Equalities Impact Assessment (EQIA)

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:	Time4Me Phase 3
Impact Assessed by:	Anna Vogt
Signature(s) of assessor(s):	
Date of Impact Assessment:	07 February 2022

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 the Phase 3 of the Time4Me project looks different to the previous phases. The main focus of the project, to date, has been to develop a robust mentoring scheme that works to specific aims. Now that this work is established and the mentoring scheme requires co-ordination rather than development, the project can look to expand and make use of learning that has come from the last four years.

Phase 3 of the project would seek to develop support to those who fall under the Widening Participation definition more holistically. Mentoring would be viewed as the most intensive intervention however, more can be done to systemise support to those who fall under the Widening Participation umbrella.

The project aims to reduce the disparity in outcomes between those who fall under widening participation categories and wider society.

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?

The next phase of the project will look at those who fall under the Widening Participation category. Widening Participation activities and interventions are aimed at creating an education system that includes all who can benefit from it. These activities and interventions are particularly focused on those

facing social, cultural economic or institutional barriers and typically under-represented groups. The groups originally supported by the Time4Me project fall under the Widening Participation category however, using this definition broadens the number of students who will be impacted by the work undertaken in the next phase of the project.

This group would benefit from the project through mentoring and the systemised and standardised support for this group to ensure that their journey to college is smooth and interventions are made early rather than waiting for an issue to arise.

No-one is particularly disadvantaged by the project however, it is anticipated that some groups may engage more than others with certain aspects of support. This is why the systemisation aspect is important – a wider net can be created to support students at risk. In addition, it is anticipated that this support can be applied to all students, not just those who fall into widening participation categories. The project aims to design a transition system that can be applied to all students with more intense interventions being made for those who require them.

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	Action on Access (2005) *Widening Participation: A Rough Guide for Higher Education Providers* Scottish Government, 2020. *Coronavirus (COVID-19): Imapct on Equality* FVC Retention and Achievement Data Time4Me Data	Positive in the sense that the support will be designed to support all young people into college. There are already other services available to this group at the college. Phase 3 of Time4Me will complement and enhance this work.

Sex (man or woman)	Scottish Government, 2020. *Coronavirus (COVID-19): Imapct on Equality* FVC Retention and Achievement Data Time4Me Data	Direct Positive Impact
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	Action on Access (2005) *Widening Participation: A Rough Guide for Higher Education Providers* Scottish Government, 2020. *Coronavirus (COVID-19): Imapct on Equality*	Positive in the sense that the support will be designed to support all young people into college. There are already other work ongoing to around this group. Phase 3 of Time4Me will complement and enhance this work.
Age	Education Scotland (2021) *Recalibrating Equity and Social Justice in Scottish education: Bouncing Forward After COVID-19 Lockdowns* International Public Policy Observatory (2021) *The Impact of UK School Closures on Children During the COVID-19 Pandemic* Scottish Government, 2020. *Coronavirus (COVID-19): Imapct on Equality* FVC Retention and Achievement Data Time4Me Data	Direct Positive Impact
Gender reassignment (the process of transitioning from one gender to another)		Positive in the sense that the support will be designed to support all young people into college. There are already other services available to this group at the college. Phase 3 of Time4Me will complement and enhance this work.
Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)		Positive in the sense that the support will be designed to support all young people into college.

Religion and belief (Inc. no belief)	Scottish Government, 2020. *Coronavirus (COVID-19): Imapct on Equality*	Positive in the sense that the support will be designed to support all young people into college.
Pregnancy and maternity		Positive in the sense that the support will be designed to support all young people into college. We do not routinely report on pregnancy and maternity but T4M has support pregnant young people in the past.
Marriage and civil partnership		Positive in the sense that the support will be designed to support all young people into college.
Other identified groups (e.g. carers)	Action on Access (2005) *Widening Participation: A Rough Guide for Higher Education Providers* Education Scotland (2021) *Recalibrating Equity and Social Justice in Scottish education: Bouncing Forward After COVID-19 Lockdowns* Scottish Government, 2020. *Coronavirus (COVID-19): Imapct on Equality* FVC Retention and Achievement Data Time4Me Data	Direct Positive Impact

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

We know that the proportion of college enrolments are, on average, more likely to be from the 20 percent most deprived areas (SIMD20) of Scotland than from the wider population. We also know that "emerging evidence strongly suggests that COVID-19 is exacerbating pre-existing inequalities therefore it is vital that COVID-19 response, recovery and renewal efforts take account of overlapping disadvantage".

COVID-19 is widening the attainment gap and the effects of the pandemic are likely to impact those who fall into a widening participation category for the foreseeable future. Therefore, we need to be proactive in our approach. Education Scotland's (2021) report and the International Public Policy Observatory's (2021) Rapid Evidence Review detail how effective transition from school to college can be impeded because of the impact of COVID-19 on learning at school. If we can focus our attention on this area and begin to systemise our support in this area, we can begin to mitigate some of the impact

of the pandemic along with work towards improving our retention and achievement rates for these groups who make up around a third of our full-time enrolments.

For those students most in need of support to ensure they sustain, lots of co-ordination around the transition from school to college is required. Time4Me mentees see the benefit of this work but there are many more students, not in need of mentoring support, who would benefit from a more coordinated transition.

For those students without a robust support system around them, lots of work is required to ensure a student has everything they need to engage with college. Time4Me mentees and care experienced students benefit from this support however, there are many others who required this type of intervention at the start of the session

Attendance monitoring is inconsistent across the college and many students who fall under the widening participation categories fall through the gaps. Currently, Time4Me and care experienced students have additional attendance monitoring in place however a more systemised approach is required to ensure students either stay at college or move on with support from another agency.

Step 3: Consultation

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

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

- Past and present mentees
- Past and present mentors
- The Robertson Trust
- Inclusion and Student Support team members
- Leadership Management Team

If 'yes', please complete the following sections.

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

Consolation was required to ensure that the next phase of the project aligned with the needs of FVC, The Robertson Trust and those supported by the project. This ensured that the design of the project was fit for purpose and what was needed, in the view of all stakeholders.

Recommendation(s):

It is recommended that Phase 3 of the project is submitted to The Robertson Trust and Forth Valley College's Arm's Length Foundation for approval and implementation.

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).

No amendments to the project are required at this stage however, it is recommended that ongoing monitoring takes place to measure impacts across protected characteristics and others that fall under widening participation categories.

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?	o **Yes**	**X No**
If 'yes', how will barriers to communication be overcome?		

Step 6: Monitoring and Review

How will this policy be monitored to assess its impact on protected characteristics? Monitoring will take place twice yearly, in December and June, to align with The Robertson Trust's reporting requirements and FVC's teaching delivery model.	
Staff member/designation responsible for writing the monitoring report:	Anna Vogt
Monitoring report publication date:	February 2022
Review date: (no later than 3 years after the policy/decision has been impact assessed)	June 2024

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