

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: **CPD Policy**

Name of Assessment Team Leader: **Elaine Martin**

Department responsible: **Curriculum Development & Quality**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
Patricia Cartwright	CPD Coordinator	Professional Development	
John Griffiths	E & D Manager	Equality & Diversity	

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)	
<input type="checkbox"/> student/ employee feedback from surveys or complaints	
<input type="checkbox"/> any important demographic changes or trends	
<input type="checkbox"/> comparative information or data where no local information is available	
<input type="checkbox"/> census, national or regional statistics	
<input type="checkbox"/> Access Audits, DDA assessments	
<input type="checkbox"/> workforce profile (ethnicity, disability, gender etc)	
<input type="checkbox"/> outcomes of previous monitoring	
<input type="checkbox"/> existing or previous inspections of the policy, procedure, practice, service or function The policy has been revised recently taking into account 30hours CPD	
<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)	
<input type="checkbox"/> how part-time or sessional staff may be affected	
<input type="checkbox"/> any consultation and community involvement	
<input type="checkbox"/> existing or previous impact assessment action points	

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:

CPD Policy

Aims and objectives are;

- Ensure staff are suitably qualified
- Promote staff development
- Contribute towards increasing student success pass rates

The outcome of this policy is to ensure mandatory IFL requirements are met. Elaine Martin and Patricia Cartwright for the implementation and delivering of this policy.

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 staff are affected by this policy and by the nature of the policy itself there are no adverse effects as it is non discriminatory to all groups.

	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:

Where it is identified that a member of staff may have different needs that arise as a result of having attributes from any of the six E & D strands this policy does not in any way discriminate or restrict development for said member of staff.

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 both staff and students regarding staff development and student success rates.

To ensure this is maximised an evaluation survey is carried out so that each course or an individuals training is reviewed and an explanation of how it will be used to benefit both the students and the college as a whole is presented.

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:

N/A

Yes, under the CPD budget there is an individual budget for staff development regarding Equality & Diversity. which has seen an increase in funding this year.

The policy relates to staff development which is available to all members of staff, this does not restrict availability regarding CPD in any way for staff who may have different needs that arise as a result of having attributes from any of the six E & D strands

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:

Yes, not so much as altering the policy but under the CPD budget there is an individual budget for staff development regarding Equality & Diversity which has seen an increase in funding this year.

Form: IMP.ACT

EQUALITY IMPACT ASSESSMENTS – Summary

Policy/ Service/ Procedure/ Function Title: **CPD Policy**

Report of EIA Findings:

1) Overview of policy/ service

The aims and objectives of this policy are to ensure staff employed by the college are suitably qualified and to promote further staff development to help contribute towards increasing student success pass rates whilst ensuring mandatory IFL requirements are met.

2) Findings

In relation to equality and diversity issues it is identified that this policy is of a non discriminatory nature against the aforementioned groups as CPD funding is available to all members of staff.

3) Actions Taken

By
When

By
Whom

Progress

- N/A

- N/A

- N/A

Data/ Information considered:

The policy itself.

Consultation: 15th July 2008

Elaine Martin, Strategic Development: Teaching & Learning

John Griffiths, Health & Safety Advisor/Equality & Diversity Manager

Patricia Cartwright, CPD Co-ordinator

Date of Publication of EIA:

To be attached to each policy before obtaining Governor Approval.