Winchester City Council

Appendix CAB 3524: Equality Impact Assessment (EqIA)

Section 1 - Data Checklist

When undertaking an EqIA for your policy or project, it is important that you take into consideration everything which is associated with the policy or project that is being assessed.

The checklist below is to help you sense check your policy or project before you move to Section 2.

		Yes/No	Please provide details
1	Have there been any complaints data related to the policy or project you are looking to implement?	No	N/A
2	Have all officers who will be responsible for implementing the policy or project been consulted, and given the opportunity to raise concerns about the way the policy or function has or will be implemented?	Yes	Internal colleagues consulted in finance, legal, procurement and economy and tourism teams. All partners at Sparsholt College have also been consulted and their Deputy Principal Suzanne Grant is assisting with the application.
3	Have previous consultations highlighted any concerns about the policy or project from an equality impact perspective?	No	N/A
4	Do you have any concerns regarding the implementation of this policy or project? (*i.e. Have you completed a self-assessment and action plan for the implementation of your policy or project?*)	No	N/A
5	Does any accessible data regarding the area which your work will address identify any areas of	No	N/A

		Yes/No	Please provide details
	concern or potential problems which may impact on your policy or project?		
6	Do you have any past experience delivering similar policies or projects which may inform the implementation of your scheme from an equality impact point of view?	Yes	Both colleagues at Sparsholt College and our economy and tourism team bring extensive experience in delivering initiatives that address inequality of opportunity in the UK and international contexts. Sparsholt College staff have expertise teaching within the agricultural sector and in delivering projects which successfully address equality issues. Their experienced academics have extensive experience in delivering and designing inclusive frameworks, evaluating impact through qualitative and quantitative methods, and engaging with stakeholders to ensure that equality considerations are embedded throughout. Winchester City Council's project lead is a research professor, who has led training and capacity-building projects focused on promoting equitable access and outcomes in education and professional development. These projects have been implemented in the UK, China, and across rural areas in wider Europe, each tailored to the specific socio-cultural and economic landscapes of the region. This combined experience has equipped the project team, with an understanding of how to implement schemes that are both context-sensitive and aligned with broader equality impact goals.

		Yes/No	Please provide details
7	Are there any other issues that you think will be relevant?	No	N/A

Section 2 - Your EqIA form

Directorate: Place	Your Service Area: Economy and Community	Team: Economy and Tourism	Officer responsible for this assessment: Suzanne Dixon Economic Officer (Green Growth)	Date of assessment: 18 September 2025

	Question	Please provide details
1	What is the name of the policy or project that is being assessed?	Project: Digital Inclusion Innovation Programme
2	Is this a new or existing policy?	New programme designed to impact existing policy
3	Briefly describe the aim and purpose of this work.	**Increase digital inclusion amongst students and farmers** • Provide hands-on access to satellite data and remote sensing tools (e.g. Sentinel Hub, EO Browser). • Deliver training in digital platforms for crop monitoring, soil analysis, and farm mapping. • Foster co-learning between agricultural students and local farmers to bridge generational and technological gaps. **Develop high-level technical farming skills** • Equip participants with expertise in GIS, NDVI analysis, and earth observation imagery interpretation. • Offer workshops led by specialists in agronomy, geospatial science, and precision agriculture. • Enable real-world problem solving through collaborative student–farmer projects using local farm data. **Increase crop yield and economic growth** • Promote data-driven decision-making to optimise input use (fertiliser, water, pesticides).

		• Reduce costs and labour through satellite-based scouting and land assessment. • Support sustainable practices that enhance productivity, biodiversity, and carbon sequestration. This programme transforms digital tools into practical farming solutions, empowering both current and future agricultural professionals while driving innovation, sustainability, and economic resilience across the Winchester District.
4	What are the associated objectives of this work?	**Associated objectives** **Empowerment through digital access** • Provide equitable access to satellite-based agricultural tools for small and medium-sized farms. • Reduce digital exclusion by training both farmers and students in remote sensing and GIS technologies. **Skill development and workforce readiness** • Equip students with industry-relevant Agri-Tech skills for careers in environmental science, geospatial analysis, and precision farming. • Enhance farmers' technical capabilities to adopt data-driven decision-making in daily operations. **Innovation and knowledge transfer** • Foster collaboration between academic institutions and local farming communities to co-develop practical solutions. • Create a sustainable pipeline of innovation by embedding Agri-Tech into traditional farming practices. **Improved agricultural productivity**

