


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>	Corporate Parenting Plan
<b>Impact Assessed by:</b>	Anna Vogt
<b>Signature(s) of assessor(s):</b>	
<b>Date of Impact Assessment:</b>	24 <sup>th</sup> March 2021

### 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?
(i)	The purpose of this plan is to further develop the work around supporting Care Experienced (CE) students to access education and support.
(ii)	The plan seeks to achieve its purpose by having tangible outcomes and actions that will improve the experience of CE students at FVC.
(iii)	Although those who are CE are not covered by the Equality Act (2010), they face significant barriers accessing education. CE students are a broad range of students and will also fall under protected characteristics.

### 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?
(i)	Care Experienced students
(ii)	The plan is specifically designed to improve the outcomes of CE students.
(iii)	While no-one is directly disadvantaged by the CE Plan, a range of other groups such as carers and Gypsy/Travellers would benefit from a plan like this but are not included in this plan because there is a specific legislative requirement for a CE Plan.

## 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	FVC Data and feedback, Scot Gov and UK Gov data.	No impact however, students who fall under this category, but who are not CE, would benefit from some of the actions in this plan. The actions that apply to disabled students will be integrated into our inclusion work.
Sex (man or woman)		No Impact
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	EHRC & Scot Gov Reports	No impact however, students who fall under this category, but who are not CE, would benefit from some of the actions in this plan. A specific plan is in development to support race equality and some of the actions in this plan will intersect with the Race equality Plan.
Age		No Impact
Gender reassignment (the process of transitioning from one gender to another)	FVC Data and Third Sector reports into the experiences of Trans people.	No impact however, students who fall under this category, but who are not CE, would benefit from some of the actions in this plan. We have mechanisms with FVC to support Trans students and these will be developed to incorporate some of the actions of the CE Plan
Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)		No Impact

Religion and belief (inc. no belief)		No Impact
Pregnancy and maternity		No Impact
Marriage and civil partnership		No Impact
Other identified groups (e.g. carers)		
Care Experience	Scot Gov and Third Sector data and reports.	Positive – this plan is designed to improve the experiences of CE students at FVC.
Carers	Reports from Third Sector that support this group.	No impact however, students who fall under this category, but who are not CE, would benefit from some of the actions in this plan. A plan to support those with caring responsibilities should be created.

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

A range of stakeholders were consulted while developing this plan. Stakeholders included CE students, Social Work teams and FVC staff.

### 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"/> Yes	<input checked="" type="radio"/> No
<b>Please provide reasons why you did/did not offer a consultation:</b>	
A range of stakeholders were consulted during the development of the plan and the plan is designed to focus on one particular group, in a positive way.	
<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>
<p>No amendment to the policy.</p>

**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)	X	
Employees	X	
Partner organisations & stakeholders	X	
Other - please state:		

Are there any barriers to communication?	○ Yes	X No
If 'yes', how will barriers to communication be overcome?		

### Step 6: Monitoring and Review

<p><b>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?</b></p> <p>The impact of the CE Plan will be reviewed in 2024.</p>	
<b>Staff member/designation responsible for writing the monitoring report:</b>	Anna Vogt
<b>Monitoring report publication date:</b>	March 2024
<b>Review date:</b> (no later than 3 years after the policy/decision has been impact assessed)	March 2024

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)