



EQUALITY IMPACT ASSESSMENT

Use of SharePoint Notice boards (Mar 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: **Use of SharePoint Notice boards**

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

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) No date collated to date. Data to be collected and analysed/monitored based on age, gender and disability as could be access issues.	To be collected: Action Point 1
<input type="checkbox"/> student/ employee feedback from surveys or complaints. No	
<input type="checkbox"/> any important demographic changes or trends. N/a.	
<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. Disability audit to be carried out to ensure equality of access for College students/staff with LDD to SharePoint and the Notice boards.	To be collected: Action Point 2
<input type="checkbox"/> workforce profile (ethnicity, disability, gender etc) Data available and will be used in conjunction with Action point 1.	
<input type="checkbox"/> outcomes of previous monitoring. N/a	
<input type="checkbox"/> existing or previous inspections of the policy, procedure, practice, service or function. No.	
<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. See Action Point 1	
<input type="checkbox"/> any consultation and community involvement Reviewed by Directors and governors	
<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 legislatively compliant in relation to the use of SharePoint Notice boards√√ and is ensuring and monitoring the continued well-being and welfare of its community. The intended outcome of the service is to promote and disseminate information to the college community in a responsible, safe and legislatively compliant way. The overall responsibility for the service and policy rests with the Director of MIS and the Director of HR.

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 potentially affected by the policy and service. To determine any potential access issues/difficulties and inequalities to particular groups of the college community, an Access Audit will be requested by the Director of HR, and the Director of MIS will report back on service utilisation by both staff and students – see Action points 1 & 2 on page 3.

	YES – state briefly	NO
Age	Possibly – to be investigated and monitored (see AP 1)	
Disability	Possibly – to be audited and monitored (see AP 2)	
Gender	Possibly to be investigated and monitored (see AP 1)	
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:

To be determined – see above.

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:

Potentially negative/discriminatory for some sections of the college community depending on the outcomes of the Actions agreed as access inequalities (based on disability, age and gender) could be creating an unfair disadvantage. However, the college also has many other forms of communication (non ICT/Portal based) such as traditional college Notice boards, “The Shout” magazine, staff vacancy boards outside HR etc

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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:

Staff/students must adhere to the College's acceptable Internet User Policy and Code of Practice. 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. Andy Milne is currently tasked with the job of redesigning Share Point to make it clearer and easier to use (improve search facility, darker text on a lighter background, darker hyperlinks etc) by the end of May. There will then be a consultation exercise with the Marketing Department and with students. The changes will be revisited by the E & D Manager and by Student Support, Lorraine Sabin. If agreed, the revamped Share Point will be ready for re-launch from September 09.

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 *policy*. There may be potential to promote enhance equality of opportunity by revising/improving the processes and procedures of the service offered dependent on the findings of AP1 and AP2.

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EQUALITY IMPACT ASSESSMENTS – Summary

Policy/ Service/ Procedure/ Function Title: Use of SharePoint Notice boards.

Report of EIA Findings:

<p>1) Overview of policy/ service To offer enhanced communications to the college community by promoting and disseminating information in a responsible, safe and legislatively compliant way.</p>			
<p>2) Findings Possible equalities issues based on access opportunities for the following areas: disability/age/gender. Await outcomes/findings of the Actions agreed at the assessment.</p>			
3) Actions Taken	By When	By Whom	Progress
<ul style="list-style-type: none"> • Data to be collected and analysed/monitored based on age, disability and gender as could be access issues. 	<p>May 2009</p>	<p>Dir MIS</p>	<p>Survey carried out throughout April and M. No real causes for concern based on results therefore no further actions deemed necessary:</p> <p>“Thank you to all you who took part in the recent survey about Share Point. The feedback has been very useful for the evaluation and improvement of Share Point (and Notice Boards). Here’s a summary of the main findings based on the information you provided:</p> <p>Of those completing the survey:</p> <p>19%of you are students and 81% staff (32% being part time & sessional staff)</p> <p>69% of you are female and 31% male</p> <p>4% of you are under 19 14% of you are 19 – 29 23% of you are 30 – 39 31% of you are 40 -49</p>

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			<p>25% of you are 50+</p> <p>14% of you have a disability and/or medical condition</p> <p>There were 137 responses.</p> <p>With regard to the comments that you made about Share Point they are too broad based to summarise, but please be assured that all your views expressed will be taken into consideration with regard to the upgrade of Share Point over the Summer”</p>
<ul style="list-style-type: none"> Disability audit to be carried out to ensure equality of access for students/staff with learning difficulties and/or disabilities to SharePoint and the Notice boards. 	May 2009	Dir HR	Completed March 09 by Jason Folkett, Andy Milne, Lorraine Sabin and Sara Townsend
<p>Data/ Information considered: Results/outcomes of the 2 Action Points. SNC Internet User Policy</p>			
<p>Consultation: 12th March 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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