		• Increase crop yields through targeted interventions based on satellite imagery and data analytics. • Reduce input costs and environmental impact by optimizing resource use (e.g. water, fertilisers, pesticides). **Environmental stewardship** • Promote regenerative farming practices and monitor carbon sequestration using Earth observation data. • Support biodiversity and soil health through improved land management and erosion risk identification. **Economic growth and community resilience** • Strengthen the local agricultural economy by improving farm profitability and sustainability. • Build a future-ready agricultural ecosystem that supports long-term rural development in the Winchester District. These objectives work together to create a digitally inclusive, environmentally responsible, and economically vibrant agricultural sector.
5	Who is intended to benefit from this work and in what way?	**Farmers (small to medium-sized)** Benefits: • Access to Agri-Tech tools like satellite imagery and NDVI analysis, previously out of reach due to cost or complexity. • Improved decision-making on crop health, irrigation, and soil management. • Reduced costs through precision input use and less reliance on manual scouting. • Increased yields and profitability via targeted interventions and better land management. • Environmental gains through regenerative practices and carbon monitoring.

Agricultural Students (Sparsholt College)

Benefits:
- Hands-on experience with cutting-edge technologies used in modern farming.
- Career readiness for roles in Agri-Tech, geospatial analysis, and environmental science.
- Collaborative learning with real-world applications through farmer partnerships.
- Exposure to local challenges, making their education more relevant and impactful.

Educators and advisors

Benefits:
- Enhanced curriculum with practical, data-driven agricultural training.
- Stronger community ties through collaboration with local farmers.
- Knowledge transfer opportunities that extend beyond the classroom.

Local Community and Economy (Winchester District)

Benefits:
- Economic growth through more productive and sustainable farms.
- Digital inclusion that empowers rural stakeholders with modern tools.
- Environmental resilience via better land use and climate-smart agriculture.
- Innovation ecosystem that connects education, technology, and tradition.

6	What are the outcomes sought from this work?	**Agricultural outcomes** - Improved crop yields through data-driven farming decisions. - Optimised resource use, reducing waste and input costs (e.g. fertilisers, water, pesticides).

		• Enhanced land management using satellite imagery to monitor soil health, erosion risks, and biodiversity. • Greater farm profitability by applying precision techniques that increase efficiency and sustainability. **Educational outcomes** • Up-skilled agricultural students with hands-on experience in Agri-Tech and geospatial analysis. • Practical learning environment that connects academic theory with real-world farming challenges. • Career readiness for students entering modern agricultural and environmental sectors. **Community and economic outcomes** • Digital inclusion for farmers who previously lacked access to advanced technologies. • Stronger ties between educational institutions and local farming communities. • Economic growth in the Winchester District through smarter, more productive farming. • Environmental resilience via regenerative practices and carbon monitoring aligned with national sustainability goals. **Long-term impact** • Sustained innovation pipeline by embedding Agri-Tech skills in both current and future generations. • Knowledge transfer that empowers rural stakeholders and advisors. • Scalable model that could be replicated in other districts or sectors.
7	What factors/forces could contribute or detract from the outcomes?	**CONTRIBUTING FACTOR** **Strong institutional support**

| | | • Engagement from Sparsholt College and local authorities can ensure smooth delivery and resource allocation.
• Endorsement from agricultural bodies or government agencies can boost credibility and uptake.

Access to technology and data
• Availability of free platforms like Copernicus EO Browser and Sentinel Hub lowers barriers for small farms.
• Reliable internet and digital infrastructure in rural areas supports effective training and tool usage.

Farmer and student engagement
• Willingness of farmers to adopt new practices and collaborate with students enhances learning outcomes.
• Enthusiastic student participation drives innovation and knowledge exchange.

Local relevance of training
• Use of Winchester District farm data ensures that training is practical and immediately applicable.
• Real-world problem solving makes the programme more impactful and memorable.

