

Equality Impact Assessment Template

Session 2012-13

Please refer to Guidelines document…

**The Colleges aim 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* | The centralisation of 4 geographically disparate finance teams into one location at Sighthill campus. |

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| **Who is completing the assessment?** | |
| **Lead Name:** **Rose Robertson** | **Date of assessment:** **21 May 2013** |

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| **Questions** | | | |
| What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed? | The centralisation of the 4 finance teams to one location will create a more efficient and effective department that will better meet the needs of Edinburgh College. This will in turn provide a cohesive, integrated service support to the College and form the foundation for a high performing, successful finance team. | | |
| 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**)? | Following the merger process the finance service provision continues to operate from 4 separate locations. It is clear that the current service provision would be improved through the centralisation of the finance team. This would create both qualitiative and quantitative benefits including synergies which would facilitate job enrichment and crystallise both time and financial savings. The result will be the delivery of better service support to deliver the financial strategy in support of the College's strategic plan.  This proposal, if approved, would affect all finance staff whose base is currently one of the Granton, Milton Road or Midlothian campuses. | | |
| 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 (and if relevant *socio economic*)** | | | Yes  No |
| If ‘**No**’ to either or both above, please justify your decision here and submit    The planned move should not materially or significantly impact on any of the specific groups identified above. The known demographics of the staff currently based outwith the Sighthill campus is predominantly female (14/18). Of the 14 females, 6 highlight caring responsibilites ranging from own children, elderly parents, sick elderly parents and occasional care of other young relatives. Of the 4 males based outwith Sighthill, one male has daily arrangements to drop off and collect his less abled spouse from her place of work. | | If ‘**Yes**’ to either or both above, please provide details of the  group who will undertake the EIA and continue on the following page  The EIA is being led by the Head of Finance and MIS, informed by 4 separate staff representatives from each of the 4 campuses. In addition this EIA will be quality checked by the Quality and Equality Department. | |

**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** | ***Suggested action to reduce negative impact?***  ***Financial - Require to consider the College policy on excess mileage. Following discussion with Anne Gillespie at HR, the potential options under discussion are:***  ***1. A one-off 'disruption' payment***  ***2. Payment of additional mileage in excess of home to work mileage to existing base for a defined period.***  ***3. The creation of new contracts amending work location - with no payment for excess mileage incurred.***  ***Time - current flexible working practices will assist staff in managing time pressures (eg to avoid peak travel times).***  ***Flexi-time arrangements - Require to consider existing flexi-time arrangements, and the requirement to streamline/formalise arrangements in order to assist staff with different travel arrangements***  ***Car parking facilities - and current employees at the Sighthill Campus may wish to communicate their tips on car parking.*** |
| **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**  **The move to Sighthill Campus may require some employees to travel further to work. This has both time and financial implications. Employees cite concern also over available carparking facilities. In addition a number of staff (7 of 27 responses) highlight caring responsibilities of dependents.** |
| **Supporting evidence:**  *e.g. PI data, stats on enrolment, recruitment and promotion, current research* | **Attached feedback from Campus representatives on behalf of all staff.** | |
| **Stakeholder consultation:**  *e.g. involvement session/questionnaire, focus group or survey* | **Ongoing through Finance Team Meetings chaired by the Director of Finance** | |

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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 ?** |
| Consultation with Quality and Equality Department. |

**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:** | **Person Responsible:** | **Review Date:** |
| **Signature of Lead:**  **Date:** | | |