

Step 1**Details of Assessment Team – refer to guidance notes**

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: **Assessment and verification policy and procedures**

Name of Assessment Team Leader: **Don Hustings**

Department responsible: **Quality**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
John Gray	Acting Principal	Excellence Team & E & D Committee	
Elaine Martin	Head of Quality	Excellence Team	

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.	
<input type="checkbox"/> data showing evidence of higher or lower participation of any particular groups (e.g. who uses the service and who doesn't) N/A	
<input checked="" type="checkbox"/> student/ employee feedback from surveys or complaints High student satisfaction with assessment procedures (except for frequency of assessment)	July 2010 & annually
<input type="checkbox"/> any important demographic changes or trends N/A	
<input type="checkbox"/> comparative information or data where no local information is available N/A	
<input type="checkbox"/> census, national or regional statistics N/A	
<input type="checkbox"/> Access Audits, DDA assessments N/A	
<input type="checkbox"/> workforce profile (ethnicity, disability, gender etc) N/A	
<input type="checkbox"/> outcomes of previous monitoring N/A	
<input checked="" type="checkbox"/> existing or previous inspections of the policy, procedure, practice, service or function Very positive inspector/reviewer feedback on assessment	Ofsted and EV reports
<input type="checkbox"/> 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	
<input type="checkbox"/> how part-time or sessional staff may be affected N/A	
<input type="checkbox"/> any consultation and community involvement N/A	

<input type="checkbox"/> existing or previous impact assessment action points	
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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:

Assessment and Verification Policy and Procedures

The policy aims to ensure that assessment of students is planned and carried out in a fair, valid and open manner that enables students to demonstrate their learning and achievements.

The procedures identify the minimum standards that should apply to the college assessment and verification procedures.

Elaine Martin is the person responsible for this document

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.

Response/ Findings:

All students are affected by the information within the Assessment and Verification Policy and Procedures; there is no evidence at present to suggest that any of the groups below are adversely affected.

	YES – state briefly	NO
Age		x
Disability		x
Gender		x
Racial Group		x
Religious Belief		x
Sexual orientation		x

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:

Yes, in particular, learners with a disability may need special assessment arrangements. The college actively promotes the admission of students with disabilities and the procedures indicate that course tutors-coordinators should consult specialist Student Support staff to determine the nature and extent of permissible support.

**This can be evidenced by Student Support manager feedback to E & D Forum meetings
Student surveys.**

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

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:

It has a positive effect on students in that it sets out the college's standards regarding assessment of all learners.

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:

Yes – in respect of students with a disability requiring special assessment arrangements (Q3 above).

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:

No. The policy and procedures identify the standards that apply to all learners irrespective of equality and diversity criteria (except for disability as in Q3 above).

Form: IMP.ACT

EQUALITY IMPACT ASSESSMENTS – Summary

Policy/ Service/ Procedure/ Function Title: [Assessment and Verification Policy & Procedures](#)

Report of EIA Findings:

1) Overview of policy/ service The policy and procedures aim to ensure that assessment of students is planned and carried out in a fair, valid and open manner and identify the minimum standards that apply.			
2) Findings The policy and procedures have a positive effect in enabling students to demonstrate their learning and achievements.			
3) Actions Taken	By When	By Whom	Progress
Data/ Information considered: Student surveys Inspection and EV feedback on assessment.			
Consultation: Excellence Team			
Date of Publication of EIA: August 2010			

To be attached to each policy before obtaining Governor Approval.