

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**

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| **State title of process being assessed:** *e.g: Winding-down of course* | Student Support Funds: Implement EMAs for students up to 20years old |

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| **Who is completing the assessment?** | |
| **Lead Name:** **Julie McCran** | **Date of assessment:** **Jan 2015** |

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| **Questions** | | | |
| What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed? | The total Student support fund allocation of £10,592,160.00 for 2014-15. This was made up of an initial allocation (£10,268,385.00) plus in year re-distribution. The original request to SFC for in year re-distribution was £1.6m. However the allocation received was £323,775.00 giving us a shortfall of £1,276,225.00m. The college was advised that it should use available depreciation monies to support any shortfall.  The College has had notification that Student support funding for 2015/16 will be £10.7M in total for the academic year to support our FE students. This is a discretionary fund NOT an entitlement fund which is managed in line with comprehensive Scottish Funding Council (SFC) guidelines. There is no legal requirement to fund every eligible FE student. However the College seeks to manage its fund to support as many students as possible. The fund cannot be overspent it can only be fully allocated.  We have not, as yet, received information on how this is to be allocated across individual funds.  Based on planned 2015-16 Credit activity of 195,452 and the FE curriculum profile (77% FEFT and 23% HEFT for 2014-15) it is estimated that this student funding allocation of £10.7m will not support all planned applications.  Recommendation  In order for the college to provide bursary support for as many students as possible, managed within its awarded funding allocation, it is recommended that we award EMAs up to the age of 20 years for 2015-16 aligning ourselves to other colleges across the sector.  Based on 2014/15 student support fund figures, demographics and projections we estimate that implementing the upper age limit for EMA’s could release £1.4m - £1.6m within funds to maximise bursary and childcare awards and retain FE Discretionary funds for the allocated purpose.  Please note that historically the 3 legacy colleges agreed to standardise this practice when faced with similar funding pressures in 2010. It was at the point of merger that the decision was made to reduce the age profile to 19 years to maximise the use of SFC funds available. | | |
| 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**)? | The Student Support Funds consists of the following funds:  • Bursary  • Childcare FE and HE  • FE Discretionary Fund  • HE Discretionary Fund  The SFC provides colleges with detailed guidelines and indicative funding amounts to apply across all funds with the exception of the HE discretionary fund which comes from SAAS and cannot be used for FE students. The Guidelines allow colleges to use discretion in how it allocates some of its funds permitting the movement of monies between funds for the benefit of students.  EMA’s are currently awarded to those eligible students up to age 18 years for the duration of their course. This means that if a student starts their course age 18 and becomes 19 mid-year we award a bursary.  The bursary weekly allowance ranges from £36.98 to £93.03 depending on following circumstances:  • Age  • Status (single, married etc)  • residency status  • parental income  • number of dependents  • Accommodation  An EMA award is £30 per week. However students are also able to access travel and course kit expenses from the bursary fund and can apply to the FE discretionary fund if they find themselves in hardship.  An EMA student will retain their full entitlement to any DWP benefits received. This does not apply to bursary students (bursary awards reduce any benefits on a pound for pound basis). | | |
| 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, 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  Julie McCran, Vice Principal Quality, Peformance and Student Experience  Kevin McGlynn, Head of Quality & Equalities  Caryn Smith, Student Funding 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
  + Encouraging participation in public life
* **Foster good relations**
  + tackle prejudice, promote understanding

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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…

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| **SELECT EQUALITY GROUPS**  **Consider the main stakeholders  (internal and external) *e.g. learners, staff, community partners, employers etc*** | **POSITIVE IMPACT**  **Student Support Funds will be increased to provide bursary support for as many students as possible. FE Discretionary fund maintained to support those most in need, e.g. lone parents, students from MD10 areas and young carers.**  **NB Students assessed as independent will be assessed for a bursary. For example, there will be no change to students who are married or in a civil partnership.**  **An EMA award is £30 per week. Students are also able to access travel and course kit expenses from the bursary fund and can apply to the FE discretionary fund if they find themselves in hardship.**  **An EMA student will retain their full entitlement to any DWP benefits received. This does not apply to bursary students (bursary awards reduce any benefits on a pound for pound basis).**  **There is no change for students with a disablity.** | ***Suggested action to reduce negative impact?***  ***Any student that received a bursary 2014-15 and are returning to college, will be assessed for bursary as opposed to EMA.*** |
| **AGE**  **DISABILITY**  **RACE**  **RELIGION / FAITH / BELIEF**  **SEXUAL ORIENTATION**  **GENDER**  **GENDER RE-ASSIGNMENT**  **PREGNANCY / MATERNITY**  **SOCIO-ECONOMIC**  **(tick the box of each group to include)** |
| **NEGATIVE IMPACT** |
| **Supporting evidence:**  *e.g. PI data, stats on enrolment, recruitment and promotion, current research* | **College FES Returns, Student Support Funding applications and awards**  **Historically the 3 legacy colleges agreed to standardise the use of EMAs up to 20years old when faced with similar funding pressures in 2010. It was at the point of merger that the decision was made to reduce the age profile to 19 years to maximise the use of SFC funds available.** | |
| **Stakeholder consultation:**  *e.g. involvement session/questionnaire, focus group or survey* | **ECSA** | |

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| **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 ?** |
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**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** |  |
|  | **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?** |
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**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:** | **Person Responsible:** | **Review Date:** |
| **Signature of Lead:** **J McCran**  **Date:** **April 2015** | | |