

Glasgow Kelvin College

Equality Impact Assessment

Type name of Policy / Procedure/ Activity

Version:



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Practitioners conducting assessment		
Name	Designation	Date
I Abercrombie	Head of Transforming Teaching and Learning	18-03-19

Step 1 – Identification and Scope

Brief description of the decision, policy *or* practice being assessed

The decision to redesign the layout of the Flexible Learning Centre in Easterhouse Campus.

Aims of the decision, policy or practice?

The aim of the project is to redesign the FLC and change the existing format from that of a PC lab/bay layout to provide a 21st century modern learning space.

Who is affected by the decision, policy or practice?

- Students
- Staff
- Members of the public
- Stakeholders

Step 2 – Research and Consultation

Outline evidence / research (e.g legislation, codes of practice, websites)

This project has been the subject of research by individuals and groups. The Modern Learning Environment Work Group – co chaired by Iain Abercrombie (HTTL) and Phil Storrier (CM and EIS Rep) – have visited a number of commercial and educational institutions to glean information, advice and good practice in terms of the redesign of spaces to be more welcoming, connected, collaborative and useful learning spaces for students and staff. These visits have included the Lenovo Offices and training areas in Braehead, the new UWS Campus in Blantyre Technology Park (2 visits), Kajaani College in Finland and the Innovation hub at Glasgow Clyde College. This work has been supplemented by online study of programmes such as the ‘Scale Up’ project and a variety of other academic research.

The experience and input of the college library staff and managers has been essential in ensuring the space caters for the needs of that service and also the specific input by managers dealing with after hours and youth access programmes has also been central to shaping the proposals.

What consultation has been undertaken on this policy or practices, including consultation with those affected? (e.g students, staff, members of the public, partner organisations, Students Association, Trade Unions, external organisations)

Consultation has been ongoing and has included staff at all levels of the organisation, from all areas presently utilising the existing facility and with all managers who would be impacted by the redesign project to include: -

SMT

EDI Manager

Estates Manager

The Modern Learning Environment Work Group

Andy Laszlo
Audrey Miller
David McDade
Fraser Dougan
Gary Sharp
Claire MacRae
John Clarke
John Gallagher
John Kennedy Bennett
Lisa Clark
Marcelle McIlroy

Michelle Harding
Nikki Campbell
Phil Storrier
Ryan Shearer
Steven Donnelly
Susan Bunton

Library Staff

Margaret Cairns
Katie McAneney
Louise Tye,
Maree Shepherd
Karen Marquardsen

Youth Access

Stuart Lowe
Craig Green

Flexible Learning Staff

Gary Harkins
Jan Barr
Nan Smith

EIS Reps

Tunweer Malik
Jacqueline Fitzpatrick

Research Key Findings (consider what where the findings, what changes were made to the policy, procedure, decision as a result of the findings or did they reinforce the policy, procedure or decision)

As a result of the research the layout of the proposed FLC was adapted to accommodate the various key 'asks' of the various user groups of the FLC. This was completed whilst still allowing the space to be significantly altered to be a modern learning space. Feedback from other centres and institutions already having carried out similar projects (UWS/Kajaani/GCC) has been that the move to a less formal

layout has been well received by the student population and has led to an increase in use as well as a in user satisfaction.

Is there any evidence that different groups have, or may have, different needs, experiences and priorities in relation to this policy or practice?

Protected Characteristic	Yes (+ or -)	Potentially (+ or -)	Neutral (x- no impact)	Not known
Age		<u>x</u>		
Disability		<u>x</u>		
Gender			<u>X</u>	
Gender reassignment			<u>X</u>	
Marriage and Civil partnership			<u>X</u>	
Pregnancy and Maternity			<u>X</u>	
Racial group			<u>X</u>	
Religion or belief			<u>X</u>	
Sexual orientation			<u>X</u>	

Step 3 – Assessing the Impact

What impact could the proposal have on people who share protected characteristics (positive, negative and/or neutral?) Please provide details below.

Protected Characteristic	Likely Impact – state why impact is positive, negative and/or neutral
Age	Positive – feedback from the managers in charge of the youth access programme indicate that the technology provision and less formal layout may well further engage their groups.
Disability	Positive – whilst the area will certainly be more welcoming to all user groups, the less formal layout and ‘flow’ will improve access for any user with a physical disability
Gender	Neutral – No Significant change other than having access to a more welcoming and useful learning space

Gender reassignment	Neutral – No Significant change other than having access to a more welcoming and useful learning space
Marriage and Civil partnership	Neutral – No Significant change other than having access to a more welcoming and useful learning space
Pregnancy and Maternity	Neutral – No Significant change other than having access to a more welcoming and useful learning space
Racial group	Neutral – No Significant change other than having access to a more welcoming and useful learning space
Religion or belief	Neutral – No Significant change other than having access to a more welcoming and useful learning space
Sexual orientation	Neutral – No Significant change other than having access to a more welcoming and useful learning space

Step 4 – Taking Action

Detail the actions you would take to remove or minimise any actual or potential negative impacts identified, and to build positive impacts. (eg. training, publicising, promotion activities, available on intranet/internet)

Promote Redesign activity through staff newsletter and website
Share redevelopment timeline by having information point in existing FLC with images

Step 5 – Monitoring and Evaluation

Identify how this policy will be monitored and any areas of concern reported.

Carry out 6-month evaluation with Staff and Learners

Please present your EIA with recommendations for endorsement. All EIAs will be published on the Portal and added to the current record of EIAs.

Step 6 – Approval – Equalities Committee

Identify outcome

A. Proceed – <ul style="list-style-type: none">no potential identified for discrimination or adverse impact, and:all opportunities to advance equality have been taken.	
B. Proceed with adjustments to: <ul style="list-style-type: none">remove barriers identified orbetter advance equality.	
C. Stop and rethink as actual or potential unlawful discrimination has been identified.	

Approved	Yes/No
*Not Approved and Requires Further Information	

**Please add Comments*

Person(s) responsible

Name	Designation	Date
I.Abercrombie	H of TTL	18-03-19

Signed Monica Wallace Date 18/3/19
Signed S. [Signature] Date 18/3/19

Central Monitoring

Once your EIA is complete:

1. add it to the EIA monitor on the Equalities Section of the Intranet
2. In Col A. Insert Title **and** Hyperlink Doc

NB: Finalisation of central monitoring & identification of compound impact will be undertaken within Equalities Management.

Appendix

Equality Act General Duty requires colleges to have **due regard** to the need to:

1. **Eliminate**
 - a) discrimination,
 - b) harassment,
 - c) victimization; or
 - d) any other prohibited conduct
2. **Advance** equality of opportunity by
 - a) removing or minimising disadvantage
 - b) meeting the needs of particular groups that are different from the needs of others
 - c) encouraging participation in public life
3. **Foster** good relations – tackle prejudice, promote understanding

Protected Characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage And Civil Partnership (applies only in relation to (1a) discrimination in employment, not to students)
5. Pregnancy And Maternity
6. Race
7. Religion Or Belief
8. Sex/ Gender
9. Sexual Orientation.