**Inclusivity Benefit Impact Assessment**

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| **Your Considerations** | **Your Responses** |
| 1. What is the planned activity or field work you are assessing? |  |
| 2. What are the learning objectives of the planned activity or field work? |  |
| 3. Who will be participating in the planned activity or field work? (include all relevant participants, i.e. TAs, pupils, teaching staff, other adults) |  |
| 4. What are the risks to undertaking the planned activity or field work? (these are the practical considerations, location, tides, remoteness, slips & trips, etc.) |  |

**Planned activity or field work audit**

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| **Activity** | **Location** | **Current approach(es)** | **Potential problems / issues** |
| Profiles and quadrat surveys in the field. | Morfa Conwy. | Pupils work along transects (sea to land) across the sand dunes. They use 1m2 quadrants and take notes of the vegetation in each quadrat. They survey the dune profile using a combination of clinometers and ranging poles. Pupils must record at least 5 transects and 5 quadrat surveys.  | Site not accessible for wheelchair users and/or mobility issues. No toilets/charge for entry. Adders in the dunes.  |
| Striae measurement around lakeside.  | Llyn Llydaw, Eryri. | Pupils work in groups in areas around the lakeside. This involves climbing onto rocky outcrops and using a compass to record orientation of the striae. Pupils must record 50 measures at the site from different rock outcrops. They must make notes.  | Long walk to lake side (45mins). Exposed location (weather), and at altitude. Fitness.  |
| Questionnaire and footfall surveys in town centre.  | Bangor high street. | Pupils work in small groups at a number of locations around the high street and shopping centre. They must talk to passing visitors in order to complete a questionnaire survey of 10 questions. They also need to undertake a footfall survey at the cathedral, shopping centre and bus station, each over a 15-minute time window.  | Area not pedestrianised, lots of traffic. Area busy with shoppers. Aggressive persons.  |
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**Identifying the barriers**

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| **Protected characteristics and other considerations**  | **Are there any barriers (for individuals or groups) based on the planned activity or field work? Y/N** | **List potential negative impacts of the planned activity or field work on individuals or groups** | **What can you do to remove or mitigate these in the planned activity or field work?** |
| **Disability** |  |  |  |
| **Age** |  |  |  |
| **Race** |  |  |  |
| **Religion/Belief** |  |  |  |
| **Sexual Orientation** |  |  |  |
| **Gender (sex)** |  |  |  |
| **Socio-economic** |  |  |  |
| **Caring responsibilities** |  |  |  |

**Inclusive and Accessible planned activity or field work**

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| **Activity** | **Location** | **Alternative approaches or adjustments** |
| Profiles and quadrat surveys in the field. | Morfa Conwy. |  |
| Striae measurement around lakeside.  | Llyn Llydaw, Eryri. |  |
| Questionnaire surveys in town centre.  | Bangor high street. |  |
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| **Assessment Outcome:** | **Final Decision (tick one)** | **Explanation**  |
| 1. **No barriers** identified, the planned **activity or field work will go ahead.**  |  |  |
| 2. **Barriers identified**, the planned **activity or field work needs to be changed or adapted.** |  |  |
| 3. **Barriers identified**, the **planned activity or field work cannot take place.**  |  |  |

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| **Assessment undertaken by:** | **Completion Date:** |
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