

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: **Quality Policy 2009-2011**

Name of Assessment Team Leader: **Don Hustings**

Department responsible: **Curriculum Development & Quality**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
John Gray	Deputy Principal	Excellence Team	
Elaine Martin	Strategic Development: Teaching and Learning	Excellence Team	

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.	
✓ data showing evidence of higher or lower participation of any particular groups (e.g. who uses the service and who doesn't) Participation rates by BME groups are higher than the proportions in our catchment area. The college successfully increases participation by learners traditionally under-represented in education or training.	Annual enrolment / completion stats
✓ student/ employee feedback from surveys or complaints Student feedback is analysed against E & D criteria, compared with SSR and actioned where appropriate.	July 2009 & annually
□ any important demographic changes or trends	
□ comparative information or data where no local information is available	
□ census, national or regional statistics	
□ Access Audits, DDA assessments	
□ workforce profile (ethnicity, disability, gender etc)	
□ outcomes of previous monitoring	
✓ existing or previous inspections of the policy, procedure, practice, service or function 'Commendable' judgements by QAA; 'Good' judgement by Ofsted	04/05 and 05/06 QAA; 08/09 Ofsted
□ research/ knowledge of the effects of the policy, procedure, practice, service or function on any of the College's stakeholders (including external stakeholders)	
□ how part-time or sessional staff may be affected	
□ any consultation and community involvement	

<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:

Quality Policy 2009-11

The objectives cover:

- Access to learning
- The learning programme
- Staff
- Facilities

The assurance mechanisms cover:

- Consultation
- Self-assessment
- Information about performance
- Monitoring

The Director of Curriculum Development and Quality is the person responsible for this document

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:

All students are affected by the information within the Quality Policy in so far as the policy aims to ensure the college provides the highest quality of service. There is no evidence at present to suggest that any of the groups below are adversely affected as the college actively promotes enrolment from all of the strands below and all the objectives and assurance mechanisms are intended to contribute to meeting the needs and expectations of all groups.

	YES – state briefly	NO
Age		x
Disability		x
Gender		x
Racial Group		x
Religious Belief		x
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:

No such evidence in respect of the application of this policy.

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:

In respect of student success rates for 2007-08, for example, the college exceeded national benchmarks in all 18 ethnicity categories and all 8 categories of sex, age and disability/learning difficulty.

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:

This over-arching policy has, among its objectives, the goal of ensuring that “there are no institutional or individual barriers to learning” but the practices to meet this goal are a function of operating procedures within the relevant college service (such as IAG, Student Support, etc).

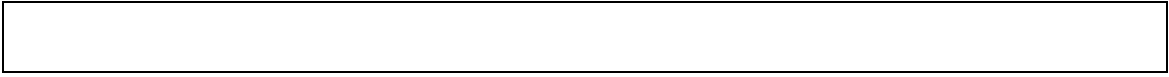
See also question 6

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:

Course reviews, self-assessment reports and the development plan already include performance data, improvement targets and action points that relate specifically to students by age, gender, ethnicity, learning difficulty and disability and/or to the promotion of equality and diversity. References to these activities has now been formally incorporated in the policy.



Form: IMP.ACT

EQUALITY IMPACT ASSESSMENTS – Summary

Policy/ Service/ Procedure/ Function Title: **Quality Policy 2009-2011**

Report of EIA Findings:

1) Overview of policy/ service

The Quality Policy sets out the main objectives and assurance mechanisms for ensuring that the college systems and procedures contribute effectively to the drive for continuous improvement.

2) Findings

- It has a positive effect in that it refers to performance data, improvement targets and action points that relate specifically to students by age, gender, ethnicity, learning difficulty and disability and/or to the promotion of equality and diversity

3) Actions Taken

	By When	By Whom	Progress
<ul style="list-style-type: none">• Amendment made to section on self-assessment re: E & D	9/3/09	DH	

Data/ Information considered:

The existing policy
Guidance and content of course reviews, development plan, self-assessment reports

Consultation:

Excellence Team

Date of Publication of EIA:

10 March 2009

To be attached to each policy before obtaining Governor Approval.