



EQUALITY IMPACT ASSESSMENT

Apprentice Procedure

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Step 1	Details of Assessment Team – refer to guidance notes
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Please use this form to record the details of your team. Use the guidance notes to help you to pull a relevant team together.

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: **Apprentice Procedure**

Name of Assessment Team Leader: **Lynne Aldred**

Department responsible: **Human Resources**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
Don Hustings	VP Organisational Development	Quality	
John Gray	Acting Principal	Curriculum	

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Step 2 – Collecting information and data on consulting on how the policy, procedure, service or function impacts on students, employees, communities and other stakeholders – refer to guidance notes

Consider all six equality strands: <i>Racial Group, Disability, Gender, Age, Sexual Orientation, Religion or Belief</i> Examples of evidence could be:	Date data was collected
Tick evidence gathered and state briefly what it tells you.	
1. data showing evidence of higher or lower participation of any particular groups (e.g. who uses the service and who doesn't)	N/A
2. student/ employee feedback from surveys or complaints	N/A
3. any important demographic changes or trends	N/A
4. comparative information or data where no local information is available	N/A
5. census, national or regional statistics	N/A
6. Access Audits, DDA assessments	N/A
7. workforce profile (ethnicity, disability, gender etc)	N/A
8. outcomes of previous monitoring	N/A
9. existing or previous inspections of the policy, procedure, practice, service or function	N/A
10. research/ knowledge of the effects of the policy, procedure, practice, service or function on any of the College's stakeholders (including external stakeholders)	N/A
11. how part-time or sessional staff may be affected	N/A
12. any consultation and community involvement	N/A
13. existing or previous impact assessment action points	N/A

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Step 3 – Defining the policy, procedure, service or function and identifying inequalities by analysing the information you have and identifying actions – refer to guidance notes

Question 1

What is the name of the policy, procedure, practice, service or function you are assessing, what are the main aims and objectives; what outcomes do we want; and who is responsible for implementing or delivering the policy, procedure, practice, service or function?

Response/ Findings:

Apprentice Procedure

The College recognises the benefits that an Apprentice scheme can bring to a business such as reduced training costs, increased staff retention, increased productivity and helping plan for the future. The responsibility for the effective implementation and monitoring of this procedure rests with line managers working in tandem with HR.

Question 2

Who is affected by the policy, procedure, practice, service or function and is there any evidence that any groups within the following characteristics are adversely affected.

Positive action to recruit younger people into organisation.

Response/ Findings:	YES – state briefly	NO
Age	See above	
Disability		NO
Gender		NO
Racial Group		NO
Religious Belief		NO
Sexual orientation (including transgender)		NO

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Question 3

Is there any evidence that different groups, organisations or individuals have different needs, experiences, issues and priorities in relation to this policy? *For instance higher or lower uptake or participation.* Consider student and staff surveys, research, community consultations, prior performance monitoring or inspection.

Response/ Findings:

As the employment of apprentices is new to the college there are not, as yet, evidence about uptake or staff feedback. These would apply at the next review.

Note: A broad interpretation should be taken of the word ‘evidence.’ It should include anecdotal evidence and evidence derived from qualitative and quantitative analysis where available.

Question 4

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Is the service that is underpinned by this policy, procedure or function having a positive or negative effect on particular students, employees, community groups or other stakeholders?

Response/ Findings:

The college recognises the benefits that an apprentice scheme can bring to the business, such as staff retention and increased productivity.

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Question 5

In relation to this policy, procedure, practice, service, or function does any equality or diversity actions already exist? If YES detail below.

Response/ Findings:

In relation to the application of this procedure the equality and diversity actions inherent in the general recruitment and selection policy will apply.

Question 6 – Look at Questions 2 & 3 Answers

Is there an opportunity to promote equality of opportunity or good community relations by altering the policy, or by working with others?
If YES, detail your action on FORM IMP.ACT. If NO state briefly how the team came to this conclusion.

Response/ Findings:

N/A

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Policy/ Service/ Procedure/ Function Title: Apprentice Procedure

Report of EIA Findings:

1) Overview of policy/ service

This policy should ensure the successful recruitment of an apprentice and ensure the apprentice is fully supported during their employment with the College.

2) Findings

The College recognises the benefits that an Apprentice scheme can bring to a business such as reduced training costs, increased staff retention, increased productivity and helping plan for the future.

3) Actions Taken**By
When****By
Whom****Progress**

3) Actions Taken	By When	By Whom	Progress

Data/ Information considered:

The Apprentice Scheme can reduce training costs, increase staff retention and productivity and reflects the College mission statement 'Success through Learning'

Consultation:

UCU, Unison and Marketing Dept

Date of Publication of EIA:

February 2010

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To be attached to each policy before obtaining Governor Approval.

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