

POLICY IMPACT ASSESSMENT



School/ Function	Learner Services and Support
Policy Title	Disability Equality Scheme

The 8-step process:-

Step 1	Define the aims of your policy
Step 2	What do you already know about the diverse needs and/or experiences of your target group? What else do you need to know to help you understand the diverse needs of the group?
Step 3	What does the information you have tell you about how this policy might impact positively or negatively on the different groups within the target audience?
Step 4	Does your policy provide the opportunity to promote equality or good relations?
Step 5	Based on the work you have done – rate the level of relevance of your policy – HIGH, MEDIUM OR LOW Do you need to carry out a further impact assessment?
Step 6	Will you be making any changes to your policy?
Step 7	Please explain how you will monitor and evaluate this policy to measure progress
Step 8	Sign off and publish impact assessment

This policy/function will have no impact on people from any of the equality groups and an EQIA is not required.	<p>Name:</p> <p>Position:</p> <p>Date:</p>
School/Function authorisation.	<p>Name:</p> <p>Position:</p> <p>Date:</p>

STEP 1

Define the aims of the policy

What is the purpose of the proposed policy (or changes to be made to the policy)?	The scheme aims to alleviate barriers to learning and provide equality of opportunity to all members of the College community
Who is affected by the policy or who is intended to benefit from the proposed policy and how?	All Learners – Full time, Part time or studying at a distance and all staff full time , part time permanent , casual or temporary, outside contractors and visiting professionals
How have you, or will you, put the policy into practice, and who is or will be responsible for delivering it?	Access, Inclusion, Equalities and Diversity sub group of the academic Board are responsible for review and implementation planning .
How does the policy fit into our wider or related policy initiatives/ balanced Scorecard?	The aim is that actions are transferrable to all operational and strategic planning within the College
Do you have a set budget for this work?	No

STEP 2

What do you know? Is there anything else you need?

The absence of evidence does not necessarily mean that there is *no* impact on equalities. You must have sufficient evidence to assess the impact associated with a policy!

Do you have information on				
Age	Yes	√	No	
Disability	Yes	√	No	
Gender	Yes	√	No	
Lesbian, Gay, Bisexual & Transgender	Yes		No	√
Race	Yes	√	No	
Religion and Belief	Yes		No	√

Age	Evidence Data from internal system Consultation Information Required Learner focus group Student Council committee on Equalities and staff focus groups
Disability	Evidence Data from ELS, application and interview and progression and attainment records . Needs assessments Consultation Student Disability Officer and Equalities Committee of Student Council Information Required Learner Focus Group, Student Council committee and staff focus groups increased and more Staff input
Gender	Evidence Data from enquirer Consultation Information Required Learner focus group, Student Council committee and staff focus groups
Lesbian, Gay, Bisexual & Transgender	Evidence None gathered at present Consultation Information Required
Race	Evidence Consultation Data from enquirer Information Required Learner focus group,, Student Council committee and staff focus groups
Religion and Belief	Evidence Not collected at present Consultation Information Required Learner focus group student council feedback

STEP 3

What do you already know about the diverse needs and/or experiences of your target audience?

Do you have information on:				
Age	Yes	✓	No	
Disability	Yes	✓	No	
Gender	Yes	✓	No	
Lesbian, Gay, Bisexual & Transgender	Yes		No	✓
Race	Yes	✓	No	
Religion and Belief	Yes		No	✓

Age	Evidence Experience, Learner feedback Student age range 12 – 79 years Consultation
Disability	Evidence Experience, Learner feedback 663 students disclosed disability in 2009- 7.8% of enrolment . This scheme intended to have a positive impact and supports positive images of people with disability Consultation/Involvement
Gender	Evidence Experience, Learner feedback Consultation
Lesbian, Gay, Bisexual & Transgender	Evidence Consultation
Race	Evidence Experience, Learner feedback Consultation
Religion and Belief	Evidence is required in this area we are aware that we will have to engage with our learners to ensure we Consultation

STEP 4

Does your policy provide the opportunity to promote equality of opportunity or good relations by altering the policy or working with others?

