

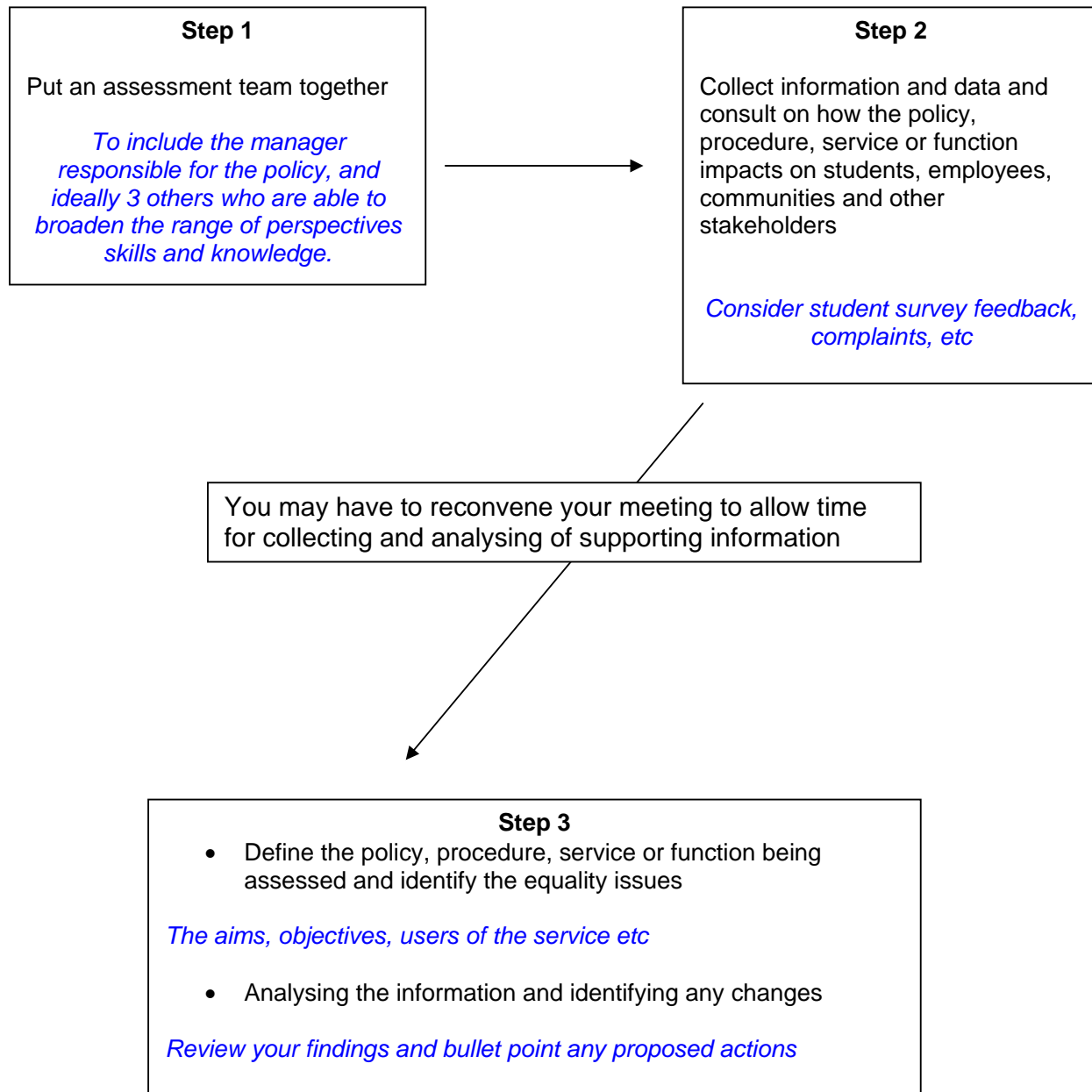


# EQUALITY IMPACT ASSESSMENT

## Capability Procedure

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: Nov 09
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## CONDUCTING EQUALITY IMPACT ASSESSMENTS



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**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: **Capability Procedure**

