

Equality Impact Assessment

| | Question | Response |
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| 1 | Name of policy/funding activity/event being assessed | Bid to the Post-16 Capacity Fund and subsequent increase in student number facilitated by a request for significant change. |
| 2 | Summary of aims and objectives of the policy/funding activity/event | An extension to the Science Centre creating four new laboratories and preparatory rooms to meet the further projected growth in student numbers and growing demographics in the county. |
| 3 | What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders) | Consultation with stakeholders including local authority, local high schools, students, parents and local MP. |
| 4 | Who is affected by the policy/funding activity/event? | College students will benefit from the enhanced facilities. Benefit to employability of students and meeting the local skills need. Given the limited nature of alternative provision, many local schools do not have sixth form provision or provision is small and do not have the capacity to cater for increased numbers. Without catering for these students there is a risk of an increasing number of student unable to access sixth form provision. |
| 5 | What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event? | Monitoring admissions data and the impact on other provision. |

| Protected Characteristic Group | Is there a potential for positive or negative impact? | Please explain and give examples of any evidence/data used | Action to address negative impact (e.g. adjustment to the policy) |
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| Disability | Positive impact | Enhanced opportunities with particular focus on science education and increased progression opportunities. | |
| Gender reassignment | Positive impact | Enhanced opportunities with particular focus on science education and increased progression opportunities. | |
| Marriage or civil partnership | N/A | | |
| Pregnancy and maternity | Positive impact | Enhanced opportunities with particular focus on science education and increased progression opportunities. | |

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| Race Religion or belief | Positive impact | Enhanced opportunities with particular focus on science education and increased progression opportunities. | |
| Sexual orientation | Positive impact | Enhanced opportunities with particular focus on science education and increased progression opportunities. | |
| Sex (gender) | Positive impact | Enhanced opportunities with particular focus on science education and increased progression opportunities. | |
| Age | Positive impact | Enhanced opportunities with particular focus on science education and increased progression opportunities. | |

Evaluation:

| Question | Explanation / justification | |
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| Is it possible the proposed policy or activity or change in policy or activity could discriminate or unfairly disadvantage people? | No | |
| Final Decision: | Tick the relevant box | Include any explanation / justification required |
| 1. No barriers identified, therefore activity will proceed . | ✓ | |
| 2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups | | |
| 3. You can adapt or change the policy in a way which you think will eliminate the bias | | |
| 4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to | | |

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| <p>proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.</p> | | |
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| <p>Will this EIA be published* Yes/Not required (*EIA's should be published alongside relevant funding activities e.g. calls and events:</p> | <p>Yes</p> |
| <p>Date completed:</p> | <p>24/06/21</p> |
| <p>Review date (if applicable):</p> | <p>N/A</p> |