



# Equalities Impact Assessment (EQIA)

revised 10/17

The purpose of this template is to ensure that decision makers consider impacts on equality when making decisions which may impact on people in some way, or develop new - or revise existing - policies, practices or operating guidelines. This EQIA template should be completed in conjunction with the Guidance Notes.

<b>Title of the Policy/Decision considered:</b>	Equalities Policy
<b>Impact Assessed by:</b>	Mhairi Shillinglaw
<b>Signature(s) of assessor(s):</b>	MS
<b>Date of Impact Assessment:</b>	April 2018

## Step 1: (a) Identify the aims of the policy/decision

(i) What is the purpose of the policy/decision? Why has this policy/decision been developed/reached? (ii) How does the policy/decision seek to achieve its purpose? (iii) How do the aims of the policy/the decision relate to equality?
This policy summarises Forth Valley College's commitment to have due regard to: <ul style="list-style-type: none"> <li>• eliminate discrimination, harassment and victimisation</li> <li>• advance equality of opportunity and</li> <li>• foster good relations</li> </ul> <p>This is required under the Equality Act 2010 and the Equality Act 2010 (specific duties) (Scotland) Regulations 2012. The Policy lists how equality activities will be completed in FVC and who is responsible for implementing them. The Policy is inherently about detailing requirements to meet the Equality Act.</p>

## Step 1: (b) Identify who is affected by the policy/decision

(i) Who benefits from this policy/decision? (ii) How does the group of people benefit from the policy/decision? (iii) Who does not benefit from the policy/decision? Is anyone disadvantaged? (iv) If so, how is the group of people disadvantaged by this policy/decision?
This policy applies to all those who use College services, whether staff, students, those attending training, visitors, or contractors, irrespective of the following protected characteristics: age, disability, gender reassignment (including identity), marriage and civil partnership status,

pregnancy and maternity, race (including colour, nationality, ethnic or national origins), religion and belief, sex (formerly gender) and sexual orientation.

As such, all groups are likely to benefit from the policy.

**Step 2: (a) Consider the evidence and impact assess**

- (i) What data or evidence have you used to consider the impact of the policy/decision on each Protected Characteristic group? E.g. student/staff demographic data, consultation responses, national data.
- (ii) If you lack data/evidence, please outline your plan for obtaining up-to-date data/evidence e.g. consultation, survey, focus group responses, national research.
- (iii) Referring to the evidence you have available, would this policy positively or negatively impact on the following Protected Characteristics groups? If so, then how? Detail how it would be possible to minimise negative impact (an action plan may be required to ensure minimal negative impact in practice/change an aspect of the policy). Refer to the following Duties where possible: **elimination of discrimination; advancing equality of opportunity; and fostering good relations.**

Protected Characteristic	Evidence	Impact (and how to minimise negative impact).
Disability		+
Sex (man or woman)		+
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)		+
Age		+
Gender reassignment (the process of transitioning from one gender to another)		+

Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)		+
Religion and belief (inc. no belief)		+
Pregnancy and maternity		+
Marriage and civil partnership		+
Other identified groups (e.g. carers)		+

(ii) Action Plan to obtain data and evidence for impact assessment:  
n/a

### Step 3: Consultation

<b>Is a consultation required? Are the views of other people required to be sought, in case they may highlight issues arising from the implementation of this policy?</b>	
	<input type="radio"/> No
<b>Please provide reasons why you did/did not offer a consultation:</b>	
Equalities Policy: a positive impact is explicitly intended and very likely.	
<b><i>If 'yes', please complete the following sections.</i></b>	
<b>Analysis of the views/evidence gathered from the consultation:</b>	

<b>Recommendation(s):</b>

**Step 4: Decision Making**

<p>Select an option to summarise how the IA has informed your decision-making:</p> <p>4.1 No amendment to the policy/decision is required (policy/decision is robust, with no negative impact);</p> <p>4.2 Adjust the policy/decision (take steps to meet the general duty and reduce negative impact);</p> <p>4.3 implement the policy/decision without adjustment (continue despite the potential for adverse impact);</p> <p>4.4 Stop and remove the policy/do not proceed with decision (where adverse effects are not justified and cannot be mitigated or where the policy leads to unlawful discrimination).</p>
4.1

**Step 5: Publication:**

*Equality Impact Assessments must be published.*

	<b>Does this group need to be aware of this EQIA? (tick if applicable)</b>	<b>How to inform this group:</b>
Students (service users)	√	Publish policy and EQIA on website
Employees	√	Publish policy and EQIA on website
Partner organisations & stakeholders	√	Publish policy and EQIA on website
Other - please state:		
<b>Are there any barriers to communication?</b>		<input type="radio"/> <b>No</b>
<b>If 'yes', how will barriers to communication be overcome?</b>		

## Step 6: Monitoring and Review

**How will this policy/decision be monitored to assess its impact on protected characteristics groups?** E.g. will qualitative/quantitative data be collected? Survey, Student Council, Listening to Learners sessions?

The Policy will go to SMT for approval. It will then be published on FVC website for all relevant/interested stakeholders to access. It will be placed on the website alongside all associated equality information for FVC.

Where possible, from both staff and student perspective, information will be gathered when the Policy is explicitly brought into use, e.g., regarding matters of student or staff discipline.

<b>Staff member/designation responsible for writing the monitoring report:</b>	Head of EILS
<b>Monitoring report publication date:</b>	Before Policy review date
<b>Review date:</b> (no later than 3 years after the policy/decision has been impact assessed)	April 2021

Please send the completed EQIA to [equality@forthvalley.ac.uk](mailto:equality@forthvalley.ac.uk)

If you require any assistance in completing an EQIA, please contact [equality@forthvalley.ac.uk](mailto:equality@forthvalley.ac.uk)