

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. *Winding-down of course*

Science provision move from Granton to Sighthill

Who is completing the assessment?

Lead Name: [REDACTED]

Date of assessment: January 2015

Questions

What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed?

The aim is to improve the provision and student experience we provide to our Science students. This is in-line with Developing Scotland's Young Workforce (DSYW) outputs and pushing forward growth in our STEM provision. It is integral to the delivery of the STEM Academy which is the tool for driving forward our STEM Activity. We will move from having average provision at Sighthill and below average provision & facilities at Granton to having an improved provision and single facility at Sighthill. This will allow for proper investment in a single site and allow for growth outwith the current confines. This will also allow greater articulation with universities in an improved curriculum offer and more specialist fields being developed.

We are looking to move [REDACTED] staff from Granton to Sighthill and 4 full-time courses (circa 72 students).

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)?

STEM Academy is the driver for change around our STEM activity, i have included a number of documents that highlight the importance of Science delivery for the college. A steering group driven by the Scottish Life Science Association (LSA) has been set up in order to push changes through with industry to meet the outcomes of the DSYW outputs and create a better learning environment for Science activity through senior phase education, College and University.

PI data driven									
NC Higher Applied Science	Full Time	FE	16	11	69%				
NC Higher Applied Science Infill	Part Time	FE	1	1	100%				
NC Applied Science	Full Time	FE	24	11	46%				
Intermediate 2 Biology	Part Time	FE	13	8	62%				
Higher Mathematics	Part Time	FE	2	1	50%				
Higher Physics	Part Time	FE	2	100%					
Intermediate 1: Mathematics	Part Time	FE	3	3	100%				
Higher Human Biology	Part Time	FE	12	8	67%				

Intermediate 2: Mathematics	Part Time	FE	5	2	40%
Medical Terminology	Part Time	FE	4	0	0%
Medical Terminology	Part Time	FE	4	0	0%
Medical Terminology	Part Time	FE	9	1	11%

Average successful completers for Granton Science is 64.7%
 If Infills are removed from figures success is 49.57%.

These PIs are not sustainable.

This move will facilitate an improvement to student experience, staff experience and ultimately improve PIs though the delivery of like courses.

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 FRED A 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

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

[REDACTED] & STEM CM

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**
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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	Suggested action to reduce negative impact?
<p>Positive impact on equality of opportunity and access to learning. Promotes good community relations leading through STEM Academy for local/regional and national need.</p> <p>Removes disadvantage to students studying at Granton who do not have the same access to facilities as those studying at Sighthill.</p> <p>Employer engagement is now centred around 1 facility allowing for better partnership/sponsorship working.</p> <p>Improved access to university working through new relationship with Edinburgh Napier University, Sighthill campus.</p> <p>Staff benefit from improved team, ease of sharing best practice, better dissemination of development.</p> <p>Widening access for all students to universities and employment - Greater partnership working with Napier University. Link with both science departments.</p> <p>High number of Females on the courses, thus improving gender balance within the STEM environment.</p> <p>There are more female staff at Sighthill, this again is a positive impact in encouraging Females into STEM and addressing the gender imbalance.</p> <p>Staff will be working in much closer proximity to each other and university partners make collaboration and best practice more fluid.</p> <p>Staff will have a Science base to relate to with more opportunities to develop the STEM subjects under one roof.</p> <p>Improved industry links to aid the promotion and access into STEM based subjects - Scottish Life Science association have agreed to lead the Steering group on STEM growth and Apprentice provision within the Life Science sector. We will be integral to making their commitments a reality. A single centre will improve our chances of meeting the need.</p>	<p>Better timetabling of courses will result in minimised travel for students</p> <p>Evening courses will continue to run at Granton to ensure access is available to all areas around sighthill and Granton campus</p> <p>The evening course are heavily subscribed to by female students - in keeping evening course at Granton the gender balance should be upheld.</p> <p>Staff travel expenses will be paid for the first year in order to keep expenses low.</p>

