



EQUALITY IMPACT ASSESSMENT

Careers Education, Information and Guidance Policy

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: November 2009
Document E & D Impact Assessed: 11/08/09	Page 1 of 9	Next Review:

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: **Careers Education, Information and Guidance Policy**

Name of Assessment Team Leader: **Katie Tarrant**

Department responsible: **Student Support**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
Sara Townsend	E&D Manager	E&D, Student matters	
Katie Tarrant	Guidance and Tutorial Manager	Careers Advice	

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: November 2009
Document E & D Impact Assessed: 11/08/09	Page 2 of 9	Next Review:

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

<p>Consider all six equality strands: <i>Racial Group, Disability, Gender, Age, Sexual Orientation, Religion or Belief</i></p> <p>Examples of evidence could be:</p>	<p>Date data was collected</p>
<p>Tick evidence gathered and state briefly what it tells you.</p>	
<p>1. Data showing evidence of higher or lower participation of any particular groups (e.g. who uses the service and who doesn't). Data is available for 2/3s of service users (1/3 are not SNC students) on age/ethnicity/gender – see AP 1.</p>	
<p>2. Student/ employee feedback from surveys or complaints. Feedback from QPD surveys, and as part of Matrix Standards, users are randomly sampled via questionnaires. The findings are then acted upon. To date, there is no evidence of any complaints, or negative feedback.</p>	
<p>3. Any important demographic changes or trends. Client group becoming increasingly large and complex (with regard to needs).</p>	<p>N/a</p>
<p>4. Comparative information or data where no local information is available. National IAG standards, Matrix standards and other college policies/procedures.</p>	
<p>5. census, national or regional statistics</p>	<p>N/a</p>
<p>6. Access Audits, DDA assessments.</p>	<p>N/a</p>
<p>7. workforce profile (ethnicity, disability, gender etc)</p>	<p>N/a</p>
<p>8. Outcomes of previous monitoring. Service is reviewed on a yearly basis based on student feedback, legislative implications, statistics etc. point 2 above.</p>	
<p>9. Existing or previous inspections of the policy, procedure, practice, service or function. The policy/service has never been commented on or inspected except to meet Matrix Standards(re-reviewed every 3 years)</p>	
<p>10. Research/ knowledge of the effects of the policy, procedure, practice, service or function on any of the College's stakeholders (including external stakeholders). There is a partnership agreement with Connexions. Local universities and Aim Higher.</p>	

<p>Directorate: Human Resources</p>	<p>Author: Sara Townsend E & D Manager</p>	<p>Document Created: November 2009</p>
<p>Document E & D Impact Assessed: 11/08/09</p>	<p>Page 3 of 9</p>	<p>Next Review:</p>

11. How part-time or sessional staff may be affected.	N/a
12. any consultation and community involvement See 10. above.	
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:

Careers policy which aims to:

- **Ensure SNC have appropriate careers education guidance & support available to all.**
- **Ensure potential learners receive confidential advice pre-entry.**
- **Ensure all that there is careers information available at admission, induction and on programme.**

Question 2

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: November 2009
Document E & D Impact Assessed: 11/08/09	Page 4 of 9	Next Review:

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:

No evidence to indicate any adverse effects on any group, or groups. All existing, and future prospective learners/community members can access the service the policy underpins, ensuring equality of access meeting Matrix Standards. Users with language barriers and/or disabilities would be able to tap into existing support mechanisms with the college community. See action point 1.

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

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:

There are a variety of referrals from outside agencies e.g. probation, Connexions, work Directions, Next steps, Job Centre Plus which different and varying needs which are met. See Action Point 1.

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.

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: November 2009
Document E & D Impact Assessed: 11/08/09	Page 5 of 9	Next Review:

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:

Positive. The policy and underlying service directly links to student progression available via destination data/statistics.

Also, there are successful partnership agreements with Connexions, local universities and Aim Higher.

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: November 2009
Document E & D Impact Assessed: 11/08/09	Page 6 of 9	Next Review:

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:

Within the Matrix and National IAG Standards.

Where requested and/or deemed necessary/appropriate reasonable adjustments are made to support an inclusive approach to the service.

See Action Point 1.

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:

Already working positively with local communities and third parties (see above).

Free and inclusive service (prospective students can access careers advice)

More could be done to work collaboratively with other stakeholders such as employers, charities, voluntary organisations – see Action Point 2.

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: November 2009
Document E & D Impact Assessed: 11/08/09	Page 7 of 9	Next Review:

Policy/ Service/ Procedure/ Function Title: Careers policy

Report of EIA Findings:

1) Overview of policy/ service Careers policy which aims to: <ul style="list-style-type: none"> • Ensure SNC have appropriate careers education guidance & support available to all. 			
2) Findings Overwhelmingly positive with 2 actions agreed. See below.			
3) Actions Taken	By When	By Whom	Progress
A.P. 1: Needs to be appropriate monitoring and analysis of <u>who</u> uses the service with regard to equality strands (age/ethnicity/gender/race)	Summer 2010	KT	
A.P. 2: Further work to be done with external stakeholders e.g. employers, charities, voluntary organisations.	March 2010	KT	
Data/ Information considered: Feedback from QPD surveys, and as part of Matrix Standards, users are randomly sampled via questionnaires.			
Consultation: 11th August 2009 Sara Townsend – E&D Manager and Curriculum Manager, Adult Ed. Katie Tarrant - Guidance and Tutorial Manager			
Date of Publication of EIA: November 2009			

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: November 2009
Document E & D Impact Assessed: 11/08/09	Page 8 of 9	Next Review:

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: November 2009
Document E & D Impact Assessed: 11/08/09	Page 9 of 9	Next Review: