



EQUALITY IMPACT ASSESSMENT

Procedure for Students who Present Risk Factors
(including those with criminal records)(April 2009)

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: March 2009
Document E & D Impact Assessed: 12/03/09	Page 1 of 8	Next Review:

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: **Procedure for Students Presenting Risk Factors**

Name of Assessment Team Leader: **Sara Townsend**

Department responsible: **Student Support**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
Sara Townsend	E&D Manager	E&D, Student matters	
Dianne Fortescue	Head of Student Support	Student Support	
Katie Tarrant	Guidance and Tutorial Manager	Careers Advice	

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: March 2009
Document E & D Impact Assessed: 12/03/09	Page 2 of 8	Next Review:

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

<p>Consider all six equality strands: <i>Racial Group, Disability, Gender, Age, Sexual Orientation, Religion or Belief</i></p> <p>Examples of evidence could be:</p>	<p>Date data was collected</p>
<p>Tick evidence gathered and state briefly what it tells you.</p>	
<p>1. data showing evidence of higher or lower participation of any particular groups (e.g. who uses the service and who doesn't) The original Risk Assessment was designed to promote the inclusion of students with potential mental health difficulties/criminal records coming into college.</p>	
<p>2. student/ employee feedback from surveys or complaints. To date the College have had 1 Student enquiry for the Procedure/Policy through the Freedom of Information Act and 1 enquiry from The Probation Service about the purpose of the Policy.</p>	
<p>3. any important demographic changes or trends. Client group becoming increasingly large and complex (with regard to needs). In recent years, there has been an increased trend of ex offenders taking the educational option as part of the Probation Service Order.</p>	
<p>4. comparative information or data where no local information is available. The Procedure/Policy has been compared with those of other FE Colleges as part of a bench-marking exercise. It was found that overall other Colleges had very similar approaches.</p>	
<p>5. census, national or regional statistics Current economic downturn and rising unemployment has knock on effect of lessening chances of those with a criminal record, and/or with mental health difficulties getting into work.</p>	
<p>6. Access Audits, DDA assessments. Under the spirit of the DDA, the College is consistently striving to make reasonable adjustments and adaptations to enable participation.</p>	
<p>7. workforce profile (ethnicity, disability, gender etc) N/a</p>	
<p>8. outcomes of previous monitoring. Numbers of Risk Assessments are now recorded (and monitored) annually in the Student Support SAR.</p>	
<p>9. existing or previous inspections of the policy, procedure, practice, service or function. N/a</p>	

<p>Directorate: Human Resources</p>	<p>Author: Sara Townsend E & D Manager</p>	<p>Document Created: March 2009</p>
<p>Document E & D Impact Assessed: 12/03/09</p>	<p>Page 3 of 8</p>	<p>Next Review:</p>

10. research/ knowledge of the effects of the policy, procedure, practice, service or function on any of the College's stakeholders (including external stakeholders). Overwhelmingly positive (very low numbers of exclusions from College) as the main effects of the Policy/Procedure are enabling i.e. able to make adjustments and support the vast majority of Students by putting in appropriate support mechanisms.	
11. how part-time or sessional staff may be affected. N/a	
12. any consultation and community involvement Have had the involvement of Nottinghamshire Probation Service and Rushcliffe Mental Health Team.	
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:

The main objective of the Statement and Procedure is to ensure that every full time 16 -19 student can access, and is entitled to, effective/appropriate tutorial support as per the College Charter. This also contributes to the College's commitment to the Every Child Matters (ECM) agenda/commitment.

The implementation of the ~~policy~~ procedure remains with the Guidance & Support Tutors allocated to each School supported by the Tutorial and Student Support Manager, Heads of School and Quality Team.

Question 2

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: March 2009
Document E & D Impact Assessed: 12/03/09	Page 4 of 8	Next Review:

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:

All 16 – 19s are equally affected. This procedure does not apply to 19+ students as they do not draw down funding for tutorial support. However, Entry Level programmes have a different tutorial programme that extends beyond 19.

	YES – state briefly	NO
Age	Non discriminatory - See above	√
Disability	Non discriminatory – see above	√
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:

Many students now enrolling are coming increasingly from “at risk” -areas vis-à-vis postcodes. The Tutorial Programme meets these pastoral needs and is responsive by nature i.e. one to one sessions would be available if deemed necessary. Feedback to date has been overwhelming positive.

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.

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: March 2009
Document E & D Impact Assessed: 12/03/09	Page 5 of 8	Next Review:

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~~/procedure has helped improve student retention and subsequently, this has helped to improve student success/achievement rates. Furthermore, students receive support and guidance on areas such as sexual health and there has been increased use of the Condom Card and Chlamydia screening since this ~~policy~~/approach was instigated.

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: March 2009
Document E & D Impact Assessed: 12/03/09	Page 6 of 8	Next Review:

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:

Within the Tutorial Programme E & D is actively promoted and discussed.

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:

See above.

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: March 2009
Document E & D Impact Assessed: 12/03/09	Page 7 of 8	Next Review:

Policy/ Service/ Procedure/ Function Title: Tutorial Statement and Procedures

Report of EIA Findings:

1) Overview of policy/ service The main objective of the procedure is to ensure that every full time 16 -19 student can access, and is entitled to, effective/appropriate tutorial support as per the College Charter.

2) Findings
Overwhelmingly positive with no actions deemed necessary.

3) Actions Taken	By When	By Whom	Progress

Data/ Information considered:
ECM
DDA
Previous feedback and monitoring.

Consultation:
7th April 2009
Sara Townsend – E&D Manager and Curriculum Manager, Adult Ed.
Dianne Fortescue - Head of Student Support
Katie Tarrant - Guidance and Tutorial Manager

Date of Publication of EIA:

To be attached to each policy before obtaining Governor Approval.

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: March 2009
Document E & D Impact Assessed: 12/03/09	Page 8 of 8	Next Review: