

**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 | Student Experience Plan – 5R Sub Group | EIA Team and Lead Member of Staff | Jakki JefferyMonica Hoenigmann | Date | 13/08/20 |
| 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 | As we progress to phase one of the [Scottish Government’s Route Map](https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2020/05/coronavirus-covid-19-framework-decision-making-scotlands-route-map-through-out-crisis/documents/covid-19-framework-decision-making-scotlands-route-map-through-out-crisis/covid-19-framework-decision-making-scotlands-route-map-through-out-crisis/govscot%3Adocument/covid-19-framework-decision-making-scotlands-route-map-through-out-crisis.pdf) for how we carefully and safely navigate our way out of the current lockdown restrictions, the College is also now looking to the future, and aligning our planning to the Government’s route map. In order to ensure a coordinated planning approach across the College, the Principal has developed the Edinburgh College 5R Plan. **The Student Experience Sub Group** 5R Plan maps out five phases which the College will navigate through, in order to move from crisis response, to reopening safely and effectively, and then to ensure a sustainable long-term future for the College. The five phases are:1. Respond – initial crisis response to the pandemic
2. Resilience – resetting College operations and planning for the return
3. Return – starting the new academic year
4. Reimagine & Reinvent – planning on how the College will change and adapt to the ‘new normal’
5. Reform – implementing significant change to ensure the long-term sustainability and growth of the College

To ensure we have a continued |
| Who will be affected? See Note 2 | * Students
* Staff
* ECSA
* Trade unions – Unison and EIS
* Schools (SCP)
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| Who will be consulted?See Note 3 | * Students
* Students
* ECSA
* Trade unions – Unison and EIS
* Local authorities, schools, champion boards
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| 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 | * Initial consultations with students, staff, and ECSA have taken place
* Ongoing consultations with students and staff on a weekly basis
* Fortnightly 5R Steering Group meetings to explore interdependencies between the 5 plans
* Consultations with the champion boards, local authorities, schools, etc around any additional requirements they may have
* Evidence from pre-assessments for care experienced students and students with additional support needs
* Student digital survey to get data on access to technology going out on August 12th
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**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 | PotentialPositive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| --- | --- | --- | --- | --- |
| Age | Y | Expanded range of student services we can now provide online, decreasing wait times in physical queues. Quicker access to Q&As, systems, etc now these have been available online. This includes younger students. | **Y** | Access to necessary technology is a concern for students from different age groups |
| Disability | Y | Expanded range of student services we can now provide online, decreasing wait times in physical queues. Quicker access to Q&As, systems, etc now these have been available online. | **Y** | Access to necessary technology is a concern for students with support needs. |
| Gender reassignment | Y | Expanded range of student services we can now provide online, decreasing wait times in physical queues. Quicker access to Q&As, systems, etc now these have been available online. This includes access to counselling. | **n** |  |
| Marriage/civil partnership (relevant in employment law) | n |  | **n** |  |
| Pregnancy and Maternity | n |  | **n** |  |
| Race | n |  | **Y** | ESOL learners may have difficulty accessing systems that have been moved online. |
| Religion or belief | n |  | **n** |  |
| Sex | Y | Work with GoGirls to have sanitary products sent out, rather than students having to visit campus to get these products (tackling period poverty) | **n** |  |
| Sexual orientation | Y | Expanded range of student services we can now provide online, decreasing wait times in physical queues. Quicker access to Q&As, systems, etc now these have been available online. This includes access to counselling. | **n** |  |
| Social deprivation\*See Note 7 | Y | Faster payments now available for support fundingWork with GoGirls to have sanitary products sent out, rather than students having to visit campus to get these products (tackling period poverty) | **Y** | Access to necessary technology is a concern for SIMD10 students. |
| Care Experienced people\* | Y | Expanded range of student services we can now provide online, decreasing wait times in physical queues. Quicker access to Q&As, systems, etc now these have been available online. | **Y** | Access to necessary technology is a concern for students with support needs. |
| People with caring responsibilities\* | y | Expanded range of student services we can now provide online, decreasing wait times in physical queues. Quicker access to Q&As, systems, etc now these have been available online.Flexibility in how and when they engage with learning may be beneficial. | **Y** | There may be negatives for people with caring responsibilities conducting online learning. |

**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 | * Supporting the IT group to increase access to technology for students identified above by issuing student digital survey.
* Implementing alternative methods of communication for ‘Hard to reach groups’ who may not be able to engage with our normal first line of communication e.g. email – alternative methods include text messages and providing support to be available on campus on appointment basis (Student Experience)
* Additional support has been put in place for ESOL learners to access online services, systems, support.
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| Is there a need to address any gaps in evidence? | * Evidence gap re: access to technology is being addressed.
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| How will equality be advanced/ good relations be fostered? | * Equality advanced for some groups due to increase in access to services: expanded range of student services we can now provide online, decreasing wait times in physical queues. Quicker access to Q&As, systems, etc now these have been available online.
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| Who has been involved in carrying out this assessment?  | Jakki JefferyMonica HoenigmannBethany Parsons |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | This is a fluid situation that is very changeable. All adaptations following government guidance will be followed. |

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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 |  |
| Outcome 2 – Proceed with adjustments to remove barriers identified or to better promote equality | **x** |
| 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:** |
| Feeding back to 5R Committee | Monica | ongoing |
| Collation of data on digital survey | Monica | ongoing |
| Monitoring of hard-to-reach groups and effectiveness of alternative methods of communication | Monica | ongoing |
| New funding processes to be monitored | Monica | ongoing |
| Follow updates on Scottish Government Guidance | Monica | ongoing |
| **Signature of Lead:** cid:image001.jpg@01D4A68D.CAE26060 **Date: 17.08.20** |
| **Step 5 – Review and Publication**See Note 11Please send the completed EIA record to equality@edinburghcollege.ac.uk for * review by Equalities team
* publication in whole or in part on the College website.
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