

Equality Impact Assessment Template

Session 2014-15

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* | Adding checkbox to online and paper Discretionary Fund Applications to identify Care Leavers and Young Carers in order to offer priority access to support and student funds. |

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| **Who is completing the assessment?** |
| **Lead Name: Jacqueline Maull** | **Date of assessment: 21 October 2014** |

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| **Questions** |
| What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed? | To identify those students who may require immediate additional support with housing, or priority access to additional student support funds as they are a vulnerable group who are at risk. |
| 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 strategy links in directly with the College’s strategic plans and outcome agreement to increase access for vulnerable and disadvantaged groups. Legislatively this links in with the Children and Young People Act 2014 put in place by the Scottish Government.It also extends and reinforces the arrangements reached as part of our accreditation with the Buttle Trust quality mark approved by the Scottish Funding Council and our ambition to develop a Young Carers Charter for 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 **[ ]**  ✓  |
| **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 **[ ]**  ✓ |
| 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 Head of Student Services, Myra McCabeStudent Support Manager, John McCranStudent Funding Manager, Caryn SmithAdvice and Guidance Manager, Jacqueline Maull |

**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** **This change is more likely to positively affect students under the age of 26 who have been in the care system or kinship care or who have caring responsibilities which may impact on their ability to sustain a college place. A named contact and a feeling of belonging will go a long way to increase retention on course, or return to learning at a later date and ultimately achievement of academic and career goals. The stigma of being in care will be lessened and equality of access will be enhanced for both these these vulnerable groups**  | ***Suggested action to reduce negative impact?*** ***A published response time to all claims for assistance which is adhered to.*** ***Monitor number of claims to manage the balance of service*** |
| **[ ]  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****Priority given to these vulnerable groups may cause delay offering support to other students in hardship or need of support.****Discretionary funding is a limited pot which may run out before the needs of those not in the priority group are met. This is however unlikely.** |
| **Supporting evidence:***e.g. PI data, stats on enrolment, recruitment and promotion, current research* | **We are as yet unable to access internal reports which give us the data we require to track the progress of these students due to the priority of supplying the data required by the Funding Council.****However research by the Scottish Government highlights the poor outcomes for Care Leavers without adequate support including mortality rates, teenage parenthood, criminal justice, mental health and homelessness.****Enquiries by the Scottish Youth Parliament were advocating the line that we have already taken** |
| **Stakeholder consultation:***e.g. involvement session/questionnaire, focus group or survey* | **ECSA****Buttle Trust****Student Services Staff****Edinburgh young Carers Project** |

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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 ?**  |
| A review as to the success of this change to the application forms and research if there has been any groups disadvantaged by this policy/procedure should be undertaken around May 2015 when the new Funding Policies are published by the Scottish Funding Council and we are planning for Student Support Funding processes for academic year 15/16.We have lobbied the Access and Inclusion, Senior Policy Officer Fiona Burns asking her to include statistics on the application numbers, retention and achievement of this cohort as part of the FES and outcome processes. |

**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:** **Extract Care leavers data from Learning and Teaching Survey****Review numbers of claims for Funding by CL/YC****Review retention/achievement/returning students** | **Person Responsible:****Jacqueline Maull****Caryn Smith****John McCran** | **Review Date:****27th February 2015****15th May 2015****30th September 2015** |
| **Signature of Lead: Jacqueline M Maull**  **Date: 21 October 2014** |