	<p>NEGATIVE IMPACT</p> <p>Possible increase in travel time & costs for some students</p> <p>Reduction of female students at Granton</p> <p>Potential negative impact of removing evening courses and unintentionally removing access</p> <p>Staff moves may cause stress and increased travel costs</p>																																																																																																													
<p>Supporting evidence: <i>e.g. PI data, stats on enrolment, recruitment and promotion, current research</i></p>	<table border="1"> <tr> <td>NC Higher Applied Science</td> <td>Full Time</td> <td>FE</td> <td>16</td> <td>11</td> <td>69%</td> <td>6%</td> <td>0%</td> <td></td> </tr> <tr> <td>NC Higher Applied Science</td> <td>Infill</td> <td>Part Time</td> <td>FE</td> <td>1</td> <td>1</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>NC Applied Science</td> <td>Full Time</td> <td>FE</td> <td>24</td> <td>11</td> <td>46%</td> <td>4%</td> <td>17%</td> <td></td> </tr> <tr> <td>Intermediate 2 Biology</td> <td>Part Time</td> <td>FE</td> <td>13</td> <td>8</td> <td>62%</td> <td>0%</td> <td>0%</td> <td></td> </tr> <tr> <td>Higher Mathematics</td> <td>Part Time</td> <td>FE</td> <td>2</td> <td>1</td> <td>50%</td> <td>0%</td> <td>0%</td> <td></td> </tr> <tr> <td>Higher Physics</td> <td>Part Time</td> <td>FE</td> <td>2</td> <td>2</td> <td>100%</td> <td>0%</td> <td>0%</td> <td></td> </tr> <tr> <td>Intermediate 1: Mathematics</td> <td>Part Time</td> <td>FE</td> <td>3</td> <td>3</td> <td>100%</td> <td>0%</td> <td>0%</td> <td></td> </tr> <tr> <td>Higher Human Biology</td> <td>Part Time</td> <td>FE</td> <td>12</td> <td>8</td> <td>67%</td> <td>0%</td> <td>0%</td> <td></td> </tr> <tr> <td>Intermediate 2: Mathematics</td> <td>Part Time</td> <td>FE</td> <td>5</td> <td>2</td> <td>40%</td> <td>0%</td> <td>20%</td> <td></td> </tr> <tr> <td>Medical Terminology</td> <td>Part Time</td> <td>FE</td> <td>4</td> <td>0</td> <td>0%</td> <td>0%</td> <td>0%</td> <td></td> </tr> <tr> <td>Medical Terminology</td> <td>Part Time</td> <td>FE</td> <td>4</td> <td>0</td> <td>0%</td> <td>0%</td> <td>0%</td> <td></td> </tr> <tr> <td>Medical Terminology</td> <td>Part Time</td> <td>FE</td> <td>9</td> <td>1</td> <td>11%</td> <td>0%</td> <td>0%</td> <td></td> </tr> </table> <p>I have also included STEM Academy information here. This outlines improvements to curriculum and also strategic direction for the college and the local economy.</p> <p>A single site community for Science will be created at Sighthill offering an improved support network for both staff and students. This will help alleviate some of the issues around retention and help push up attainment through rationalisation of facilities and improvements made to Sighthill campus as a result.</p> <p>See STEM Academy paperwork for work carried out with local and regional employers.</p> <p>Scottish Life Science association are the steering group for our new employer council. This will open doors into the science sector of Edinburgh and the Lothians as well as wider afield.</p>	NC Higher Applied Science	Full Time	FE	16	11	69%	6%	0%		NC Higher Applied Science	Infill	Part Time	FE	1	1	100%	0%	0%	NC Applied Science	Full Time	FE	24	11	46%	4%	17%		Intermediate 2 Biology	Part Time	FE	13	8	62%	0%	0%		Higher Mathematics	Part Time	FE	2	1	50%	0%	0%		Higher Physics	Part Time	FE	2	2	100%	0%	0%		Intermediate 1: Mathematics	Part Time	FE	3	3	100%	0%	0%		Higher Human Biology	Part Time	FE	12	8	67%	0%	0%		Intermediate 2: Mathematics	Part Time	FE	5	2	40%	0%	20%		Medical Terminology	Part Time	FE	4	0	0%	0%	0%		Medical Terminology	Part Time	FE	4	0	0%	0%	0%		Medical Terminology	Part Time	FE	9	1	11%	0%	0%		
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<p>Stakeholder consultation: <i>e.g. involvement session/questionnaire, focus group or survey</i></p>																																																																																																														

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 ?

Empty response area for text input.

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	<input checked="" type="checkbox"/>
Outcome 2 – Proceed with adjustments to remove barriers identified or to better promote equality	<input type="checkbox"/>
Outcome 3 – Continue despite having identified some potential for adverse impact or missed opportunity to promote equality	<input type="checkbox"/>
Outcome 4 – Stop and rethink as actual or potential unlawful discrimination has been identified	<input type="checkbox"/>

Any other recommendations?

Continued and improved promotion of courses and Science provision being delivered for Sighthill with partner benefits with Napier University.
 Improved strategy for promotion within SMIDs and women into STEM. New strategy has been put in place to tackle these issues in 15/16.
 Continued consultation with students to help the college promote STEM subjects within the region
 Improved industry links to aid the promotion and access into STEM based subjects - Scottish Life Science association have agreed to lead the Steering group on STEM growth and Apprentice provision within the Life Science sector. We will be integral to making their commitments a reality. A single centre will improve our chances of meeting the need.
 Continued consultation with staff on how we can grow and improve our science provision on a single site campus. New CM in post which will allow unbridged access to our growth plans and SLA activity.

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:

Initial meeting to be held at sighthill around recruitment.
This will take place at the end of May 2015

Person Responsible:

[Redacted] and STEM CM

Review Date:

30/5/2015

Signature of Lead: [Redacted]

Date: Jan 2015