

Equality Impact Assessment

Context

1. under s.149 of the Equality Act 2010, when making decisions, South Essex College must legally comply with the Public Sector Equality Duty, ie have due regard to:
 - eliminating unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Act,
 - advancing equality of opportunity between people who share a protected characteristic and those who do not,
 - fostering good relations between people who share a protected characteristic and those who do not, including tackling prejudice and promoting understanding.
2. The characteristics protected by the Equality Act are:
 - age
 - disability
 - gender reassignment
 - marriage/civil partnership
 - pregnancy/maternity
 - race
 - religion/belief
 - gender
 - sexual orientation.
3. In addition to the above protected characteristics you should consider the cross-cutting elements of the proposed policy, namely the social, economic and environmental impact (including rurality) as part of this assessment. These cross-cutting elements are not a characteristic protected by law but are regarded as good practice to include.
4. The Equality Impact Assessment (EqIA) document should be used as a tool to test and analyse the nature and impact of either what we do or are planning to do in the future. It can be used flexibly for reviewing existing arrangements but in particular should enable identification where further consultation, engagement and data is required.
5. Use the questions in this document to record your findings. This should include the nature and extent of the impact on those likely to be affected by the proposed policy.
6. Where this EqIA relates to a continuing project, it must be reviewed and updated at each stage of the decision.
7. The EqIA will be published online at www.southessex.ac.uk
8. For further information, refer to the EqIA guidance for staff.
9. For advice, contact:
Roney Brooks roney.brooks@southessex.ac.uk
Head of Human Resources
Tel 0845 52 12345

Section 1: Identifying details

Your function, service area and team: Capital Projects, Corporate Resources

If you are submitting this EqIA on behalf of another function, service area or team, specify the originating function, service area or team: N/A

Title of project, policy or decision: Basildon Digital Technologies Campus

Officer completing the EqIA: Steve Smith, VP Corporate Resources
Tel: 07710 633 666 Email: steve.smith@southessex.ac.uk

Date of completing the assessment: 12 October 2018

Section 2: Project or Policy to be analysed

2.1	Is this a new project / policy (or decision) or a change to an existing policy, practice or project? New Project
2.2	<p>Describe the main aims, objectives and purpose of the policy (or decision): The Project is to construct a new 3,300m² (GIA) digital technologies campus on the Market Square site in Basildon town centre.</p> <p>What outcome(s) are you hoping to achieve (ie decommissioning or commissioning a service)? Construction of the Digital Technologies Campus and associated student recruitment, retention and success</p>
2.3	<p>Does or will the policy or decision affect:</p> <ul style="list-style-type: none"> • service users • employees • the wider community or groups of people, particularly where there are areas of known inequalities? <p>Yes. The College, design team and contractor will ensure that the design for the proposed facilities incorporates the most recent Disability Discrimination Act legislation requirements and that activities held in the building will consider equalities issues.</p> <p>Will the policy or decision influence how organisations operate? Yes – South Essex College, allied and ancillary users.</p>

2.4	<p>Will the policy or decision involve substantial changes in resources? No, as this is part of the planned relocation from Basildon Nethermayne campus</p>
2.5	<p>Is this project, policy or decision associated with any of the College's other policies and how, if applicable, does the proposed policy support corporate outcomes?</p> <p>The project is an integral part of the approved Capital Programme. It is also a key location for growth and forms part of the Strategic Economic Plan (SEP) for the South East Local Enterprise Partnership (SELEP)</p>

Section 3: Evidence/data about the user population and consultation

As a minimum you must consider what is known about the population likely to be affected which will support your understanding of the impact of the policy, eg service uptake/usage, customer satisfaction surveys, staffing data, performance data, research information (national, regional and local data sources).

3.1	<p>What does the information tell you about those groups identified?</p> <p>Broad range of potential users across diverse ages, ethnicities, religions, physical and mental abilities.</p>
3.2	<p>Have you consulted or involved those groups that are likely to be affected by the project, policy or decision you want to implement? If so, what were their views and how have their views influenced your decision?</p> <p>Yes in terms of academic user groups. Building function designs accord with spatial standards and specifications utilised successfully by the College on other capital projects.</p>
3.3	<p>If you have not consulted or engaged with communities that are likely to be affected by the policy or decision, give details about when you intend to carry out consultation or provide reasons for why you feel this is not necessary. Please include any reasonable adjustments, e.g. accessible formats, you will provide as part of the consultation process for disabled people:</p> <p>Detailed consultation with end user groups not proposed because it is extremely unlikely to have equality implications and therefore not undertaken.</p>

Section 4: Impact of project, policy or decision

Use this section to assess any potential impact on equality groups based on what you now know.

