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## Equalities Impact Assessment (EQIA)

revised 10/17

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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>	Protection of Vulnerable Groups Scheme Policy and Procedure
<b>Impact Assessed by:</b>	Ralph Burns
<b>Signature(s) of assessor(s):</b>	
<b>Date of Impact Assessment:</b>	April 2025

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

<p>(i) What is the purpose of the policy/decision? Why has this policy/decision been developed/reached?</p> <p>(ii) How does the policy/decision seek to achieve its purpose?</p> <p>(iii) How do the aims of the policy/the decision relate to equality?</p>
<p>The Protecting Vulnerable Groups Scheme (PVG Scheme) is established by the Protection of Vulnerable Groups (Scotland) Act 2007. The PVG Scheme allows Forth Valley College as a registered body to request and obtain information on whether an individual has any criminal convictions and whether or not they are barred from doing regulated work with children or protected adults either as an employee or as a student on placement. This document sets out the College's policy in relation to the PVG Scheme application process, its use of PVG Scheme information to inform decisions, and its storage and period of retention of PVG Scheme information.</p> <p>Forth Valley College is committed to ensuring its recruitment and selection practices are fair and comply with current employment legislation and best practice. The College also recognises its obligation under legislation to carry out the necessary checks in respect of staff and other people who will be working with children or protected adults. The fact that an individual has a conviction will not necessarily make them unsuitable for work with the College and College Management will consider the person's suitability as a whole in light of all the information available. However, the College cannot lawfully employ an individual to do regulated work of the type they are barred from doing.</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?

All current and potential future staff as well as students and those undertaking a regulated role on behalf of the college. Forth Valley College recognises its obligations under legislation to carry out necessary checks to ensure that those undertaking a regulated role in the College are not barred from doing so. The College cannot by law employ someone to do a regulated role from which they are barred. To this end, the College will seek information from Disclosure Scotland, through the PVG Scheme to inform decisions on an individual's suitability for a post, role or student placement.

Where a post, role or student placement constitutes a regulated role with children, the College is permitted to request a check against the list of persons barred from working with children.

Where a post, role or student placement constitutes a regulated role with protected adults, the College is permitted to request a check against the list of persons barred from working with protected adults.

The College will comply with the Code of Practice and other guidance issued by Disclosure Scotland in dealing with requests for and in making decisions on PVG Scheme Disclosure information.

Students will be safe in the knowledge that everyone employed by the college will not be barred from carrying out a regulated role.

Potential future staff will be disadvantaged where they are barred from carrying out a regulated role – we will not be able to employ them. It is a criminal offence for people to seek employment carrying out a regulated role where they are barred or do not have compliant PVG as it is also a criminal offence to employ someone without a PVG.

Current staff will be disadvantaged where they become barred from carrying out regulated work – their employment will need to be terminated in order to protect vulnerable groups.

### 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	<p>In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself.</p> <p>It is noted however that a Disabled person is most likely to be a victim of crimes.</p>	<p>This policy has no direct bearing on this protected characteristic. However is designed to protect the most vulnerable therefore has an indirect potentially positive impact.</p>
Sex (man or woman)	<p>Men continue to have a higher rate of criminal activity compared to woman and so men are more likely to be impacted by this process.</p>	<p>There is nothing the college can do to change the impact on men. It is a criminal offence for someone barred to seek employment at the college where they are barred from regulated work and the college can no longer employ someone who become barred whilst in employment. However the college policy supports careful consideration to other charges not related to the role in question before making any decision</p>
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	<p>White people are more likely to commit a crime in the UK compared to all other ethnic groups. Individual ethnic groups may be more or less proportionately represented.</p>	<p>There is nothing the college can do to change the impact on race. It is a criminal offence for someone barred to seek employment at the college where they are barred from regulated work and the college can no longer employ someone who become barred whilst in employment. However the college policy supports careful consideration to other charges not related to the role in question before making any decision</p>
Age	<p>Young adults are more likely to commit crime than older adults. That said the PVG process means that significant crimes are recorded for all age groups.</p>	<p>There is nothing the college can do to change the impact on age. It is a criminal offence for someone barred to seek employment at the college where they are barred from regulated work and the college can no longer employ someone who become barred whilst in employment. However the college policy supports careful consideration to other charges not related to the role in question before making any decision.</p> <p>However it is designed to protect vulnerable younger people</p>

Gender reassignment (the process of transitioning from one gender to another)	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself.	This policy has no bearing on this protected characteristic.
Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself.	This policy has no bearing on this protected characteristic.
Religion and belief (inc. no belief)	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself.	This policy has no bearing on this protected characteristic.
Pregnancy and maternity	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself.	This policy has no bearing on this protected characteristic.
Marriage and civil partnership	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself.	This policy has no bearing on this protected characteristic.
Other identified groups (e.g. carers)	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself.	This policy has no bearing on other groups.

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

[www.gov.uk](http://www.gov.uk) was used to check statistics. Disclosure Scotland guidance and the law will continually be reviewed and the policy/procedure updated where appropriate.

### 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

<p><b>Please provide reasons why you did/did not offer a consultation:</b></p> <p>Standard practice to gain input from staff via their representatives.</p>
<p><b><i>If 'yes', please complete the following sections.</i></b></p> <p><b>Analysis of the views/evidence gathered from the consultation:</b></p>
<p><b>Recommendation(s):</b></p>

#### 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>
<p>4.1</p>

#### Step 5: Publication:

*Equality Impact Assessments must be published.*

	Does this group need to be aware of this EQIA? (tick if applicable)	How to inform this group:
Students (service users)	Y	
Employees	Y	
Partner organisations & stakeholders	Y	

Other - please state:		
Are there any barriers to communication?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
If 'yes', how will barriers to communication be overcome?		

### Step 6: Monitoring and Review

Staff member/designation responsible for writing the monitoring report:	Ralph Burns
Monitoring report publication date:	
Review date: (no later than 3 years after the policy/decision has been impact assessed)	April 2028

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)