

**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 | Finance and Commercial – 5R Sub-Group | | EIA Team and Lead Member of Staff | Shauna Caskie | Date | 29th July 2020 |
| 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 the country progresses 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 which maps out the five phases 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 Covid-19 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   The **Finance and Commercial Sub-Group** of the 5R Plan will plan for each of the five phases from a financial standpoint, concentrating on financial reporting, identifying the financial implications of the pandemic, budget setting; and maintaining and developing commercial income streams for the College. |
| Who will be affected?  See Note 2 | All employees; all students |
| Who will be consulted?  See Note 3 | | All employees via trade unions, 5R sub-groups, staff comms  All students via Edinburgh College Student Association (ECSA) |
| 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 | | Feedback from self-selected staff, trade union representatives and ECSA representatives in 5R sub-groups.  Results of all-staff survey addressing return-to-work plans and continued homeworking. |

**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 |
| --- | --- | --- | --- | --- |
| Age | **N** |  | **Y** | Under-investment in cleaning will disproportionately affect groups who are more vulnerable to Covid-19.  Move to entirely online payment procedures will disproportionately affect groups who usually pay by other means.  Halls of Residence include shared spaces (showers, toilets) making them unsuitable for people who may be asked to shield and potentially for those who are more vulnerable to Covid-19. |
| Disability | **N** |  | **Y** | College-provided PPE may not be suitable for all students and staff, especially those with disabilities. Some disabled people may not be able to wear certain types of PPE whilst D/deaf, HoH and other people who rely on lipreading to communicate may struggle when they or others wear facemasks which hide the mouth.  Under-investment in cleaning will disproportionately affect groups who are more vulnerable to Covid-19.  Halls of Residence include shared spaces (showers, toilets) making them unsuitable for people who may be asked to shield and potentially for those who are more vulnerable to Covid-19. |
| Gender reassignment | **N** |  | **N** |  |
| Marriage/civil partnership (relevant in employment law) | **N** |  | **N** |  |
| Pregnancy and Maternity | **N** |  | **Y** | Under-investment in cleaning will disproportionately affect groups who are more vulnerable to Covid-19.  Halls of Residence include shared spaces (showers, toilets) making them unsuitable for people who may be asked to shield and potentially for those who are more vulnerable to Covid-19. |
| Race | **N** |  | **Y** | Move to entirely online payment procedures will disproportionately affect groups who usually pay by other means such as ESOL students.  Under-investment in cleaning will disproportionately affect groups who are more vulnerable to Covid-19.  Halls of Residence include shared spaces (showers, toilets) making them unsuitable for people who may be asked to shield and potentially for those who are more vulnerable to Covid-19. |
| Religion or belief | **N** |  | **N** |  |
| Sex | **N** |  | **Y** | Not allowing staff to return to work in College buildings has implications for people from groups more likely to be living in unsafe households. |
| Sexual orientation | **N** |  | **Y** | Not allowing staff to return to work in College buildings has implications for people from groups more likely to be living in unsafe households. |
| Social deprivation\*  See Note 7 | **N** |  | **Y** | Potential shortage of College-provided PPE for on-campus teaching/working leaves people from deprived backgrounds without if they are unable to fund their own.  Staff and students from deprived backgrounds will be disproportionately affected if there is little/no investment in appropriate workstations and IT equipment to facilitate their work or studies.  Rigid payment procedures may make courses inaccessible to those experiencing social deprivation. |
| Care Experienced people\* | **N** |  | **Y** | Not allowing staff to return to work in College buildings has implications for people from groups more likely to be living in unsafe households. |
| People with caring responsibilities\* | **N** |  | **Y** | Under-investment in cleaning will disproportionately affect groups who are more vulnerable to Covid-19, including carers of vulnerable people. |

**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 | * All staff have been consulted on ability to continue to work from home and preferences surrounding this. All employees can discuss individual circumstances with their line manager. Staff should also have the opportunity to raise this with another senior member of staff. * Senior staff in all departments have been consulted regarding what PPE is necessary in their area. Individual members of staff have the opportunity to raise any concerns regarding PPE to their line manager. * PPE purchased should allow for lipreading; or other alternatives should be in place for all public areas of the College (e.g. reception, entrances, student services, cafeteria…) and classes which have students/staff relying on lipreading as a communication method. * Cleaning contracts should be revised and invested in to ensure regularity and thoroughness in line with government guidance. * Halls of Residence: Residents to use the same communal areas throughout their stay. Extra cleaning and provision of additional cleaning materials for residents has been put in place. People who may be asked to shield are advised to contact Halls staff to discuss reasonable adjustments. If adjustments are not possible, people in this category are advised not to move into Halls due to being unable to avoid using communal spaces. Halls staff should provide advice on accessing alternative accommodation in Edinburgh for people in this category. * Consider how to provide students who need it with IT equipment or handbooks and provide funding for this. Faculty staff to consider most appropriate solution for individual courses. On-campus teaching also to be made available to all students, at least in-part. * Staff to be offered loan-scheme for IT equipment, chairs and desks which can be delivered to them at no cost to the staff member. * Cashiers providing additional guidance for students on how to pay online/by bank transfer in order to make this accessible for the large majority. Alternative payment methods available where requested for students who are unable to pay online/by bank transfer. * Alternative payment timelines should be considered to allow people to pay for courses in instalments. |
| Is there a need to address any gaps in evidence? | Individual staff members and students requiring PPE for their job/studies should be consulted to ensure suitability of PPE. |
| How will equality be advanced/ good relations be fostered? | Continuous communication and support offered to student and staff.  Managers having open dialogues with employees.  Finance and Commercial sub-group feeding back to staff-body about outcomes.  Ongoing dialogue with Trade Unions and Student Union. |
| Who has been involved in carrying out this assessment? | Business Development Advisor, Shauna Caskie  All members of Finance & Commercial Sub-Group |
| 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:** |
| Finance and Commercial outcomes to be fed back to staff at 5R sub-group meetings on a fortnightly basis; and in all-staff Comms where appropriate. | Jane Grant/ Lindsay Towns (SMT Leads) |  |
| Ongoing dialogue with Trade Unions and Student Union to monitor impact. Representatives to be present at fortnightly 5R Finance and Commercial sub-group meetings. | Donny Gluckstein (EIS)  Jim McKenzie (UNISON)  Al Wilson (ECSA) |  |
| Continue to work closely with other 5R sub-groups to monitor impact and receive feedback and recommendations from staff represented in these groups. | Jane Grant / Lindsay Towns (SMT Leads) |  |
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| **Signature of Lead:**  **Date: 21st August 2020** | | |
| **Step 5 – Review and Publication**  See Note 11  Please send the completed EIA record to [equality@edinburghcollege.ac.uk](mailto:equality@edinburghcollege.ac.uk) for   * review by Equalities team * publication in whole or in part on the College website. | | |