Description of impact	Nature of impact Positive, neutral, adverse (explain why)	Extent of impact Low, medium, high (use L, M or H)
Age	Positive – Design of the building appropriate for all ages.	L
Disability – learning disability	Positive – inclusive design which exceeds building regulation and DDA requirements, with enhancements to meet SLDD students and staff as appropriate The College employs staff to support staff and learners with disabilities and enable them to attend the premises for work and learning, visitors will be supported appropriately.	L
Disability – mental health	Neutral – inclusive design with CCTV and student guardians to monitor activities throughout the facility. Relaxation / confidential rooms available. The College employs staff to support staff and learners with disabilities and enable them to attend the premises for work and learning, visitors will be supported appropriately.	L
Disability – physical disability	Positive – inclusive design which exceeds building regulation and DDA requirements, with enhancements to meet SLDD students and staff as appropriate. The College employs staff to support staff and learners with disabilities and enable them to attend the premises for work and learning, visitors will be supported appropriately.	L
Disability – sensory impairment (visual, hearing and deafblind)	Neutral – inclusive design which exceeds building regulation and DDA requirements, with enhancements to meet SLDD students and staff as appropriate. Induction loops in receptions, LRC and Forum spaces. The College employs staff to support staff	M

	and learners with disabilities and enable them to attend the premises for work and learning, visitors will be supported appropriately.	
Gender	Neutral – inclusive design which exceeds building regulation and DDA requirements, with enhancements to meet SLDD students and staff as appropriate	L
Gender reassignment	Neutral – inclusive design which exceeds building regulation and DDA requirements, with enhancements to meet SLDD students and staff as appropriate	L
Marriage/civil partnership	Neutral – inclusive design which exceeds building regulation and DDA requirements, with enhancements to meet SLDD students and staff as appropriate.	L
Pregnancy/maternity	Neutral – inclusive design which exceeds building regulation and DDA requirements, with enhancements to meet SLDD students and staff as appropriate.	L
Race	Neutral – inclusive design which exceeds building regulation and DDA requirements, with enhancements to meet SLDD students and staff as appropriate.	L
Religion/belief	Neutral – contemplation room incorporated into design.	L
Sexual orientation	Neutral – inclusive design which exceeds building regulation and DDA requirements, with enhancements to meet all students and staff needs as appropriate.	L
Cross-cutting themes		
Description of impact	Nature of impact Positive, neutral, adverse (explain why)	Extent of impact Low, medium, high

		(use L, M or H)
Socio-economic	Positive – Although this decision relates to infrastructure in order to develop specialist education, it could have an indirect positive impact on the economy in Basildon, an area with one of the highest levels of unemployment in Essex	M
Environmental, eg housing, transport links/rural isolation	Positive – facilitated by housing growth at Nethermayne, improved public transport access to new campus	M

Section 5: Conclusion

		Tick Yes/No as appropriate	
5.1	Does the EqIA in Section 4 indicate that the policy or decision would have a medium or high adverse impact on one or more equality groups?	No <input checked="" type="checkbox"/>	
		Yes <input type="checkbox"/>	If ' YES ', use the action plan at Section 6 to describe the adverse impacts and what mitigating actions you could put in place.

Section 6: Action plan to address and monitor adverse impacts

What are the potential adverse impacts?	What are the mitigating actions?	Date they will be achieved.
N/A		

Section 7: Sign off

**I confirm that this initial analysis has been completed appropriately.
(A typed signature is sufficient.)**

Signature Vice Principal Corporate Resources:

Date:

Signature of person completing the EqIA: Steve Smith

Date:

Advice

Keep your Senior Management Team member informed of all equality & diversity issues. We recommend that you forward a copy of every EqIA you undertake to the SMT member responsible for the service area. Retain a copy of this EqIA for your records. If this EqIA relates to a continuing project, ensure this document is kept under review and updated, eg after a consultation has been undertaken.