



EQUALITY IMPACT ASSESSMENT

Staff Induction and Probationary Review Policy.

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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: **Staff Induction & Probationary Review Policy**

Name of Assessment Team Leader: **Elaine Martin**

Department responsible: **Quality/Human Resources**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
Sara Townsend	E& D Manager	E&D	
Elaine Martin	Strategic Development: Teaching & Learning	Learning & Teaching/CPD	
Lynne Aldred	HR Manager	Human Resources	

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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.	
1. data showing evidence of higher or lower participation of any particular groups (e.g. who uses the service and who doesn't)	N/A
2. student/ employee feedback from surveys or complaints	N/A
3. any important demographic changes or trends Changes to demographics with regard to the study body which has become much more diverse.	
4. comparative information or data where no local information is available Extensive internal consultation Information gathered from local government organisations to identify best practice.	
5. census, national or regional statistics	N/A
6. Access Audits, DDA assessments No – but see action point 1.	
7. workforce profile (ethnicity, disability, gender etc) Separate process for hourly paid staff accommodated.	
8. outcomes of previous monitoring	N/A
9. existing or previous inspections of the policy, procedure, practice, service or function	N/A
10. 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

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11. how part-time or sessional staff may be affected	
Terms and conditions of employment were considered and resulted in differentiated but relevant 'fit for purpose' approach and separate paperwork to ensure equity and fairness of application.	
12. any consultation and community involvement	
Consultation with Unions and working party members.	
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:

Induction & Probationary review policy

The purpose of this Policy is to ensure that staff experience a welcoming and informative introduction to the organisation. This is to ensure the effective integration of staff into or across the organisation for the benefit of the employee and the College.

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:

Policy applies to all members of staff

	YES – state briefly	NO
Age		X
Disability	Yes – see action point 2	
Gender		X
Racial Group	Yes – see action point 2	
Religious Belief	Yes – see action point 2	
Sexual orientation		X

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:

Disability has been considered in relation to additional support needs for mandatory training elements.

There will be possibly less take up of hourly paid employees. The college are offering financial support to enable this for staff starting from 1 September 2009.

Take up will be analysed by end of the year.

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:

This policy should have a positive on all new starters and students because staff will be better trained and informed.

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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:

E&D is embedded into the mandatory training part of the programme.

Differentiated approach to induction passport that accommodates both contracted/salaried staff and hourly paid.

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:

E&D is part of the mandatory training.

The policy will be reviewed annually and will take account of any E&D legislative changes.

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Policy/ Service/ Procedure/ Function Title:

Report of EIA Findings:

1) Overview of policy/ service

The purpose of this Policy is to ensure that staff experience a welcoming and informative introduction to the organisation. This is to ensure the effective integration of staff into or across the organisation for the benefit of the employee and the College.

2) Findings

See below

3) Actions Taken

By When	By Whom	Progress
AP1: When offering training, ensure that venue is DDA compliant for accessibility	Nov 09	EM Ask JS for DDA accessibility audit.
AP2: Booking information to be changed to take account of additional requirements (DDA & religious beliefs).	Dec 09	EM

Data/ Information considered:

Workforce profile, student profile, external research of best practice, Trade Union Consultation, capture of internal expertise on working party to develop the process.

Consultation:

Local recognised trade unions.

Date of Publication of EIA:

06/11/09

To be attached to each policy before obtaining Governor Approval.

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