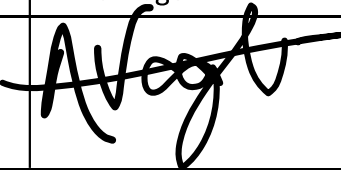




# Equalities Impact Assessment (EQIA)

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>	Mental Health Plan 2021 - 2025
<b>Impact Assessed by:</b>	Anna Vogt
<b>Signature(s) of assessor(s):</b>	
<b>Date of Impact Assessment:</b>	24 <sup>th</sup> July 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?
1) The purpose of the policy is to develop the provision for supporting students' mental health at college. 2) By developing a robust, systemised approach to supporting the mental health of students. 3) Mental health can be classed as a disability under the Equality (2010) Act

### 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?
1) All students could potentially benefit from the implementation of the plan as everyone has mental health that needs to be supported, much like physical health. Those suffering from poor mental health or a diagnosed mental health condition will be of particular benefit. 2) Students benefit by the development of systems and support services that are evidence based and needs-led that they can have meaningful input on shaping.

- 3) No one is disadvantaged by the implantation of the plan as students can choose whether to engage with it or not.
- 4) N/A

**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	There has been a dramatic increase of students disclosing poor mental health. This can be seen in the Learning Support disclosures, the Student Services numbers, the number of referrals to the Wellbeing Service and the rise in Safeguarding incidents.	Advancing Equality of Opportunity - The aim of the plan would be mainstream and embed mental health support across the organisation. This will make it easier for students to access support and is anticipated to improve retention and achievement of this group.  Elimination of Discrimination – awareness raising of mental health and the support available will serve to normalise the need for staff and students to look after their mental health and seek support when they need it. This will lead to a destigmatisation of talking about and taking action around mental health on campus.
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:

**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
<b>Please provide reasons why you did/did not offer a consultation:</b>	
Feedback was sought from staff and students to ensure that the aims that the plan focussed on were priorities for those involved and affected.	
<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>	
That FVC implement the Mental Health Plan 2021 – 2025.	

#### **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 No amendment to the policy/decision is required (policy/decision is robust, with no negative impact)</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	Online and through social media channels.
Employees	X	Online
Partner organisations & stakeholders	X	Online and via email
Other - please state:		
<b>Are there any barriers to communication?</b>	<input type="radio"/> Yes	X <b>No</b>
<b>If 'yes', how will barriers to communication be overcome?</b>		

### Step 6: Monitoring and Review

<b>How will this policy/decision be monitored to assess its impact on protected characteristics groups?</b> E.g. will qualitative/quantitative data be collected? Survey, Student Council, Listening to Learners sessions?	
The committee will regularly meet to review the progress of the SMHA. These meetings will inform the best way to review the efficacy of the SMHA.	
<b>Staff member/designation responsible for writing the monitoring report:</b>	Head of Inclusion and Student Services
<b>Monitoring report publication date:</b>	July 2023
<b>Review date:</b> (no later than 3 years after the policy/decision has been impact assessed)	July 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)