

**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 | Edinburgh College Regional Outcome Agreement 18/19 | | EIA Team and Lead Member of Staff | AP Curriculum Design and Development, Equalities Officer. | Date | 17.7.18 |
| Type of Policy/Practice/ (tick box) | New |  |
| Existing |  |
| Revised | X |

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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 | The Regional Outcome Agreement (ROA) is designed to support the College’s strategic ambitions within the regional context in which the College operates, by setting out outcomes and how these outcomes will be achieved. The ROA also demonstrates what the College will deliver in return for public investment. |
| Who will be affected?  See Note 2 | Students, staff, stakeholders (e.g. local schools and employers) and the wider community. |
| Who will be consulted?  See Note 3 | | The College works closely with SFC Outcome Agreement Managers in developing the ROA. In working towards its new Strategic Plan in 2017, which complements the Regional Outcome Agreement, the College has been consulting widely with staff, students and stakeholders. The College is also a key Community Planning Partner. |
| 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 | | In formulating the ROA, research has been undertaken into regional trends, as well as equality and demographic data, to consider how the College can serve the education and skills development of its local area. |

**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 | Y | We expect an increase in Senior-phase learners and our targets and priorities reflect this. For example, our Widening Access, Developing the Young Workforce (DYW) and Schools College Partnership (SCP) work is intended to support young people (16-24) into positive destinations. This is in line with Scottish Government strategy to focus on better outcomes for younger students through full-time courses with recognised qualifications. While this focus is an important one, the sector has seen a reduction in part-time students, mainly affecting people over 25 and women. However, the College is actively engaged with SWAP East to enable adult returners to access HE. It also intends to grow its part-time modes of study through VLE development, which could have benefits for students of all age groups. | N |  |
| Disability | Y | National Comparators suggest the volume of credits delivered to students with a known disability is above the regional average. The ROA also details the key ways in which the Access and Inclusion Strategy will remove or minimise barriers to learning experienced by students. The College is working with local authorities to improve transition arrangements for school leavers with support needs, to broaden the offering of ACE course for PG5 students and to strengthen the links with special educational needs schools. The Project Search local partnership supports young people with additional support needs into education and employment. | N |  |
| Gender reassignment | N | But see below. | N |  |
| Marriage/civil partnership (relevant in employment law) | N |  | N |  |
| Pregnancy and Maternity | N | But see below. | N |  |
| Race | Y | The ethnic profile of our student cohort is representative of the local population and our ESOL work will continue to have a positive impact. | Y | As noted in the ROA, Brexit has the potential to impact on students coming from the EU in particular. Ongoing clear information to provide to students will help to mitigate some of the impact. |
| Religion or belief | N | But see below. | N |  |
| Sex | Y | The ROA aligns with GAP in tackling gender imbalance at subject area e.g. women into engineering and men into childcare (linking in with the growing demand for STEM and childcare specialists). The College also participates in the 50/50 by 2020 Board Diversity initiative. | N |  |
| Sexual orientation | N | But see below. | N |  |
| Social deprivation\*  See Note 7 | Y | Our work as a Community Planning Partner (CPP) and on Widening Access is extremely focussed on socio-economic disadvantage. Our partnership working with primary schools, SCP and DYW and our increased delivery of access courses are intended to create positive outcomes for these learners. | N |  |
| People with Care Experience\* | Y | The College is committed to contributing to the National Ambition for Care-Experienced Students and is working with partners and in line with its Corporate Parenting Plan. The College has ambitions to grow recruitment, improve transition pathways and to tackle the attainment gap for this priority group of learners. | N |  |
| People with caring responsibilities\* | N | But see below. | 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 | For some protected characteristic groups, specific positive impacts are noted. However, the ROA outcomes around recruitment and retention would be of benefit to students from all protected characteristics groups. Additionally, the ROA aligns with the College’s Gender Action Plan (GAP) and the Equalities Action Plan 2017, which aim to advance equality and create more inclusive environments. |
| Is there a need to address any gaps in evidence? | The full impact of Brexit in relation to our EU students is currently not known. |
| How will equality be advanced/ good relations be fostered? | By aligning the ROA with CPP, GAP and other equality/inclusion work being done in the college, the ROA demonstrates the College’s ambitions to widen access and promote good relations. |
| Who has been involved in carrying out this assessment? | AP Curriculum Design and Development, Equalities Officer, supported by the consultation information available as a part of the ROA process. |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | Enrolment, Retention and Achievement data from AY 2018/19 analysed by protected characteristic groups will allow further assessment of the impact of ROA. |

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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:** |
| Analyse relevant data from AY 2017/18 as part of ROA cycle in 2018/19. | AP Curriculum Design and Development | Initial draft due in December 2018 |
| Carry out EIA as part of ROA cycle in 2018/19. | AP Curriculum Design and Development | Initial draft due in December 2018 |
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| **Signature of Lead:**  **Date: 17 July 2018** | | |
| **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. | | |