

**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 | Gender Action Plan 2017 (GAP) | | EIA Team and Lead Member of Staff | Sara Taylor, Equalities Officer | Date | 11.7.17 |
| 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 | SFC has asked each college to produce its own Gender Action Plan to tackle gender imbalance at subject level and to consider other gender balance initiatives. |
| Who will be affected?  See Note 2 | Students, staff, board members (board diversity work). The SFC also aims to have a wider societal impact on gender roles, etc. |
| Who will be consulted?  See Note 3 | | GAP Steering Group have been consulted during development of plan. |
| 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 | | We have clear evidence of gender imbalance within subject areas. Equate Scotland have evidenced the positive economic and other benefits of, for example, getting more women into STEM and there is expected to be an increased demand for Childcare/H&S Care workers in the future. Research has shown that more diverse organisations tend to perform better. Focus group research carried out in the college confirmed it can be difficult to be the only one in a class. |

**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 |
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| Age | Y | The GAP has a focus on working with schools to tackle gender imbalance, as well as actions relating to students generally, including adult returners. | N |  |
| Disability | Y | Potential benefits in relation to encouraging more inclusive, diverse subject areas/workplaces. | Y | Some danger that increased focus on GAP will mean less time and resources spent on other protected characteristics. |
| Gender reassignment | Y | Moving away from more ‘traditional’ gender roles should benefit people who identify as e.g. trans, non-binary. | Y | Current focus of SFC on female/male gender imbalance could risk excluding those who don’t identify as female/male. |
| Marriage/civil partnership (relevant in employment law) | N |  | N |  |
| Pregnancy and Maternity | Y | Better gender balance should lead to more family-friendly practices. | N |  |
| Race | Y | Potential benefits in relation to encouraging more inclusive, diverse subject areas/workplaces. | Y | Some danger that increased focus on GAP will mean less time and resources spent on other protected characteristics. |
| Religion or belief | N | Potential benefits in relation to encouraging more inclusive, diverse subject areas/workplaces. | N | Some danger that increased focus on GAP will mean less time and resources spent on other protected characteristics. |
| Sex | Y | Advancing opportunities for everyone by giving them more subject/career area choices. Encouraging more diverse, inclusive subject areas/workplaces could have positive impacts. (For example, the Office for National Statistics recently found the suicide rate among low-skilled male construction workers was 3.7 times above the national average between 2011 and 2015.) While GAP seeks to redress inequalities faced by women in relation to equal pay, etc., it is also aims to reduce the gender stereotypes that can negatively impact on people’s lives. | N |  |
| Sexual orientation | Y | Potential benefits in relation to encouraging more inclusive, diverse subject areas/workplaces. | Y | Some danger that increased focus on GAP will mean less time and resources spent on other protected characteristics. |
| Social deprivation\*  See Note 7 | Y | The P7 STEM Inspiration project aims to tackle both gender and social deprivation barriers to engineering. | N |  |
| Care leavers/looked after young people\* | Y | Potential benefits in relation to encouraging more inclusive, diverse subject areas/workplaces. | N |  |
| People with caring responsibilities\* | Y | Better gender balance should lead to more family-friendly practices (females are currently more likely to be carers). | N |  |

**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 | The GAP includes references to transgender people and has an action going forward to collect subject trend data amongst transgender students as part of our advancing equality work.  GAP aligns to the College’s Equality Report which has set outcomes for other protected characteristic groups, reducing the negative impact on other groups. People span different protected characteristic groups, e.g. females and males of different ages or ethnic backgrounds, so GAP will cover people from a variety of protected characteristic groups. |
| Is there a need to address any gaps in evidence? | We will need to monitor the ongoing effects of GAP to ensure it is not negatively impacting on other groups. |
| How will equality be advanced/ good relations be fostered? | The aim of GAP is to advance equality of opportunity and to improve diversity. |
| Who has been involved in carrying out this assessment? | Consultation with GAP steering group. |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | GAP is designed to be reviewed and updated as necessary. |

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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:** |
| Continue to monitor the impact of GAP, through college statistical data and surveys to review equality impact. | ST | Ongoing |
| To consult with sparqs lead on GAP to ensure students are involved in further GAP consultations. | ST | By end September 2017 |
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| **Signature of Lead: S Taylor**  **Date: 11/7/17** | | |
| **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. | | |