Follow-up support
• Continued access to advisory sessions and online resources helps reinforce learning and adoption.
• Building a community of practice encourages ongoing collaboration and innovation. |

		DETRACTING FACTORS
		Digital literacy gaps • Farmers unfamiliar with digital tools may struggle to engage fully without tailored support. • Students may lack prior exposure to geospatial technologies, requiring more foundational instruction. **Resistance to change** • Traditional farming practices and scepticism toward new technologies could slow adoption. • Concerns about data privacy or reliability of satellite imagery may create hesitation. **Infrastructure limitations** • Poor connectivity or lack of devices in rural areas could hinder access to cloud-based platforms. • Limited funding for hardware or software upgrades may restrict programme scalability. **Time constraints** • Farmers' busy schedules may limit their ability to attend workshops or engage in collaborative projects. • Academic calendars may not align perfectly with seasonal farming cycles. **Environmental variability** • Unpredictable weather or crop conditions could affect the relevance or timing of training modules. • Satellite data may not always capture hyper-local nuances, requiring ground validation.

		By anticipating these forces, the programme can be designed with flexibility, support mechanisms, and community engagement strategies that maximise its impact.
8	Who are the key individuals and organisations responsible for the implementation of this work?	Winchester City Council is the lead partner in this programme. The project team consists of: **Suzanne Dixon** Economic Development Officer (Green Growth) Winchester Council Supported by the wider Economy and Tourism Team at WCC **Julie Milburn** Principal Sparsholt College **Suzanne Grant** Deputy Principal Sparsholt College Supported by academic staff at Sparsholt College Recruitment and ongoing engagement. Farming Clusters within Winchester District: • Winchester Downs Cluster (38 Farms and land managers) • Winchester to Winchester to River Test Farm cluster (40 farms and land managers) • Candover Farm cluster (Four farms in Winchester District)
9	Who implements the policy or project and who or what is responsible for it?	Winchester City Council as Lead Partner collaborating with Sparsholt College

		Please select your answer in **bold**. Please provide detail here.		
10a	Could the policy or project have the potential to affect individuals or communities on the basis of race differently in a negative way?	Y	**No**	
10b	What existing evidence (either presumed or otherwise) do you have for this?	Recruitment and training will include outreach to racially minoritised communities interested in the project. Ensure diverse representation in teaching staff and advisory roles. Embed DEI training for facilitators and participants. Create safe spaces for dialogue and feedback from underrepresented groups.		
11a	Could the policy or project have the potential to affect individuals or communities on the basis of sex differently in a negative way?	Y	**NO**	
11b	What existing evidence (either presumed or otherwise) do you have for this?	Inclusive outreach and recruitment to search for women-led farming groups and networks to actively recruit female participants. Use inclusive language and imagery in promotional materials to signal that the programme is welcoming to all genders. Ensure equal access to digital tools and advisory support, regardless of gender.		

				Include female trainers, mentors, and facilitators to model leadership
12a	Could the policy or project have the potential to affect individuals or communities on the basis of disability differently in a negative way? *you may wish to consider:* • *Physical access* • *Format of information* • *Time of interview or consultation event* • *Personal assistance* • *Interpreter* • *Induction loop system* • *Independent living equipment* • *Content of interview)*	Y	N	To ensure disability inclusion, the programme will; **Infrastructure and venue** • Choose accessible venues with step-free access, disabled toilets, and clear signage. • Provide transport support or virtual participation options. **Information format** • Offer materials in multiple formats: large print, audio, braille, and screen-reader friendly digital files. • Use plain language summaries for complex technical content. **Scheduling and flexibility** • Schedule events with flexible timing and offer recordings or asynchronous options. • Allow extra time for interviews or consultations. **Support services** • Provide interpreters, personal assistants, and induction loop systems as needed. • Ensure facilitators are trained in disability awareness

