

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* | Removal of subsidised coach services to Milton Road and Midlothian for Academic Year 2015/2016. |

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| **Who is completing the assessment?** | |
| **Lead Name: Christine McDougall** | **Date of assessment: March 2015** |

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| **Questions** | | | |
| What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed? | ***Context***  Before merger Jewel and Esk College (JEC) provided discretionary, subsidised coach services from East Lothian to its Milton Road and Midlothian campuses. Neither Edinburgh’s Telford College, nor Stevenson College Edinburgh provided such discretionary services to their campuses. JEC also provided an intercampus bus between Milton Road and Midlothian; this service was not extended to the other campuses after merger. Also, the routes were not serviced by wheelchair accessible coaches.  These services were originally funded through student bursary funds. However, changes implemented by Scottish Funding Council (SFC) on the allocation and management of bursary funds means that these funds can no longer be used to subsidise the coach services. Consequently, if these discretionary services were to continue, the college would have to meet the cost of these services through its budgeted income.  During academic session 2013/14, the Joinery and Carpentry programmes were relocated from the college’s Midlothian campus to its Granton campus. As part of this process, a bus service between was introduced between the two campuses as a reasonable adjustment for continuing students.  ***Intended Aims***  The main aim of this change is to remove the delivery of these discretionary, subsidised coach services to achieve efficiency savings. However, it is important to state that this change does not impact on the provision of student funding support.  It is our view that removal of the subsidised coach services will:   1. Ensure Travel options for all students are equal and fair. The cost of extending these services to all college campuses are too high to make this a viable option. 2. Provide a cost saving of £196,000 to the College. This can be reinvested to benefit all students of 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 change affects students travelling from East and Midlothian only.  The change is also part of Edinburgh College's overarching policy on Travel and Sustainability. Consequently, it should be viewed in this context.  ***Informing the Decision***  Equitable and fair options for students to travel in order to study are part of Edinburgh College's wider Travel Plan. As part of this Travel Plan, a review was carried out by the college’s facilities team andin conjunction with a travel consultant into the public transport options available to the Milton Road and Midlothian Campuses. It was ascertained that public transport is readily available to the Milton Road campus from East Lothian, but, there is a limited service to Midlothian.  However, the Borders Railway line opens in August 2015, with a train station opening next to the Midlothian campus. This will make traveling to and from the campus much more flexible. The Railway line will also link the Milton Road and Midlothian campus creating a more efficient traveling time between the two campuses and Edinburgh. | | |
| 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  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, Marriage and civil partnership (in employment)**  **(and if relevant *socio economic*)** | | | Yes  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  Bob Cowan, Financial Controller  Myra McCabe, Head of Student Services  Christine McDougall, Head of Resources and Facilities | |

**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 creates fair and equitable travel options for all students. At present the discretionary subsidised services only service the Milton Road and Midlothian campuses. We have a high number of students travelling to our Granton campus without use of a college coach service.  The removal of these services does not affect those individuals who have health issues, a mobility impairment or disability, are pregnant or have caring responsibilities. The routes were not serviced by wheelchair accessible coaches, consequently the service discriminated against wheelchair users. The services also had a limited timetable. The college also operates a car parking management system that guarantees a parking permit for individuals within these protected characteristics.  A benefit of removing these services is to encourage students to manage their own travel arrangements, as they would have to do if they were in employment or articulating to University. | ***Suggested action to reduce negative impact?***  Increase awareness of funding of travel for students in receipt of bursary funding.  Increase awareness of travel arrangements by signposting on college website  Introduce signs to bus stops on campuses |
| **AGE**  **DISABILITY**  **RACE**  **RELIGION / FAITH / BELIEF**  **SEXUAL ORIENTATION**  **GENDER**  **GENDER RE-ASSIGNMENT**  **PREGNANCY / MATERNITY**  **MARRIAGE AND CIVIL PARTNERSHIP (IN EMPLOYMENT)**  **SOCIO-ECONOMIC**  **(tick the box of each group to include)** |
| **NEGATIVE IMPACT**  Students’ perception that cost of travel will increase. However, students in receipt of bursary funding for the coach services would still receive funding for public transport. |
| **Supporting evidence:**  *e.g. PI data, stats on enrolment, recruitment and promotion, current research* | A comprehensive review of students travel was undertaken using postcode analysis and their campus of study. This information established that we have high numbers of students traveling independently to our Granton campus as well as the Milton Road and Midlotihan campuses. The usage / utlisation of the services by students was also found to be low. | |
| **Stakeholder consultation:**  *e.g. involvement session/questionnaire, focus group or survey* | Presentation of the review findings were shared with the Leadership Team and Edinburgh College Student Association (ECSA). A meeting was arranged for students to provide their views but unfortunately it was very poorly attended. ECSA then carried out a consultation of the proposal to remove the coach services over a two week period. A survey was carried out to ascertain the view of the students using the service. The overall concerns raised through this survey was the perceived cost increase to travel to college. | |
| **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 ?** | | |
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**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:**  Review of students using Coaches  Review of students travel departure location to destination campus  Review of public transport available to Milton Road and Midlothian  Review of cost of coaches to recoverable income  Presentation of findings to Leadership Team, including the Student President  Consultation with students by Student President/ECSA  Arrange consultation meeting with students to listen to their concerns and opinions. Meeting to include representation from Student President and Leadership team  Feedback to Leadership team. Seek decision on the proposed removal of coach services subject to review of EIA.  Increase awareness of funding of travel for students in receipt of bursary funding.  Increase awareness of travel arrangements by signposting on college website  Introduce signs to bus stops on campuses | **Person Responsible:**  Head of Resources &Facilities, Facilities Managers  Head of Resources & Facilities, Facilities Managers and Travel Consultant  Head of Resources & Facilities, Facilities Managers and Travel Consultant  Head of Resources & Facilities and Financial Controller  Head of Resources & Facilities and Financial Controller  Student President/Student Association  Head of Resources & Facilities, Head of Student Services, Financial Controller and Student President.  Head of Resources & Facilities, Head of Student Services, Financial Controller and Student President  Student Services and ECSA  Head of Resources and Facilities and Head of Marketing  Head of Resources and Facilities | **Review Date:**  January 2015 (Complete)  January 2015 (Complete)  January 2015 (Complete)  January 2015 (Complete)  February 2015 (Complete)  February 2015 (Complete)  March 2015 (Complete)  March 2015  October 2015  August 2015  October 2015 |
| **Signature of Lead:**  **Date: March 2015** | | |