

**Full Equality Impact Assessment (EQIA) Proforma**

<b>Title of Policy, Procedure, or Relevant Practice:</b>	Change of Location of Evening Classes		
<b>Lead Officer:</b>	Peter Midgley		
<b>Type of Policy, Procedure, or Relevant Practice:</b>	New: <input type="checkbox"/>	Existing/Reviewed: <input type="checkbox"/>	Revised/Updated: <input checked="" type="checkbox"/>
<b>Date of Assessment:</b>	29 February 2012		

**Step1: What are the aims of the policy, procedure or relevant practice?**

To use the college buildings in the evenings more efficiently and cost-effectively. Allan Glen's and Riverside buildings evening classes to be relocated to NHS or Charles Oakley from beginning of Block 3 2012.

**Step 2: What information do you plan to use as the basis of this EQIA?**

Lecturer feedback  
PEEPs  
PSLPs  
Student feedback was solicited, none received.

**Step 3: Assess the potential impact on groups with protected characteristics; including staff, students, and service users**  
 What does the existing information indicate about **positive, neutral and negative impacts** on protected characteristics, i.e. are the needs of people with different characteristics all met by the policy, procedure, or relevant practice? Does the policy, procedure, or relevant practice affect some groups differently? This may be appropriate if it is a proportionate means of achieving a legitimate aim.

What does the existing information indicate about **potential positive, neutral and negative impacts** on protected characteristics?

Protected Characteristics	Detail the Potential Positive, Neutral and Negative Impacts
Age	Neutral
Disability	Neutral, all buildings are accessible. Potentially positive as some students with mobility issues find Allan Glen's less accessible due to its relatively isolated position, and being located on a hill.
Gender reassignment and Transgender	Neutral
Marriage and civil partnership	Neutral
Pregnancy and maternity	Neutral
Race	Neutral
Religion or belief	Neutral
Sex	Potentially positive as some women students find access to Allan Glen's uncomfortable in the evenings due to its relatively isolated location and lighting.
Sexual orientation	Neutral

**Step 4: Consider alternatives and mitigation**

A. What arrangements could be implemented to reduce any potential adverse or negative impacts identified above?

No adverse impacts to mitigate.

B. It may be appropriate for the policy, procedure, or relevant practice to affect groups differently if this is a proportionate means of achieving a legitimate aim. If this is the case, please provide explanatory details justifying this decision. **Note: you may be required to obtain legal advice to verify your decision.**

Not applicable.

Step 5: Does the policy or relevant practice advance equality of opportunity, or could the policy or relevant practice be amended to do so?

Advancement is more than simply preventing discrimination; it involves the creation of proactive measures which promote equality of opportunity across the different groups

Yes:  No:

What arrangements exist, or could be implemented to **advance equality of opportunity**?

Potentially students with a range of protected characteristics who were formerly taught at Riverside can benefit from better transport links to the city centre.

**Step 6: Involvement of individuals, groups and organisations**

A. Who has been involved in the undertaking of this assessment?

Lecturers  
Students invited to be involved.

B. How successful has this been, and what changes can be made to improve this process in the future?

It was made clear that students should only feedback on the basis that one or more of their personal characteristics impacted on their ability to attend and complete their course and that any general complaints should be channelled through the college's Complaints Procedure.

In order to better involve students and inform decisions based on accurate evidence, it is recommended that student application procedures be amended to capture equalities data across all protected characteristics for all courses, regardless of duration or type.

C. If you have further involvement to carry out, please list who you are going to involve and how

The Diversity and Equalities Manager will also ask for feedback from external groups.

**Step 7: Making a decision and outcome**

Are you now able to introduce the policy or changes to existing policy, or do you need to do amend your proposals? If you are in a position to change or introduce the policy, clearly explain upon which basis this decision was made.

A. Are you able to introduce the policy, procedure, or relevant practice without making any changes?

Yes:  No:

B. If "Yes", clearly explain upon which basis this decision was made

C. If "No", what changes will you make?

The opening hours of the Riverside building were extended from 1800 to 1900 in response to feedback from students (many international) living in the halls of residence who were concerned about access to the gym, swimming pool and fitness room.

<p><b>Step 8: Taking action and monitoring</b> (To be completed after involvement/consultation)</p>
<p>A. What action will we take?</p> <p>Changes to take place with the above amendment.</p>
<p>B. Who will take that action?</p> <p>Vice Principal, Learning &amp; Teaching</p>
<p>C. When will that action be completed?</p> <p>Beginning of Block 3 2012, 5 March 2012.</p>
<p>D. Once implemented, how will the policy, procedure, or relevant practice be monitored?</p> <p>The Complaints Procedure will be monitored to pick up any future concerns from students.</p>

**Sign-off, authorisation and publishing**

**For records, but not for publishing:**

- The information contained within this EQIA needs to be confirmed and approved as the completed EQIA will be published on the College web-site.
- As such, EQIAs must be approved by a Director or above.
- Ask a Director to review and sign off the EQIA (an electronic signature will suffice, as long as a paper copy follows).
- Following completion, send an electronic copy to both the Diversity & Equalities Manager and Teaching Development Officer.

Name:	Peter Midgley
Position:	Curriculum Director
Signature:	<i>P.D. Midgley</i>
Date:	29 February 2012