

EIA CASTLE re-branding

School/ Directorate

Student Services

Person Responsible

Lorraine Anderson

Created

6th November, 2017

Last Review

6th November, 2014

Status

Assessed

Next Review

30th September, 2019

Screening Data

What is the name/title of the policy/activity?

Re-branding of the Centre for the enhancement of Academic Skills, Teaching, Learning & Employability (CASTLE)

Describe the aim, objective and intended consequences of the policy/activity.

Response to student and staff feedback.

Clarify the role and purpose of the Centre for service users.

Who is responsible for the policy/activity and who implements it?

Director of Student Services is responsible.

Assistant Director and team implement it.

Who is affected by the policy/activity and in what way?

The main benefactors of the change will be students and staff. Within that group there will be those with protected characteristics that will benefit from the clarification of branding and marketing of the service.

Clarification of the role and purpose of the service will benefit those who have English as a second language and those with disabilities such as dyslexia. In addition, all staff and students will have a clearer understanding of the purpose of the service and the means to access it.

Currently we have 40% international students for whom English is a second language. We also are aware that 3% of our staff disclose that they have a disability. In addition, some 1000 are registered with our Disability Services, for a range of different types of support, including support with learning and sensory disabilities.

Is there any evidence or concern of the following?

those with a protected characteristic might have different experiences, issues or needs in relation to this policy; the policy reduces or denies access to services and opportunities to those with a protected characteristics or the policy disadvantages those with protected characteristics, either explicitly or inadvertently?

Please provide details.

The current feedback from staff and students is that the marketing of the product is unclear and that a number of students are unaware of this valuable service. This feedback from the Students' Association has prompted us to re-think how we can improve the student and staff experience.

The change of branding should reduce any detriment including detriment to those with protected characteristics. This is one part of a number of steps being taken to better promote the service.

As above.

Does this policy require to be consulted on with any protected equality groups?

- Disability
- Race

Through the Students' Association we have captured feedback that effects all students. Having taken account of the comments we feel that there is no further need to consult, however, we will continue to engage with the Students' Association to ensure effectiveness in the changes being made.

Recommend this EA for Full Analysis?

Yes

Comments

The re-branding has come about because of feedback from students and staff, and in particular through the Students' Association. We recognised that there was potential for particular detriment to those with English as a second language and those with learning disabilities. We've taken cognisance of this and are applying a clear English approach to the branding and marketing of the product.

Although the re-branding is relevant to protected groups, the changes will have a positive impact on all who wish to use the service.

Rate this EA

Low

Impact Assessment Data

Indicate which of the protected characteristics are relevant to this policy, either in a positive or negative sense.

- Disability
- Race
- Socio-economic status

This service, and the effective marketing of the service, has implications for all staff and students. However, it has particular relevance to those with disability, and in particular learning disabilities, those who have English as a second language, and those from MD 20 and MD 40 groups.

The branding of the product currently relies on acronyms which do not automatically imply a skills development service. In addition, the use of the acronym in all marketing of the product means that for many it is hidden. Those with learning disabilities, in particular, such as dyslexia would find it difficult to get real meaning from the marketing. Similarly, those who have English as a second language would not recognise the service through its current title.

This service provide modules that are targeted at transition students which would include MD 20 and MD 40 groups. Given the feedback from the Students' Association there is concern that some of these students would be unaware of this resource.

Is there any indication of a higher or lower uptake, participation or representation rate by particular protected group/s?

- Disability
- Age
- Race
- Socio-economic status

Whilst it is difficult to give precise data on uptake of the service by protected characteristics, the feedback we have had implies that understanding or knowledge of the service is limited due to the title and current marketing. In terms of general understanding of learning disabilities, the use of English as a second language, and students transitioning

either from the workplace or different educational sectors, it is likely that these groups will be at an even greater disadvantage.

Taking account of the information gathered, where you have identified adverse impact or potential for adverse impact, could this amount to unlawful discrimination? If your response is yes, explain.

There is potential for unlawful discrimination, however, it might be difficult to substantiate purely on the basis of the protected characteristics.

The name can cause confusion amongst all those who are looking to use the service. The current title does not specifically imply development opportunities and so the impact potentially goes beyond the protected groups mentioned.

Taking account of all your findings so far would you describe the level of risk as high, medium, low or is the relevance neutral?

- Low

From the feedback we have the risk is low, however we don't have information about those who might not approach the service because of the lack of clarity in the title.

What are your recommendations for the policy?

The service is re-branded with a clearer title so that everyone has an understanding of its intentions.

As above - feedback has indicated that the current title of CASTLE is not clear to everyone.

Comments

The change will have a positive benefit for anyone wishing to make use of this developmental opportunity. The proposed title is clear and will particularly support better understanding by those with some learning disabilities and those who don't have English as a first language.

Organisation Sign-off Data

Conclusions and recommendation of the EIA.

The re-branding will address issues raised by staff and students in so far as the revised title will be clear in setting out the purpose of the program.

What are the proposed actions/changes to policy to reduce or eliminate adverse impact? (including reasons chosen)

The current name is changed to be clearer.

What are the timescales for implementation of any actions/ changes required?

By end of February 2018

Set out the monitoring arrangements for the policy. In this context, monitoring should be in relation to any changes on the level of impact on the protected equality groups.

We will gather feedback on the newly marketed program and monitor uptake.

Comments

The proposal to change the branding is approved without any changes.

Next Review Date

2019-09-30

Outstanding Actions

No outstanding actions