

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* | Move of the Careers Adviser from the Student Support office through to the public facing office of Advice and Guidance |

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| **Who is completing the assessment?** |
| **Lead Name: Jacqueline Maull** | **Date of assessment: 22 September 2014** |

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| **Questions** |
| What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed? | To promote access to careers guidance services and make the Careers Adviser more accessible to all students. To remove the formality of making an appointment for advice and assistance. |
| 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**)? | Positive destination is an important target for the College and SDS and there is a particular emphasis on the 16-19 year old age bracket. Partnership working with the SDS Careers Adviser focussing on employability is a key driver in our operational plan.Freeing up space in the Student Support office also offers more privacy to this students with additional support needs and staff working with them to support their needs |
| 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 **[ ]**  ✓  |
| **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 **[ ]**  ✓ |
| 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 It will afford a more accessible Careers Guidance Service both to staff and students.It will offer greater privacy and space for students with disabilities to be assessed |

**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**
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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** **Visible accessible careers advice and guidance without registering for an appointment. Wheelchair accessible.****Discrete space for students with additional support needs to meet their support staff**  | ***Suggested action to reduce negative impact?***  |
| **[ ]  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****N/A** |
| **Supporting evidence:***e.g. PI data, stats on enrolment, recruitment and promotion, current research* | **Weekly footfall for careers advice has trebled** **Classroom based sessions have increased in Semester 1 as raised profile for Careers Adviser with staff has taken effect.** |
| **Stakeholder consultation:***e.g. involvement session/questionnaire, focus group or survey* | **SDS Regionally****LDTs** |

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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 ?**  |
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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?**  |
| General layout of office requires full review to encourage student footfall, accessibility and awareness of services on offer |

**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 annual statistics** **Student Survey of office use/layout****Staff survey of office layout and use****Activity review** | **Person Responsible:****Pat Garforth, SDS****Student Support Advisers** **Jacqueline Maull and Granton Team****International Team****Entrepreneurship Executive****David McLaughlan and Granton Team** | **Review Date:****Quarterly****To be completed end of Feb 2015****To be completed end of Feb 2015****End of March 2015** |
| **Signature of Lead: Jacqueline M Maull** **Date: 22 September 2014** |