




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.

Title of the Policy/Decision considered:	Equality Outcomes 2021 - 2025
Impact Assessed by:	Anna Vogt
Signature(s) of assessor(s):	
Date of Impact Assessment:	12 th April 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 the equality outcomes is to focus on key equality work over the next four years.
(ii)	The equality outcomes seek to set measurable aims to enhance our equality work and are in addition to our mainstreaming responsibilities.
(iii)	The equality outcomes are directly linked to supporting those who share 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)	Those who share protected characteristics.
(ii)	The equality outcomes are specifically designed to improve the outcomes/experience of those who share protected characteristics.
(iii)	While no-one is directly disadvantaged by the equality outcomes, some groups, such as those with a disability, women and those from a BME background benefit more than other 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	FVC Data and feedback, Scot Gov and UK Gov data.	Direct Positive Impact
Sex (man or woman)	FVC Data and feedback, Scot Gov and UK Gov data.	Direct Positive 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	Direct Positive Impact
Age		Positive impact to a lesser extent. This group will benefit from EO4 and 5 but there is no specific EO to cover this group. Some members of this group may also benefit from the other EOs because of intersection.
Gender reassignment (the process of transitioning from one gender to another)		Positive impact to a lesser extent. This group will benefit from EO4 and 5 but there is no specific EO to cover this group. Some members of this group may also benefit from the other EOs because of intersection.
Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)		Positive impact to a lesser extent. This group will benefit from EO4 and 5 but there is no specific EO to cover this group. Some members of this group may also benefit from the other EOs because of intersection.

Religion and belief (inc. no belief)		Positive impact to a lesser extent. This group will benefit from EO4 and 5 but there is no specific EO to cover this group. Some members of this group may also benefit from the other EOs because of intersection.
Pregnancy and maternity		No direct impact as we do not report on this group. Some members of this group may benefit from the EOs because of intersection.
Marriage and civil partnership		No Impact as we do not report on this group.
Other identified groups (e.g. carers) Care Experience Carers		Positive impact to a lesser extent. This group will benefit from EO4 and 5 but there is no specific EO to cover this group. Some members of this group may also benefit from the other EOs because of intersection.

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

A range of stakeholders were consulted while developing the Equality Outcomes. Stakeholders include FVC students and staff.

Step 3: Consultation

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?	
<input type="radio"/> Yes	<input checked="" type="radio"/> No
Please provide reasons why you did/did not offer a consultation:	
A range of stakeholders were consulted during the development of the Equality Outcomes and the Equality Outcomes are designed to focus on those who share protected characteristics, in a positive way.	
<i>If 'yes', please complete the following sections.</i>	
Analysis of the views/evidence gathered from the consultation:	

Recommendation(s):

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.

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

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 impact of the Equality Outcomes will be reviewed in 2025.

Staff member/designation responsible for writing the monitoring report:

Anna Vogt

Monitoring report publication date:

April 2023

Review date:

(no later than 3 years after the policy/decision has been impact assessed)

April 2025

Please send the completed EQIA to equality@forthvalley.ac.uk

If you require any assistance in completing an EQIA, please contact equality@forthvalley.ac.uk