

# 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: <i>Winding-down of course</i>	Change of Course Campus Administration & IT, Sighthill to Milton Road
<b>Who is completing the assessment?</b>	
Lead Name: 	Date of assessment: June 2015
<b>Questions</b>	
What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed?	Course moving campus to improve student experience in terms of providing team of staff to deliver course, and long term invest in resources in one area rather than spreading across 2. Grow the curriculum in terms of more FE/HE provision targeted at school leavers and adult returners in the region and creating a centre of excellence to enable the college to build a reputation.
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)?	Curriculum Strategy following curriculum review. Affects new students applying and staff who will be moving from campus to new campus as their base.
Does the policy or practice change have <b>relevance</b> for the 3 main duties for the college to fulfil their Public Sector Equality Duty (PSED)?	<ul style="list-style-type: none"> <li>• <b>Eliminate discrimination, harassment and victimisation</b> <ul style="list-style-type: none"> <li>○ Raise awareness of our FREDA values, equality policy and commitment to this</li> <li>○ Challenge appropriately any behaviour or procedures which do not value diversity and equality of opportunity</li> </ul> </li> <li>• <b>Advance equality of opportunity</b> <ul style="list-style-type: none"> <li>○ Removing or Minimising disadvantage</li> <li>○ Meeting the needs of particular groups that are different from the needs of others</li> <li>○ Encouraging participation in public life</li> </ul> </li> <li>• <b>Foster good relations</b> <ul style="list-style-type: none"> <li>○ tackle prejudice, promote understanding</li> </ul> </li> </ul>

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

The student experience will be improved for all students by the long term investing in resources in one area rather than spreading across 2. Also growth in the curriculum in terms of more FE/HE provision targeted at school leavers and 16 -19yrs in the region as well as adult returners.

Staff will also be able to work as a team on a daily basis and share best practice through teamworking and there will be consistency across all Administration programmes through the collaborative approach

The application and enrolment data does not indicated any detriment to any specific protected characteristics group.

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

**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

POSITIVE IMPACT	NEGATIVE IMPACT
<p><b>Examples</b></p> <p><i>Please note these are illustrative only , not exhaustive.</i></p> <p><b>Consider if any of the following, or other impacts apply-</b></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><b>Consider if any of the following, or other impacts apply:</b></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...

<b>SELECT EQUALITY GROUPS</b> Consider the main stakeholders (internal and external) e.g. learners, staff, community partners, employers etc	<b>POSITIVE IMPACT</b> Promoting access to learning for 16-19 year olds. Promoting access to learning for adult returners.	<b>Suggested action to reduce negative impact?</b>
<input checked="" type="checkbox"/> AGE <input type="checkbox"/> DISABILITY <input type="checkbox"/> RACE <input type="checkbox"/> RELIGION / FAITH / BELIEF <input type="checkbox"/> SEXUAL ORIENTATION <input type="checkbox"/> GENDER <input type="checkbox"/> GENDER RE-ASSIGNMENT <input type="checkbox"/> PREGNANCY / MATERNITY <input type="checkbox"/> SOCIO-ECONOMIC (tick the box of each group to include)	<b>NEGATIVE IMPACT</b> [redacted] members of staff will have further to travel	Have timetabled these member of staff [redacted] to reduce impact.
<b>Supporting evidence:</b> e.g. PI data, stats on enrolment, recruitment and promotion, current research	Historically recruitment for administration and IT courses at Sighthill has been difficult. Staff had struggled to fill one group at each level not meeting target numbers and then PI numbers have been below required standard apart from HND year 2 in session 2013-14. The market for these courses seems to be at this geographical location as they have more than one cohort e.g. 3 prep for admin role and 2 prep for admin role with business English at Milton Road as opposed to 1 prep for admin role at Sighthill. These stats are reflected at all levels. Milton Road also have day-release and evening student, widening access for our learners. By having the staff based in one site the student experience will be consistent and sharing of resources and cover for staffing absences much more effective.	
<b>Stakeholder consultation:</b> e.g. involvement session/questionnaire, focus group or survey	Meetings were held with affected students Had an initial meeting with staff, however no further meetings as the staff would not meet with Curriculum manager on advise of union, therefore no further meetings to inform the staff of ongoing developments and to discuss any concerns they may have	

**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?**

A number of the staff affected are not happy to move, they have not packed up their belongings. Follow up required by HR to take this forward.

**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.

<b>Recommended decision:</b> 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 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?**

**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:**

**Person Responsible:**

**Review Date:**

**Signature of Lead:**

**Date:**