



EQUALITY IMPACT ASSESSMENT

Management of College Information: Communication
Procedures (April 2009)

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

Name of Assessment Team Leader: **Sara Townsend**

Department responsible: **MIS/HR**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
Sara Townsend	E&D Manager	E&D, Student matters	
Angela Killeavy	Director of HR and H&S	E&D, Human Resources	
Jason Folkett	Director of MIS	MIS	
Phil Wilson	Curriculum Support Manager	Library Services	

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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

<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) No date collated to date. Data to be collected and analysed/monitored based on age, gender and disability as could be access issues. (This is being done under Action point 1 of Use of SharePoint Notice Boards EIA). If staff or students request it, special adaptations can be made to ensure equality of access re: college communications.</p>	<p>To be collected</p>
<p>2. student/ employee feedback from surveys or complaints. Checked with Director of Quality April 09 - None ever received.</p>	
<p>3. any important demographic changes or trends. N/a.</p>	
<p>4. comparative information or data where no local information is available. N/a</p>	
<p>5. census, national or regional statistics N/a</p>	
<p>6. Access Audits, DDA assessments. Internal procedures are in place to monitor and recommend adaptations to College Communication systems to ensure we meet our responsibilities re: individual student/staff needs. (Accessibility audit & survey being carried out April 09 – please refer to EIA on Use of Share Point Notice boards)</p>	<p>To be collected.</p>
<p>7. workforce profile (ethnicity, disability, gender etc). Requires further investigation (particularly with regard to Deaf Studies Team). Please refer to AP 1 on page 9.</p>	<p>To be collected.</p>
<p>8. outcomes of previous monitoring. N/a</p>	
<p>9. existing or previous inspections of the policy, procedure, practice, service or function. College Communication Procedures was looked at during the last Internal Audit (Bentley Jennison 0708). Recommendations were made which highlighted the need for more detailed procedures to support and underpin College policies.</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). No, but this is needed. Please see AP 3.</p>	
<p>11. how part-time or sessional staff may be affected. The procedures apply to all staff irrespective of employment status.</p>	

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12. any consultation and community involvement Consultation with employee representative groups and reviewed/approved by Directors and Governors.	
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:

The procedures are intended to focus the College staff, students and College community on the need to ensure all communications are legislatively compliant and the fact they should be used in a beneficial and inclusive manner.

Question 2

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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:

Everyone is equally affected by the procedures – students and staff.

	YES – state briefly	NO
Age	Possibly – to be investigated and monitored (see AP 1 of EIA on Share Point Notice Boards)	
Disability	Possibly – to be audited and monitored (see AP 1 and see AP 1 of EIA on Share Point Notice Boards)	
Gender	Possibly – to be investigated and monitored (see AP 1 of EIA on Share Point Notice Boards)	
Racial Group	Non discriminatory	√
Religious Belief	Non discriminatory	√
Sexual orientation	Non discriminatory	√

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:

Staff - To be determined – see above.

Students - Student surveys/feedback have not indicated any dissatisfaction to date.

The College does actively employ staff to identify and communicate with people with particular communication needs e.g. Student Support staff, Access to Work support...

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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:

There is no real “service” underpinned by these procedures.

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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:

The College does actively employ staff to identify and communicate with people with particular communication needs e.g. Student Support staff, Access to Work support. All staff and student machines should have TechDis toolbar, which allows different colour schemes/fonts and ability to zoom in/out. Other software is available depending on need, e.g. screen reader, magnification. Students and staff needs are dealt with on an individual basis at induction/enrolment.

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:

Not by altering the *procedures*. There may be potential to promote enhanced equality of opportunity by revising/improving College communications – see Action Points below and A P 1 of EIA of Share Point Notice-boards.

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EQUALITY IMPACT ASSESSMENTS – Summary

Policy/ Service/ Procedure/ Function Title: Communications Procedures
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Report of EIA Findings:

1) Overview of policy/ service The procedures are intended to focus the College staff, students and College community on the need to ensure all communications are legislatively compliant and the fact they should be used in a beneficial and inclusive manner.			
2) Findings The EIA has suggested that further work is required to look at existing procedures to determine appropriateness of communication systems currently in place from an E & D and inclusiveness point of view.			
3) Actions Taken	By When	By Whom	Progress
<ul style="list-style-type: none"> Audit to be carried out with College Deaf Studies team re: accessibility/ease of use of existing College Communication systems. 	May 2009	E & D Manager	Completed April 09.
<ul style="list-style-type: none"> Audit to be carried out to check whether College have received complaints/feedback from students re: Communication procedures. 	May 2009	E & D Manager Dir Quality	Completed April 09. No complaints and/or feedback on communication procedures received from students (surveys etc).
<ul style="list-style-type: none"> EIA has suggested that further work is required to look at existing procedures to determine appropriateness of communication systems currently in place. <p>Needs to be an</p>			

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<p>analysis of E & D data from recruitment sources.</p> <p>Needs to be analysis of E & D data from course enquiries.</p>	<p>Dir. of HR</p> <p>Dir. Market Development</p>	<p>End of June 09</p> <p>End of June 09</p>	<p>Investigated April 09 and deemed inappropriate to pursue - only about 1% of course enquiries come from the traditional phone up/walk in approach. The vast majority of enquiries come through the College website (approx 10, 000 a month) and it would be impractical to try and capture this E & D data from this form of course enquiry.</p>
<p>Data/ Information considered:</p> <p>All other MOCI policies and accompanying EIAs (and subsequent Action Points) recently completed.</p>			
<p>Consultation: 2nd April 2009 Sara Townsend – E&D Manager and Curriculum Manager, Adult Ed. Angela Killeavy – Director of Human Resources and H&S Jason Folkett – Director MIS Phil Wilson - Head of Library Services</p>			
<p>Date of Publication of EIA: Subject to Governor’s approval.</p>			

To be attached to each policy before obtaining Governor Approval.

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