



# **EQUALITY IMPACT ASSESSMENT**

## **Criminal Records Bureau Disclosure Policy**

Directorate: Human Resources	Author: HR	Document Created: April 10
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<b>Step 1</b>	<b>Details of Assessment Team – refer to guidance notes</b>
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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: **Criminal Records Bureau Disclosure Policy**

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

Department responsible: **Human Resources**

**Other members of assessment team:**

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

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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>  <b>Examples of evidence could be:</b>	<b>Date data was collected</b>
<b>Tick evidence gathered and state briefly what it tells you.</b>	
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

**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:**

**Criminal Records Bureau Disclosure Policy.**

**It is a requirement of the CRB’s Code of Practice that all Registered Bodies must have a written policy on the correct handling and safekeeping of Disclosure information. It also obliges Registered Bodies to ensure that a body or individual, on whose behalf they are countersigning Disclosure applications, has a written policy. The implementation and monitoring of this policy rests with HR (employment of staff) and with authorized counter signatories as per college CRB Group (placing of students).**

**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:**

**The policy applies to all employees or potential employees without distinction. South Nottingham College is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.**

	<b>YES – state briefly</b>	<b>NO</b>
Age		<b>NO</b>
Disability		<b>NO</b>
Gender		<b>NO</b>
Racial Group		<b>NO</b>
Religious Belief		<b>NO</b>
Sexual orientation		<b>NO</b>

**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:**

N/A

**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:**

**This policy will have a positive approach with all groups and individuals associated with the college.**

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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:**

**N/A**

**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, as it affects all individuals regardless.**

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**Policy/ Service/ Procedure/ Function Title:**  
**Criminal Records Bureau Disclosure Policy.**

Report of EIA Findings:

**1) Overview of policy/ service**

**It is a requirement of the CRB's Code of Practice that all Registered Bodies must have a written policy on the correct handling and safekeeping of Disclosure information.**

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**2) Findings**

**Followed the CRB's Code of Practice.**

3) Actions Taken	By When	By Whom	Progress

**Data/ Information considered:**

**CRB's Code of Practice**

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**Consultation:**

**Unison, UCU, Business Success**

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**Date of Publication of EIA:**

**January 2010**

To be attached to each policy before obtaining Governor Approval.

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