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:	Restructure of Equalities, Inclusion and Learning Services
Impact Assessed by:	Anna Vogt
Signature(s) of assessor(s):	
Date of Impact Assessment:	1st February 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 change is to maximise existing resource and reduce duplication of work across the college. Existing structures mean that some groups of students have to wait a long time to access required support. In addition, current referral pathways can also mean that students are referred to the wrong services. Many job roles currently overlap and many people are supporting the same students.
While this is not a cost saving exercise, the financial position of the college sector means that additional resource is currently not available so reviewing existing resource and redesigning our services is an appropriate action rather than recruiting more staff. The need for change is evident given the uneven workload across EILS. Some areas are very busy, while othere areas could be better utilised.

ii) By moving from three support services to two, changing jobs roles and blending teams, the aim is to provide a more streamlined service to a broader range of students. By removing the Learning Mentor role from the Learning Support team and merging it with the Learning Resource Assitant role, we can widen the reach of this role, increase capacity to support more students and offer a more flexible and tailored service. By placing the exisiting roles of Learning Development Fcailitiator and Learner Advisor in the same team, this aims to reduce the overlap of support to sudents, allow each post to focus on their specialist role and encourage better collaborative working. The co-ordinators for each of these teams will have a deeper understanding of the needs of the students their teams are supporting, be able to support trends and duplication more quickly and be able to react more quickly to the needs of a student or group of students.

iii) These services are underpinned by the Equality Act (2010) and the Public Sector Equality Duty (PSED). We have a duty to make reasonable adjustments for students, provide mental health support and support people to access education. These services support curriculum areas to welcome those in our communities on to our campuses and have a direct impact on retention and attainment.

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)	Staff, students, external partners, prospective students will hopefully all benefit from this change.
ii)	Staff – staff across the college will benefit from this change. Curriculum areas will be more aware of what type of support is available and how students can access this which will make navigating support less stressful. Staff in EILS will also benefit from this. There is a significant amount of pressure on the Learning Support team because of the demand and the structure. Additionally, communication between the Learning Support team and the Learner Advisors is not seemless because they have different line managers. This cause stress and needless duplication or slowing down of work. Students will benefit from this change. Their will be better communication with departments, more focus on specialist roles so student can access support more quickly and a broader service to provide direct support to students without the need for referral or assessment.
iii)	Students with additional support needs could be disadvantaged by this change.
iv)	Students with additional support needs currently have access to the Learning Mentor service. This service is only available to students who have had a personal learning support plan from a Learning Development Facilitator. This service will be removed and combined with the Learning Resource Assistant role, which wil be open to all students rather than just students who have additional support needs.

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 avaliable, 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 is currently a dedicated service that is in high demand.

Disabled people struggle to access education and work. | The impact of these changes are that disabled students will no longer be able to access a dedicated Learning Mentor service. To minimise the impact of this, all of the Study Support Assistants will be upskilled to be able to provide this service. This will increase the number of staff available to support students with disabilities. All students who can access Disabled Students Allowance will be recommended support from an external, specialist provider. This will reduce the demand on the expanded service. Additionally Learning Development Facilitators will still be able to make referrals to this service and high priority students can be fast tracked. This expended services will be better resourced that the existing Learning Mentor service and have more availability to support students at a time that suits them. Students will be able to drop in and book support. The service will also be tailored to meet different demands at different points in the year rather.

As these services are leading on equality work and supporting a broad range of students, it is important that they understand that disability discrimination exists. All staff will undergo hate incident reporting training. |
Sex (man or woman)	Men do not access the Learning Support service as regularly as women	Currently, women are over represented in accessing the Learning Support service. By removing the need to disclose a need and to be assessed, it is anticiped that men will be more willing to access support through the Student Support Assistants. This will, in turn, lead to more referrals to specialist services. This will be monitored over time.
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	Systemic racism is an issue across our sector and in wider society.	The college is currently has a Tackling Racism on Campus project underway that supports staff to understand that systemic racism exists and to support them in working in an anti-racist way. As these services are leading on equality work and supporting a broad range of students, it is important that they understand racism and where the challenges are in an education setting. All staff in the new team will undergo anti-racism and hate incident reporting training.
Age	Mature students are over represented in accessing Learning Support.	Mature students are over represented accessing the Learning Support service and young people tend to access the service later in the year, which has a negative impact on their outcomes.

