

Equality Impact Assessment Template

Session 2013-14

Please refer to Guidelines document…

**The College aims to abide by Human Rights Values (1948), referenced as FREDA**

**Fairness   
Respect   
Equality   
Dignity   
Autonomy**

**(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* | Implementation of Managed Car Par Facilties at Edinburgh College |

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| **Who is completing the assessment?** | |
| **Lead Name:** **Christine McDougall, Head of Resources and Facilities** | **Date of assessment:** **Dec 13** |

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| **Questions** | | | |
| What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed? | Historically, the three legacy Colleges had different approaches in managing car parking facilities at their campuses. The main aims of introducing this new approach is to:  1. Operate a free parking system at each campus  2. Implement a fair, transparent and unified system to manage the limited parking facilities at each campus, e.g. at present there are low numbers of parking permits issued to students at the Sighthill campus.  3. Manage the facilities more effectively to ensure the individual requirements of specific protected characteristics groups are considered and catered for.  4. Ensure car parking facilities are only used by staff, students and visitors to Edinburgh College. | | |
| 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**)? | This approach affects staff, students and visitors to Edinburgh College and is part of Edinburgh College's overarching policy on Travel Plan and Sustainability. Consequently, it should be viewed in context as phase one of Edinburgh College's approach to the utilisation of car parking facilities and the wider Travel Plan.  This approach is also required now as there is a need to manage limited facilities more effectively and to ensure those who most need access to parking facilities are catered for.  In practice, all car parks will continue to operate on a first come first parked system. The main change associated with this new approach is the managed introduction and display of parking permits. These parking permits will be issued on a criteria basis. The criteria set includes non-issue of parking permits to individuals that live within two miles of the campus where they are based and also individuals who live within 2 to 10 miles who have direct access to public transport and considered not to have an unreasonable journey time. However parking permits will be issued to individuals who may have health issues, a disability, or are pregnant, or have caring responsibilities for child/relative.  All Staff and Students are invited to apply for a permit via an application form during a four week period and these are processed using the criteria set.  Only people that live with easy travel of the campuses i.e. walking distance, direct public transport would be affect by the new system. Procedures are in place to ensure that anyone with health issues, a disability, are pregnant of have caring responsibilities for child/relative would receive a car parking permit.  Permits are also available for visitors to the College and for the College customers that use the hair and beauty salons and the restaurants. Club members at the Gym at Milton Road are also provided with permits.  Permits have been colour coded to identify whether patrons are staff, students, visitors, customers  This approach has been developed through a consultation process with the Student Association and both recognised unions of the College. A paper was also produced and distributed to all parties for them to vote on, this included the choice of two options:  1. Everyone issued with a permit;  2. The criteria option.  The majority voted for the criteria option, consequently this formed the basis of the new approach.  As part of the consultation process the document was also tabled at leadership and at the CMT's and a result of that was that the permits would only need to be used between the periods of 8am and 3.30pm which are the college peak times and after that permits would not be required, this was also supported by the evidence from the car parking survey that was carried out, this would assist on the commercial use of the College on evenings for local communities to use the car parks to attend events at the college. | | |
| 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 **(see front page)**, 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 x 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 x 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       VP Operations, Head of Business Resources & Facilities, Facilities Manager, Head of Quality and Equalities | |

**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…

**\* see front page and Guidelines document**

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| **SELECT EQUALITY GROUPS**  **Consider the main stakeholders  (internal and external) *e.g. learners, staff, community partners, employers etc*** | **POSITIVE IMPACT**  The car parking management system ensures a parking permit to those individuals with health issues, disability, pregnancy or caring responsibilities and consequently increases the opportunity of these specific groups obtaining a car park space.  The system being implemented ensures that individuals with health issues (this includes difficulties with traveling on public transport), a disability, or are pregnant, or have caring responsibilities are able to advise the College and consequently be allocated a parking permit.  There may be occasions where an individual initially may not fall into the criteria to have a parking permit, however if their situation changes, e.g. pregnancy, a permit would be issued for the period required. | ***Suggested action to reduce negative impact?***  The initial proposal was to limit the issue of parking permits to Full-Time students only.  However, upon analysis of student enrolment data it was ascertained that this may have a negative impact on female part-time students. As a consequence the proposal was amended to include all Full-Time and Part-Time students at Edinburgh College. |
| **x AGE**  **x DISABILITY**  **RACE**  **RELIGION / FAITH / BELIEF**  **SEXUAL ORIENTATION**  **x GENDER**  **GENDER RE-ASSIGNMENT**  **x 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* | Qualitative Data: travel to work survey; staff and student experience of parking; review of complaints; historical experience of legacy colleges; research and benchmarking with similar institutions.  A consultant was used to carry out a travel survey for the College during 2013/14. Surveys were sent out to staff and students to ascertain how they would intend to travel to College. This consultant is currently producing a Travel Plan for the College, however a key recommendation made was to manage the car parks more effectively through the introduction of a parking permit system.  Quantitative Data: Student enrolment data; staff profile.  Observations: survey of cars parked without college parking permits. A car parking survey carried out identified that the car parks are mostly used from 8.30 to the mid afternoon and then this starts to drop off. The peak time required to manage car parking to provide optimum access to parking is between 8am and 3.30, this was also identify as a good timeframe for classes being run for the community i.e. children's dance classes as this would mean we would not need to provide permits for those types of classes etc. as the majority of them where from 3.30pm onwards. | |
| **Stakeholder consultation:**  *e.g. involvement session/questionnaire, focus group or survey* | Consultation was also carried out with staff and the Student Association and a document was produced and set to student association and unions for comment. The document was reviewed and then reissued to the student association and the unions via the H&S committee asking them to vote on the two options being put forward, the option with the most votes was the criteria based option. | |

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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 ?** |
| As the car parking system is new to the college it will be reviewed regularly and surveys of the car parks will be carried out to see how they are being used. The car park surveys will be carried out at the end of January, during April for the 13/14 academic year and then throughout the 14/15 academic year. The car parking management system will be review as a result of the surveys and feedback from staff and students.  A further analysis on the parking permit data application and issue will be carried out by the equalities team to ensure there are no unintentional effects on any specific group. |

**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** | **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** |  |

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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:**    Monitor Car Parks  Introduction of a full Travel Plan for Edinburgh College, this will be present to Leadership Team, CMT's and the Student Assocation and Unions for consultation.  Review of car parking application forms and process  Set up car parking team to review Car Parking Management System, the team will have members from the Student Association and EIS and Unison. | **Person Responsible:**    Facilities Managers with specialist consultant support  Head of Resources and Facilities  Head of Resources and Failicities, Facilities Team and to have union and Student Association involvement  Equalities Team  Head of Resources and Facilities | **Review Date:**    January and April 2014  January/February 2014  February 2014  May 2014 |
| **Signature of Lead:**  C McDougall **Date:** 18 December 2013 | | |