



EQUALITY IMPACT ASSESSMENT

Policy for Information Security (2009)

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: March 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: **Policy for Information Security**

Name of Assessment Team Leader: **Dave Skinner**

Department responsible: **MIS/HR**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
Sara Townsend	E&D Manager	E&D, Student matters	
Dave Skinner	IT Services Manager	IT	
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 policy applies to everyone.	
<input type="checkbox"/> student/ employee feedback from surveys or complaints. No	
<input type="checkbox"/> any important demographic changes or trends. Increase in college employees employed at an increasing range of sites, with associated risk of information security breaches. Also increased use of portable storage devices and increasing number of staff working in industrial and other remote locations.	
<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. N/A	
<input type="checkbox"/> workforce profile (ethnicity, disability, gender etc) N/A	
<input type="checkbox"/> outcomes of previous monitoring. Driven by auditors' report which describes significant risks in the way the College was handling data and information	Internal Audit May 08
<input type="checkbox"/> existing or previous inspections of the policy, procedure, practice, service or function. New policy.	
<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). External stakeholders are being held accountable for their legislative compliance, and contracts will be (and have been) terminated where breaches have been established.	
<input type="checkbox"/> how part-time or sessional staff may be affected. Policy applies equally to all staff.	
<input type="checkbox"/> any consultation and community involvement Reviewed by Directors and unions.	

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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:

To ensure legislative compliance, to adopt best working practices, to protect the operational data held by the College, protect the interests of the Corporation, staff, students and associated partners of the College.

The corporation and all employees and all partners, agents and others handling College data are all responsible for implementation.

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:

Not applicable as the Policy is there to ensure the college meets its statutory obligations and there is no evidence to suggest that any particular groups are either adversely, or positively, affected by its existence and/or detail.

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 individual rights and freedoms are 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 policy is 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 Policy is there to ensure the college meets its statutory obligations and doesn't provide opportunities to actively improve social/community cohesion etc and/or address any inequalities as its terms apply to all.

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Policy/ Service/ Procedure/ Function Title: Policy for Information Security
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Report of EIA Findings:

1) Overview of policy/ service To ensure legislative compliance, to adopt best working practices, to protect the operational data held by the College, protect the interests of the Corporation, staff, students and associated partners of the College.			
2) Findings The Policy itself is 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"> Review all College procedures to ensure policy compliance. 	Sept 2010	Departmental heads	On going
Data/ Information considered:			
Consultation: 24 th November 2009 Sara Townsend – E&D Manager and Curriculum Manager, Adult Ed. Dave Skinner, IT Services Manager 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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