

**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 | Document Control Procedure | EIA Team and Lead Member of Staff | Loraine Lyall | Date | 04.04.17 |
| 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 | .Document Control protocols are employed to:* Ensure all documents are reviewed, approved and authorised by appropriate personnel prior to issue.
* Ensure all documents identify current revision status, issue and review dates.
* Ensure relevant, applicable documents are available in a controlled manner.
* Prevent unintended use of obsolete documents.
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| Who will be affected? See Note 2 | All staff at Edinburgh College will be required to follow the procedure. Students will be indirectly affected in that they will receive a consistent service when staff comply with the procedure to manage all college procedures. |
| Who will be consulted?See Note 3 | Middle managers Victoria Buchanan and Jackie Maull will review the procedure and Head of Policy, Planning and Performance (Sarah-Jane Linton) will approve it in line with college procedure |
| 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 | Both staff and students will benefit from the introduction of this procedure which is designed to ensure that all policies and procedures that relate to both staff and students (including those in protected groups) are reviewed regularly and are kept up to date and in line with changing guidelines and legislation. |

**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 | Y | All students and staff, including those with protected characteristics will benefit from the introduction of this procedure. This is because the procedure is designed to ensure that all college policies and procedures are reviewed on schedule and are kept up-to-date and meet the requirements of the most recent legislation. |  |  |
| Disability | Y | As above |  |  |
| Gender reassignment | Y | As above |  |  |
| Marriage/civil partnership (relevant in employment law) | Y | As above |  |  |
| Pregnancy and Maternity | Y | As above |  |  |
| Race | Y | As above |  |  |
| Religion or belief | Y | As above |  |  |
| Sex | Y | As above |  |  |
| Sexual orientation | Y | As above |  |  |
| Social deprivation\*See Note 7 | Y | As above |  |  |
| Care leavers/looked after young people\* | Y | As above |  |  |
| People with caring responsibilities\* | Y | As above |  |  |

**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 | n/a |
| Is there a need to address any gaps in evidence? | n/a |
| How will equality be advanced/ good relations be fostered? | Equality will be advanced by providing a procedure that ensures that the college produces and maintains policies and procedures that are fit for purpose and help us to meet our legal duties. |
| Who has been involved in carrying out this assessment?  | Loraine Lyall |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | n/a |

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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:** |
| Monitor the effectiveness of the procedure in ensuring that all college documents are controlled, reviewed, and authorised in order to ensure that legal and regulatory requirements are met. | Loraine Lyall | April, 2020 |
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| **Signature of Lead: Loraine Lyall** **Date: 04.04.17** |
| **Step 5 – Review and Publication**See Note 11Please send the completed EIA record to sara.taylor@edinburghcollege.ac.uk for * review by Equalities team
* publication in whole or in part on the College website.
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