12b	What existing evidence (either presumed or otherwise) do you have for this?	Two research papers on inclusion in agriculture on gender, youth and social equity, which have been considered in this programme. 1. Integrating Social Inclusion Perspectives in Agricultural Food Systems Research for Development Authors: Beth Cullen & Liza Debevec (CGIAR GENDER Impact Platform, 2024) 2. Exploring the Practice of Inclusion: Experiences and Lessons Authors: Eefje De Gelder, Lotte Asveld & Emiel Wubben (Journal of Agricultural and Environmental Ethics, 2025)		
13a	Could the policy or project have the potential to affect individuals or communities on the basis of sexual orientation differently in a negative way?	Y	**No**	
13b	What existing evidence (either presumed or otherwise) do you have for this?	Sparsholt College who are delivery partners have an EDI framework in place. This is followed in all aspects of delivery and practice. Winchester City Council is committed to EDI practices.		
14a	Could the policy or project have the potential to affect individuals on the basis of age differently in a negative way?	Y	**No**	
14b	What existing evidence (either presumed or otherwise) do you have for this?	Sparsholt College who are delivery partners have an EDI framework in place. This is followed in all aspects of delivery and practice. Winchester City Council is committed to EDI practices.		

15a	Could the policy or project have the potential to affect individuals or communities on the basis of religious belief differently in a negative way?	Y	**No**	
15b	What existing evidence (either presumed or otherwise) do you have for this?	Sparsholt College who are delivery partners have an EDI framework in place. This is followed in all aspects of delivery and practice. Winchester City Council is committed to EDI practices.		
16a	Could this policy or project have the potential to affect individuals on the basis of gender reassignment differently in a negative way?	Y	**No**	
16b	What existing evidence (either presumed or otherwise) do you have for this?	Sparsholt College who are delivery partners have an EDI framework in place. This is followed in all aspects of delivery and practice. Winchester City Council is committed to EDI practices.		
17a	Could this policy or project have the potential to affect individuals on the basis of marriage and civil partnership differently in a negative way?	Y	**No**	**N/A**
17b	What existing evidence (either presumed or otherwise) do you have for this?	Sparsholt College who are delivery partners have an EDI framework in place. This is followed in all aspects of delivery and practice. Winchester City Council is committed to EDI practices.		
18a	Could this policy or project have the potential to affect individuals on the basis of pregnancy and maternity differently in a negative way?	Y	**No**	.

18b	What existing evidence (either presumed or otherwise) do you have for this?	Sparsholt College who are delivery partners have an EDI framework in place. This is followed in all aspects of delivery and practice. Winchester City Council is committed to EDI practices.

19	Could any negative impacts that you identified in questions 10a to 15b create the potential for the policy to discriminate against certain groups on the basis of protected characteristics?	Y	**No**	Sparsholt College who are delivery partners have an EDI framework in place. This is followed in all aspects of delivery and practice. Winchester City Council is committed to EDI practices.

20	Can this negative impact be justified on the grounds of promoting equality of opportunity for certain groups on the basis of protected characteristics? Please provide your answer opposite against the relevant protected characteristic.	Y	N0	Race: No
				Sex: No
				Disability: No
				Sexual orientation: No
				Age: No
				Gender reassignment: No
				Pregnancy and maternity: No
				Marriage and civil partnership: No
				Religious belief: No

21	How will you mitigate any potential discrimination that may be brought about by your policy or project that you have identified above?	Sparsholt College who are delivery partners have an EDI framework in place. This is followed in all aspects of delivery and practice. Winchester City Council is committed to EDI practices. **Representation and leadership** • Include diverse facilitators and mentors to reflect the communities served.

		- Ensure gender balance and racial representation in advisory roles. - Invite disabled voices into programme design and feedback loops. **Training and awareness** - Deliver DEI (Diversity, Equity, Inclusion) training to all staff, facilitators, and participants. - Establish clear codes of conduct to prevent microaggressions and bias. - Create safe spaces for feedback and dialogue, especially for underrepresented groups. **Monitoring and evaluation** - Collect and analyse demographic data on participation and outcomes. - Use equity-focused KPIs to track progress and adjust delivery. - Conduct regular reviews with input from diverse stakeholders to ensure accountability.		
22	Do any negative impacts that you have identified above impact on your service plan?	Y	**No**	

Signed by completing officer	Suzanne Dixon
Signed by Service Lead or Corporate Head of Service	