



EQUALITY IMPACT ASSESSMENT

Copyright Guidelines (Jan 2010)

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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: [Copyright Guidelines](#)

Name of Assessment Team Leader: [Sara Townsend](#)

Department responsible: [Curriculum support](#)

Other members of assessment team:

Name	Position	Area of Expertise	Comments
Sara Townsend	E&D Manager	E&D, Student matters	
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

Consider all six equality strands: <i>Racial Group, Disability, Gender, Age, Sexual Orientation, Religion or Belief</i>	Date data was collected
Examples of evidence could be:	
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) N/a as Guidelines apply to everyone.	
<input type="checkbox"/> student/ employee feedback from surveys or complaints. No	
<input type="checkbox"/> any important demographic changes or trends. N/a as guidelines apply to everyone.	
<input type="checkbox"/> comparative information or data where no local information is available. N/a	
<input type="checkbox"/> census, national or regional statistics N/a	
<input type="checkbox"/> Access Audits, DDA assessments. Normal copyright can be infringed where it benefits a learner with individual needs e.g. photocopying entire resources in much larger fonts.	
<input type="checkbox"/> workforce profile (ethnicity, disability, gender etc) N/a	
<input type="checkbox"/> outcomes of previous monitoring. N/a	
<input type="checkbox"/> existing or previous inspections of the policy, procedure, practice, service or function. None	
<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). N/a	
<input type="checkbox"/> how part-time or sessional staff may be affected. N/a	
<input type="checkbox"/> any consultation and community involvement N/a	
<input type="checkbox"/> 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 main objective of the Policy is to ensure the college is meeting its statutory requirements and obligations under the various Copyright Acts. The duties outlined in the policy apply to all members of staff. The Curriculum Support Manager is responsible for monitoring legislative compliance, for the purchase of licences and monitoring licence compliance.

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:

Everyone is equally affected by the policy. To date, there is no evidence that any particular groups are adversely affected by its existence.

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

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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:

Yes. The law recognises that to meet individual need then legitimately purchased resources may need reformatting to meet the needs of students/staff with individual learning needs and disabilities. Copyright and Intellectual Property Rights needs to be balanced against those of the individual.

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:

Positive. The policy applies to all in equal measure and is there to ensure intellectual property rights and individual fair access is met across the board.

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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 guidelines are subject to, and falls under, the college's Equality and Diversity and Safeguarding Policies including accompanying processes/procedures.

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 applicable as the Guidelines are there to ensure the college meets its statutory obligations.

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Policy/ Service/ Procedure/ Function Title: Policy for Data Protection

Report of EIA Findings:

1) Overview of policy/ service The main objective of the Policy is to explain the College's underlying approach to ensuring it meets its obligations and requirements under Copyright Legislation.			
2) Findings The Guidelines are protectionist and responsive to demand/need and the E & D implications are in the College's processes and responses.			
3) Actions Taken	By When	By Whom	Progress
<ul style="list-style-type: none"> Update the Copyright Induction Training Package 	Dec 2010	CSM	Completed
Data/ Information considered: Requests made to date under the Act.			
Consultation: Sara Townsend – E&D Manager and Curriculum Manager, Adult Ed. Resources and H&S Jason Folkett – Director MIS Phil Wilson – Curriculum Support Manager			
Date of Publication of EIA: Subject to Governor's approval.			

To be attached to each policy before obtaining Governor Approval.

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