


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:	Entering into a partnership with Job Centre Plus to host Youth Hubs on Alloa and Falkirk campuses.
Impact Assessed by:	Anna Vogt
Signature(s) of assessor(s):	
Date of Impact Assessment:	10 th November 2020

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?
It is proposed that FVC work in collaboration with JCP to host Youth Hubs on our Falkirk and Alloa campuses. JCP feel that working in spaces other than the Job Centre encourages young people to engage with their services more readily. The target group for this partnership is 18 to 24 year olds.

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) Young people aged 18 to 24
(ii) This group benefits from the JCP service itself and the enhanced service they would be offered through the service being held on a college campus. This means that the young people also have direct access to college advice and guidance and support from Skills Development Scotland.

- (iii) Depending on the level of interest and engagement, others trying to access the college's advice and guidance service and SDS may be impacted by this service. In addition, while they are not directly disadvantaged, older people will not receive the same support as the young people although they may still benefit from enhanced relationships between FVC, SDS and JCP.

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	This service is not available to those over 24.	<ul style="list-style-type: none"> • Those over 24 are excluded from this service. • This service will be run by JCP rather than the college so it is for them to ensure that their services are tailored for different groups. • There are different routes for support from the college for potential students over 24. • Improved collaborative working between FVC, SDS and JCP will hopefully have a positive impact on older potential and existing students.
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:

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:	
The service is not being delivered by FVC so it is not for the college to ensure that JCPs clients have equal access to services. It is the college's responsibility to ensure that all potential students have access to support and entry to our services and we will monitor the workload generated by the Work Coaches to ensure that no other groups are disadvantaged by this partnership.	
<i>If 'yes', please complete the following sections.</i>	
Analysis of the views/evidence gathered from the consultation:	
Recommendation(s):	

Step 4: Decision Making

Select an option to summarise how the IA has informed your decision-making: 4.1 No amendment to the policy/decision is required (policy/decision is robust, with no negative impact); 4.2 Adjust the policy/decision (take steps to meet the general duty and reduce negative impact); 4.3 Implement the policy/decision without adjustment (continue despite the potential for adverse impact); 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).
Adjust the policy/decision (take steps to meet the general duty and reduce negative impact). Include steps to monitor workload generation to ensure no one group of potential student is prioritised over others.

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	Online
Employees	X	Online
Partner organisations & stakeholders	X	Via email
Other - please state:		
Are there any barriers to communication?	<input type="radio"/> Yes	X No
If 'yes', how will barriers to communication be overcome?		

Step 6: Monitoring and Review

<p>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?</p> <ul style="list-style-type: none"> Review workload flow from Work Coach to Learner Advisors on a quarterly basis Review Listening to Learners feedback and student surveys for negative feedback around accessing advice and guidance timeously Encourage feedback from students accessing advice and guidance Encourage feedback from staff in the advice and guidance team and staff supporting students to access this service 	
Staff member/designation responsible for writing the monitoring report:	Anna Vogt
Monitoring report publication date:	November 2021
Review date: (no later than 3 years after the policy/decision has been impact assessed)	November 2023

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