



EQUALITY IMPACT ASSESSMENT

Fees Policy 2009/10 (Feb 2009)

Directorate: Human Resources	Author: John Snow Director of Finance & Estates	Document Created: Feb 2009
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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: **Fees Policy 2009/10**

Name of Assessment Team Leader: **John Snow**

Department responsible: **Finance**

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,	

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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> Examples of evidence could be:	Date data was collected
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) <i>Student records information, general enrolment numbers and numbers on Principal's discretion remission</i>	Jan 2009
<input type="checkbox"/> student/ employee feedback from surveys or complaints	
<input type="checkbox"/> any important demographic changes or trends	
<input type="checkbox"/> comparative information or data where no local information is available	
<input type="checkbox"/> census, national or regional statistics	
<input type="checkbox"/> Access Audits, DDA assessments	
<input type="checkbox"/> workforce profile (ethnicity, disability, gender etc)	
<input type="checkbox"/> outcomes of previous monitoring	
<input type="checkbox"/> existing or previous inspections of the policy, procedure, practice, service or function	
<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) <i>Information on national student participation by LSN for LSC and Student Union</i>	Various
<input type="checkbox"/> how part-time or sessional staff may be affected	
<input type="checkbox"/> any consultation and community involvement <i>LSC funding guidance 2008/09</i>	Jan 2009

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<input type="checkbox"/> existing or previous impact assessment action points	
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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 Fees Policy is to provide a framework for fees charges for the College. The intention of the Policy is to provide a consistent pricing framework which can be applied across the College for a variety of courses and services.

The Policy is written by the Director of Finance & Estates and implemented, in the main, by Heads of Schools and Curriculum Managers who apply fees structures to courses in their curriculum areas.

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:

Students are the main group affected by the Policy. Other groups affected to some extent include groups looking to rent College space or equipment, using College crèche or even applying to the College under the Freedom of Information Act.

	YES – state briefly	NO
Age	LSC funding is preferential for different for 16-18, 19-25 and 25+ year olds.	
Disability	Non discriminatory, positive support for those on non-income based disability allowances	
Gender	Non discriminatory	
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:

The College accepts students on five main funding streams – 16-18 and Adult Learner Responsive, Adult Employer Responsive, Higher Education and Full Cost Courses. Each attracts different types of learner mainly based on age.

Student participation has increased rapidly in the last five years, even in the context of increased tuition fees required by the Learning & Skills Council.

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.

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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:

The charging of fees is contentious and can be seen as positive or negative depending on who's view is taken. What is clear is that certain types of student get "fee remission" based on:-

- Age – e.g. 16-18 students;
- Income status – e.g. those on income support;
- Area of study – e.g. Leitch skills for life, Train to Gain;
- Level of study – e.g. first level 2 courses.

The policy also protects financially vulnerable students on certain community courses and other specific courses such as Access and ESOL.

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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 Policy supports equality and diversity in the following ways:-

- 1) Maintenance of several non-income based disability allowances as evidence for College fee remittance which is intended to widen participation;
- 2) Support for socio-economic groups with discounted fees dependant on location and some types of course;
- 3) LSC guidelines for fee remission for under 19 students.

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:

The Policy requirements are mainly limited by the LSC funding guidance. Structuring fees to promote opportunity for specific groups based on race, sex, sexual orientation or religious belief would contradict these guidelines and would create an unfair financial benefit.

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EQUALITY IMPACT ASSESSMENTS – Summary

Policy/ Service/ Procedure/ Function Title: Fees Policy
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Report of EIA Findings:

1) Overview of policy/ service

The main objective of the Fees Policy is to provide a framework for fees charges for the College. The intention of the Policy is to provide a consistent pricing framework which can be applied across the College for a variety of courses and services.

2) Findings

The Policy is framed by LSC funding guidance and therefore any discrimination, especially based on age, is accepted and compliant with government policy. Fee structures are based on age, type of provision and location.

3) Actions Taken

	By When	By Whom	Progress
<ul style="list-style-type: none"> Review of Principal's discretion fee waivers 	Feb 2009	Dir F&E	Completed
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			

Data/ Information considered:

LSC funding guidance 2008/09
 College student record data for 2008/09
 Sponsored research into the benefits and costs of fee structures in Colleges

Consultation:

23rd February 2009
 Sara Townsend – E&D Manager and Curriculum Manager, Adult Ed.
 Angela Killeavy – Director of Human Resources and H&S

Date of Publication of EIA:

To be attached to each policy before obtaining Governor Approval.

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