

**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 | New student:  Smart-Skills Technology Hub  Electrical | | EIA Team and Lead Member of Staff | Lead: Curriculum Manager Built Environment  Team:  Electrical Installation | Date | 21.10.19 |
| Type of Policy/Practice/ (tick box) | New |  |
| 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 | The project proposes the creation of three ‘Smart-Skills’ Technology Hubs, one within each of the partner Colleges – Edinburgh, Glasgow Clyde and Inverness.  The Hubs will be located within the Colleges’ campuses and thereby provide excellent access geographically through Hubs located in East Scotland, West Scotland and North of Scotland.  The project will not only provide the physical resources within the Hubs but will facilitate ongoing collaboration amongst the College and Industry partners to inform the continued development of the ‘Smart-skills’ curriculum related to apprenticeship schemes and up-skilling needs for existing electrical engineers. The ultimate aim of this project is to build the capacity required to deliver the ‘Smart-Skills’ that will be required by existing and emerging (apprentice) electrical engineers and electricians to support the growth in people to help them contribute to the transformation of Scotland towards net zero carbon economy. The project will also contribute to levels of economic activity amongst employees within this sector which in turn will help grow the economy through supporting Scottish businesses. |
| Who will be affected?  See Note 2 | Students & staff |
| Who will be consulted?  See Note 3 | | Students, staff, partners and partner colleges |
| 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 | | Course Comparison Analyser Edinburgh College Research  Statistics broken down in respect of:  = gender  = achievement  = age  = withdrawal  = SMID  Consultation with students and support staff about potential equality  impact issues. |

**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** |

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 | Potential  Positive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| --- | --- | --- | --- | --- |
| Age | Y | Facility opens up opportunity to explore extension of use through CPD for those already employed |  |  |
| Disability | Y | Offers scope to learn new technologies where this type of work may have restricted access in the past.  risk assessment on activity prior to course start would need to be considered |  |  |
| Gender reassignment | N/A | No current restriction |  |  |
| Marriage/civil partnership (relevant in employment law) | N/A | No current restriction |  |  |
| Pregnancy and Maternity | Y | risk assessment on activity prior to course start would need to be considered |  |  |
| Race | N/A |  |  |  |
| Religion or belief | N/A |  |  |  |
| Sex | Y | May improve gender balance |  |  |
| Sexual orientation | N/A |  |  |  |
| Social deprivation\*  See Note 7 | Y | May improve interest in career options at earlier age |  |  |
| Care Experienced people\* | N/A |  |  |  |
| People with caring responsibilities\* | N/A |  |  |  |

**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 | Will consult with students and staff regarding facility use. |
| Is there a need to address any gaps in evidence? |  |
| How will equality be advanced/ good relations be fostered? | Consultation  Wider student engagement through project activities |
| Who has been involved in carrying out this assessment? | Curriculum manager,  Equality Officer,  Staff, |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | Further consultation required with students/ staff representing different equality groups |

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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:** |
| The college research PIs are real time evidence based and will enable continual monitoring at quality reviews, course reviews, student feedback |  |  |
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| **Signature of Lead:**  **Date: 21.10.19** | | |
| **Step 5 – Review and Publication**  See Note 11  Please send the completed EIA record to Sara Taylor, Equalities Officer, [sara.taylor@edinburghcollege.ac.uk](mailto:sara.taylor@edinburghcollege.ac.uk) for   * review by Equalities team * publication in whole or in part on the College website. | | |