Age	Yes		No	
Disability	Yes	✓	No	
Gender	Yes		No	
Lesbian, Gay, Bisexual & Transgender	Yes		No	
Race	Yes		No	
Religion and Belief	Yes		No	

	Evidence, events, outcomes etc
Age	As integral part of Single Equalities scheme and diversity events across college
Disability	As integral part of Single Equalities scheme and diversity events across college
Gender	As integral part of Single Equalities scheme and diversity events across college
Lesbian, Gay, Bisexual & Transgender	As integral part of Single Equalities scheme and diversity events across college
Race	As integral part of Single Equalities scheme and diversity events across college
Religion and Belief	As integral part of Single Equalities scheme and diversity events across college

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Step 5 Based on the work you have done - rate the level of relevance of your policy *(Tick one box for each strand)*

	Age	Disability	Gender	LGBT	Religion / belief	Race	Is a further impact assessment required?	
							Yes	No
<p>High There is substantial evidence that people from different groups are (or could be) differently affected by the policy (positively or negatively) There is substantial concern about the policy, or concerns have been raised about the policy's potential impact The policy is relevant to all or part of the respective general duty, in the case of race, disability and gender.</p>								
<p>Medium There is some evidence that people from different groups are (or could be) differently affected (positively or negatively). There is some concern about the policy. The policy is relevant to parts of the respective general duty, in the case of race, disability and gender.</p>		√ Positive impact						No will be completed at writing of Single Equalities Scheme 2010
<p>Low There is little or no evidence that some people from different groups are (or could be) differently affected (positively or negatively). There is little or no evidence of public concern about the policy. The policy has little or no relevance to the respective general duty, in the case of race, disability and gender.</p>	√		√			√		
<p>Unknown No evidence or data has been collected therefore an assessment cannot be made</p>				√	√			
<p>Comments: Single Equalities Scheme will supersede</p>								

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STEP 6 Will you be making any changes to your policy?

Are there any changes?				
Age	Yes		No	√
Disability	Yes		No	√
Gender	Yes		No	√
Lesbian, Gay, Bisexual & Transgender	Yes		No	√
Race	Yes		No	√
Religion and Belief	Yes		No	√

Please identify:

- what action you will take
- who will take that action, and
- when that action will be taken?

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STEP 7

Please explain how you will monitor and evaluate this policy/function or strategy to measure progress?

Please explain how monitoring will be undertake

Annual review of document by Learner Services and Support Manager

Learner Focus group and On Course Tutor feedback sought

when it will take place and

Initial rewrite March 2009-03-03 Annual review July

who is responsible for undertaking it.

[Kay Sheridan](#)

STEP 8 You should have completed the following steps:

Impact Assessment Steps 1-7	Yes	No
1. Defined the aims of your policy		
2. Identified what we already know (i.e. what does the existing evidence base tell us?)		
3. Identified what more we need to know (i.e. what gaps have we identified in our evidence base?)		
4. Analysed the evidence (i.e. what does this all mean in relation to our policies?)		
5. Considered any necessary changes & identified action (i.e. will you be taking action to make any changes? If yes, what, when and who? If not, what are your reasons for not taking any action?)		
6. Identified opportunities to promote equality		
7. Measured differential impact		
8. Assessed whether further impact assessment work is needed		
9. Outlined arrangements for monitoring & evaluation		

This form should be completed by the officer who is responsible for completing the assessment. The impact assessment should now be authorised by a Member of the One Management Team

We have completed the equality impact assessment for this policy.	Name: Position: Date:
School/Function authorisation	Name: Position: Date:

On completion of this step, the equality impact assessment will be published on the College website. Thank you for your support in carrying out this assessment.