.**

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| **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** | **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** | **[ ]**  |

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| **Any other recommendations?**  |
| N/A |

**Stage 7: The monitoring and review stage**

**Complete the next section to enable monitoring and review of your actions, informed by Stage 6 above.**

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| **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:** **Effectiveness of policy will be monitored during internal/ external audits**  | **Person Responsible:****Group Health and Safety Manager** | **Review Date:****Ongoing** |
| **Signature of Lead: S. Daly**  **Date: 15/08/14** |