

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* | Change of course campus Television, Granton to Milton Road |

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| **Who is completing the assessment?** | |
| **Lead Name:** **Jon Buglass** | **Date of assessment:** **February 2015** |

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| **Questions** | | | |
| What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed? | Course moving campus to improve student experience in terms of providing team of staff to deliver course, and long term investment in resources in one area rather than spreading across 3. Financial gain by 'collapsing classes' in HND2 when required due to low numbers. Grow the curriculum in terms of more FE/HE provision targeted at school leavers in the region with the saved staffing. | | |
| 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**)? | Curriculum Strategy following curriculum review. Affects new students applying | | |
| 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, Marriage and civil partnership (in employment)**  **(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       Head of Creative Industries, Curriculum Manager for Broadcast Media | |

**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 student experience will be improved for all students by the long term investing in resources in one area rather than spreading across 3. Financial gain by 'collapsing classes' in HND2 when required due to low numbers ensures programme will continue. Also growth in the curriculum in terms of more FE/HE provision targeted at school leavers and 16 -19yrs in the region.  The application and enrolment data does not indicated any detriment to any specific protected characteristic group. The facilities at Milton Road are open to all after hours Mon-Thurs until 9 pm and also 10-5 at weekends to access editing equipment. They are also ground floor and have better access for potential students with mobility issues. | ***Suggested action to reduce negative impact?***    **Adapt timetable as a reasonable adjustment to take account of any changes to time** |
| **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**  One member of staff may have additional childcare considerations due to additional time travel |
| **Supporting evidence:**  *e.g. PI data, stats on enrolment, recruitment and promotion, current research* | **The course's data on current enrolment information has been reviewed. A travel analysis has also been completed which did not indicate a significant increase in travel time for current students.** | |
| **Stakeholder consultation:**  *e.g. involvement session/questionnaire, focus group or survey* | **Student meetings have taken place 11/3/2015 and 9/11/2015**  **Learner Development Tutor interviewed**  **Discussions with Napier University to see if this would affect applications for University (none noted, AVID training would be an advantage for these students)**  **Met with student services to see if travel would be compensated by SAAS (agreed)** | |
| **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 ?** | | |
| Interview with student with epilepsy to ascertain how the College could support the additional travel time.(e.g. adapt timetable)  Meet with member of staff to ascertain details of the possible childcare issues (Manager/HR) | | |

**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** | **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** |  |

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| **Any other recommendations?** |
| Recommend the students visit the campus to see if any concerns can be accommodated |

**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:**  **Meet again with staff and students to discuss concerns and make reasonable adjustments to timetable if a consideration** | **Person Responsible:**  **Marjory Crooks** | **Review Date:**  **March 31st. 2015** |
| **Signature of Lead:**  JBuglass **Date:** **12/31/15** | | |