	Under 18s required more support navigating college	A tailored marketing campaign will ensure that younger people are aware of the support services available earlier in the year. In addition, by removing the need for a needs assessment, youger students can 'drop by' and ask questions of the staff in the LRC. This will lead to appropriate onward referral and a softer handover from one team to another. This will lead to more engagement with the support available.
Gender reassignment (the process of transitioning from one gender to another)	There is an increasing number of students who identify as Trans or gendering non-conforming	As these services are leading on equality work and supporting a broad range of students, it is important that they understand how the experience of those students who are Trans and gender non-conforming and the impact that discrimination can have on their education and mental health. All staff in the new team will undergo trans and hate incident reporting training.
Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	Homophobia and biphobia exists in society and our student population reflects society.	As these services are leading on equality work and supporting a broad range of students, it is important that they understand that homophobia and biphobia exist. All staff will undergo hate incident reporting training.
Religion and belief (inc. no belief)	Religious discrimination exists in our society, especially where race and religion intersect. There can also be a gendered aspect to this discrimination also.	As these services are leading on equality work and supporting a broad range of students, it is important that they understand that religious discrimination exists. All staff will undergo hate incident reporting training.
Pregnancy and maternity	None	
Marriage and civil partnership	None	
Other identified groups (e.g. carers)	Care Experienced People

Estranged Students

Young Carers

Those students from SMID 10/20 | It is widely recognised that these groups face additional barriers to learning. This change does not remove any of the specific support that these groups receive. All of these groups will be able to access all of the services available. It is also envisaged that the new Study Support Team will form a 'safety net' for a wider range of students. Some of the students in these groups will interact with this team and support can be implemented. |

		All members if Inclusion and Student Services will be trained on the needs and barriers that these groups can face, will be aware of the support available internally and externally and will play an active role in the development of plans to support these groups moving forward. The college already has a comprehensive Corporate Parenting Plan and there are plans to develop plans to support other priority access groups.

(ii) Action Plan to obtain data and evidence for impact assessment:
- Review of service delivery throughout the first year from staff and students
- Annual student support experience survey
- Feedback through the Student Association
- Feedback from specific groups

Step 3: Consultation

Is a consultation required? Are the views of other people required to be sought, incase they may highlight issues arising from the implementation of this policy?	
o Yes	X No

Please provide reasons why you did/did not offer a consultation:

This service redesign has involved a review of current processes. The design is just the beginning of the process. Staff will be consulted on the details and the implementation of the redesign and feedback from students will be sought as we launch the new service. This feedback will then be incorporated into service improvement plans.

If 'yes', please complete the following sections.

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).

This change is currently in the planning stages and input will be sought from senior leadership and those impacted by the change. This feedback will be gathered and used to shape the change and the finally outline will be equality impact assessed again before the change occurs.

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	Website
Employees	X	SharePoint and Website for all staff. This document will be circulated to all staff directly affected.
Partner organisations & stakeholders	X	Website
Other - please state:		
Are there any barriers to communication?	**X Yes**	o **No**
If 'yes', how will barriers to communication be overcome? This document directly concerns those with communication barriers. Once the new service is launched, an easy read and BSL version should be created so that everyone can have access to it. All documents associated with the redesign should also be WCAG 2.1 compliant and posted on the website in a compliant way.		

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 date be collected? Survey, Student Council, Listening to Learners sessions? • Continual Feedback • Surveys • Focus Groups	
Staff member/designation responsible for writing the monitoring report:	Anna Vogt
Monitoring report publication date:	June 2022
Review date: (no later than 3 years after the policy/decision has been impact assessed)	June 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