

## EQUALITY IMPACT ASSESSMENT TEMPLATE

**Name of policy/procedure/decision:**

**SSS 01 Complaints Handling Policy**

**Provide a brief summary (bullet points) of the aims of the policy/procedure/decision and main activities:**

**To enable anyone interacting with the College to bring matters of concern about their experience of our services and provision to our attention and to enable investigation of those concerns to achieve satisfactory resolution.**

**Responsible Person: Quality Manager, Assistant Principal 1 Date: 1<sup>st</sup> November 2013**

**This stage establishes whether a policy, procedure or decision will have a differential impact from an equality perspective on people who share protected characteristics or whether it is “equality neutral” (i.e. have no effect either positive or negative).**

**The protected characteristics are: age, disability, gender reassignment, pregnancy or maternity, race, religion or belief, sex and sexual orientation.**

**1. Who will benefit from this (learners/staff/stakeholders)? Is there likely to be a positive impact on people who share protected characteristics, and if so, how? Or is it clear at this stage that it will be equality “neutral”? i.e. will not have a differential impact on any equality group/s?**

All customers and stakeholders who have a concern about any services will benefit from this policy. Complaints may be accepted verbally or in writing, and may be made by a third party representative. An on-line Complaints Handling Procedure (CHP) management tool plays a key part in the facilitation of a uniform and structured approach to the management of complaints to ensure that there is no bias against those who share protected characteristics, and there is no adverse effect.

All complaints will be included in a report which is monitored regularly by the Senior Management Team and reported annually to the Scottish Public Services Ombudsman.

At this stage, the actual Complaints Handling Policy and procedures is considered equality neutral.

**2.** Is there likely to be an adverse impact on people who share protected characteristics? If so, who may be affected and why? Or is it clear at this stage that it will be equality “neutral”?

There will be no adverse impact on people who share protected characteristics by the Complaints Handling Policy and Procedures

**3.** Is the impact of this policy/procedure/decision – whether positive or negative - significant enough to warrant a full Equality Impact Assessment? If not, will there be monitoring and review to assess the impact over a period of time? Briefly (bullet points) give reasons for your answer:

No.

A full Equality Impact Assessment is not required. The online system will generate a number of reports as required by the SPSO, and will also include a report of complaints performance based on protected characteristics of learners who have made a complaint. The protected characteristics will be collected from college records for learners making complaints. In the first review of the Complaints Handling Procedure, the extent to which non-learners make complaints will be evaluated, and if this is significant then a method of collecting information on protected characteristics for non-learners will be implemented.

**4.** If relevant, could the policy/practice/decision be amended to meet the General Equality Duty to advance equality, tackle discrimination and promote good relations, and how?

Not relevant to the policy document.

The reporting system can lead to an advancement advancing equality, if the reports reveal currently unknown issues.

Opportunities for those sharing protected characteristics can be advanced through the findings from regular reports and resulting actions. Benchmarking and sharing of good practice may be facilitated by the use of a common complaints handling tool across the sector.

**Stage 2: Full Equality Impact Assessment:**

5. What information do you plan to use as a basis for this assessment?

6. What does this information indicate about positive, neutral and negative impacts on people who share protected characteristics? Please detail below.

<b>Protected Characteristic</b>	<b>Description of Impact</b>
Age	
Disability	
Sex	
Gender Re-assignment	
Sexual Orientation	

Race	
Religion or belief	
Pregnancy Maternity	

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

**8.** Has there been consultation/is consultation planned with stakeholders/ learners/ staff who will be affected by this policy/project/decision? Please detail below how this has affected your decision making.

**9.** How will the policy/project/decision be monitored and evaluated?