

**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 | Waste & recycling Policy | | EIA Team and Lead Member of Staff | Sustainability Officer  Equalities Officer  Head of Estates | Date | 30/06/2016 |
| 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 | The purpose of the Waste and Recycling Policy is to formalise the College’s commitment to becoming more sustainable with regard to waste. As a public body the Scottish Government, through the Climate Change (Scotland) Act 2009 expects us to reduce emissions and act sustainably. In order to do this this policy adheres to the principles of the waste hierarchy. Specific Waste Regulation also apply and we are legally required to manage our waste in accordance with those regulations. .  This policy, along with the recommended management system will help to achieve this. Costs savings are also important as we spend around £150,000 on waste collections per year. That doesn’t include the costs associated with waste handing (cleaners, bin liners, bins) and the cost of the material we are throwing away, which can be significant. For example, the average value of 1 tonne of food waste is £1800, in 2013-14 the College produced 20 tonnes of food waste. Significant fines (tens of thousands) can also be levied if we are non-compliant.  Recycling is one of the highest profile sustainable actions a person can participate in. This policy aims to encourage such good practice within our students, staff and communities.  In 2013-14 the recycling rate in the College was 27% which is poor compared with our peers. This policy will help to reverse that in the near future. |
| Who will be affected?  See Note 2 | Staff, Students, contractors and in broader sense our communities. |
| Who will be consulted?  See Note 3 | | Consultation has taken place through Sustainability Steering Group, Health and Safety Committee, Senior Management Group, Policy and Resources Committee. A waste focus group and survey was also held. |
| 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 | | There is anecdotal evidence that this policy will enhance the environment within the College and not significantly adversely affect any of those groups negatively. In many cases the policy is already in place (in parts of the college) and requires rolling out across campuses to be consistent. |

**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 | Recycling facilities have been improved and are much easier to access than previously.  Signage is now standardised across the college and much clearer than previously. | **Y** | Removal of bins from classrooms could make distance to bin further. But communal facilities are located throughout the college and in many cases there will be no change.  Eating not allowed in classrooms as generates waste. Policy has an exemption for those that might need to eat for medical or other reasons. |
| Disability | Y | Recycling facilities have been improved and are much easier to access than previously.  Signage is now standardised across the college and much clearer than previously. | **Y** | Removal of bins from classrooms could make distance to bin further. But communal facilities are located throughout the college and in many cases there will be no change.  Eating not allowed in classrooms as generates waste. Policy has an exemption for those that might need to eat for medical or other reasons. |
| Gender reassignment | N |  | **N** |  |
| Marriage/civil partnership (relevant in employment law) | N |  | **N** |  |
| Pregnancy and Maternity | Y | Recycling facilities have been improved and are much easier to access than previously.  Signage is now standardised across the college and much clearer than previously. | **Y** | Removal of bins from classrooms could make distance to bin further. But communal facilities are located throughout the college and in many cases there will be no change.  Eating not allowed in classrooms as generates waste. Policy has an exemption for those that might need to eat for medical or other reasons.. |
| Race | N |  | **N** |  |
| Religion or belief | Y | Good Environmental stewardship is a strong belief by many (environmentalism, and within other religions) and sends out positive messages about the college’s responsibility. | **N** |  |
| Sex | N |  | **N** |  |
| Sexual orientation | N |  | **N** |  |
| Social deprivation\*  See Note 7 | N |  | **N** |  |
| Care leavers/looked after young people\* | N |  | **N** |  |
| People with caring responsibilities\* | N |  | **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 | Policy has qualification allowing flexibility where and individuals or group circumstances can be taken into account. |
| Is there a need to address any gaps in evidence? | No |
| How will equality be advanced/ good relations be fostered? | Policy is broadly neutral and in some areas will not result in a change. Awareness raising will be undertaken to facilitate implementation of the policy, though it will not focus on any specific element of equality. |
| Who has been involved in carrying out this assessment? | Sustainability Officer, Equalities Officer |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | NA |

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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:** |
| Monitor feedback on waste and recycling  -students  -Staff  -cleaners | Sustainability Officer | December 2016 |
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| **Signature of Lead:**  **Date:** | | |
| **Step 5 – Review and Publication**  See Note 11  Please send the completed EIA record to Head of Quality and Equalities for   * review by Equalities team * publication in whole or in part on the College website. | | |