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

Department responsible: **HR**

**Other members of assessment team:**

Name	Position	Area of Expertise	Comments
<b>Sara Townsend</b>	<b>E&amp;D Manager</b>	<b>E&amp;D</b>	
<b>Phil Wilson</b>	<b>Curriculum Support Manager</b>	<b>Library Services</b>	
<b>Lynne Aldred</b>	<b>HR Manager</b>	<b>HR</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) <b>New Procedure – no previous monitoring information. Please see Section 8 of Procedure re: E &amp; D monitoring.</b>	
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 <b>The procedure has been adapted from existing best practice across the sector in line with legislative requirements.</b>	
5. census, national or regional statistics	N/A
6. Access Audits, DDA assessments	N/A
7. workforce profile (ethnicity, disability, gender etc) <b>Procedure applies to all. Staff with disabilities and/or additional needs will be supported – see Section 8 of Procedure.</b>	
8. outcomes of previous monitoring	No
9. existing or previous inspections of the policy, procedure, practice, service or function	No
10. research/ knowledge of the effects of the policy, procedure, practice, service or function on any of the College's stakeholders (including external stakeholders) <b>The Procedure has been drawn up in line with statutory requirements and College business strategy.</b>	
11. how part-time or sessional staff may be affected <b>All staff are equally affected/treated.</b>	
12. any consultation and community involvement <b>With recognised Trade Unions, HoS, ACAS and other FE Colleges.</b>	

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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:**

**The purpose of this procedure is to help and encourage staff to achieve and maintain acceptable standards of work performance and to ensure consistent and fair treatment in relation to action to address performance related issues. The responsibility for the effective implementation and monitoring of this procedure rests with line managers working in tandem with HR. Overall responsibility lies with senior management/Directors.**

**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 procedure is non discriminatory in essence, but E & D monitoring will need to be done to ensure that it's implementation is fair and equitable with regard to the groups below. HR to report its findings annually to ensure there are no issues with regard to indirect/direct discrimination. Refer to Action Point 1.**

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

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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:**

**This is a new procedure and its implementation is going to be monitored and findings reported to the Equality & Diversity Group. (Any findings and subsequent actions can only be provided when the procedure/process becomes formalised at which point HR becomes involved. Local issues over performance do not involve HR currently and are often resolved informally between staff and managers).**

**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:**

**Effects should be positive as the ethos behind the procedure is about support and improvement as long as E & D monitoring and analysis takes place. The procedure has involved and been supported by both staff and recognised Trade Unions.**

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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:**

**This policy overlaps with several other pertinent Equality and college policies.**

**Please refer to Section 15 of policy.**

**Annual HR audit maps the workforce with regard to gender, race, age and disability from which E & D monitoring can be done.**

**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:**

**Dissemination of best practice.**

**Possible opportunity to review/amend policy at the review stage if appropriate if monitoring suggests this.**

**Possible benefits to local college and wider community as the ethos is all about improvement.**

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Policy/ Service/ Procedure/ Function Title: <b>Harassment and Bullying Policy</b>
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Report of EIA Findings:

<b>1) Overview of policy/ service</b> <b>The purpose of this procedure is to help and encourage staff to achieve and maintain acceptable standards of work performance and to ensure consistent and fair treatment in relation to action to address performance related issues.</b>			
<b>2) Findings</b> <b>Overall positive. E &amp; D monitoring and analysis essential.</b>			
<b>3) Actions Taken</b>	<b>By When</b>	<b>By Whom</b>	<b>Progress</b>
<b>AP 1: HR to annually report on findings with regard to E &amp; D monitoring.</b>	<b>June 2010</b>	<b>LA</b>	
<b>AP2: Managers to be trained in implementation of procedure.</b>	<b>Dec 2009</b>	<b>LA</b>	<b>In place. Training timetable for 1<sup>st</sup> and 3<sup>rd</sup> Dec 2009.</b>
<b>AP3: Procedure to be communicated to all staff after above training.</b>	<b>Dec 2009</b>	<b>LA</b>	
<b>Data/ Information considered:</b> <b>Best practice within Sector. Legislation.</b>			
<b>Consultation:</b> <b>With recognised Trade Unions, HoS, ACAS and other FE Colleges.</b>			
<b>Date of Publication of EIA:</b> <b>Nov 09</b>			

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To be attached to each policy before obtaining Governor Approval.

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