

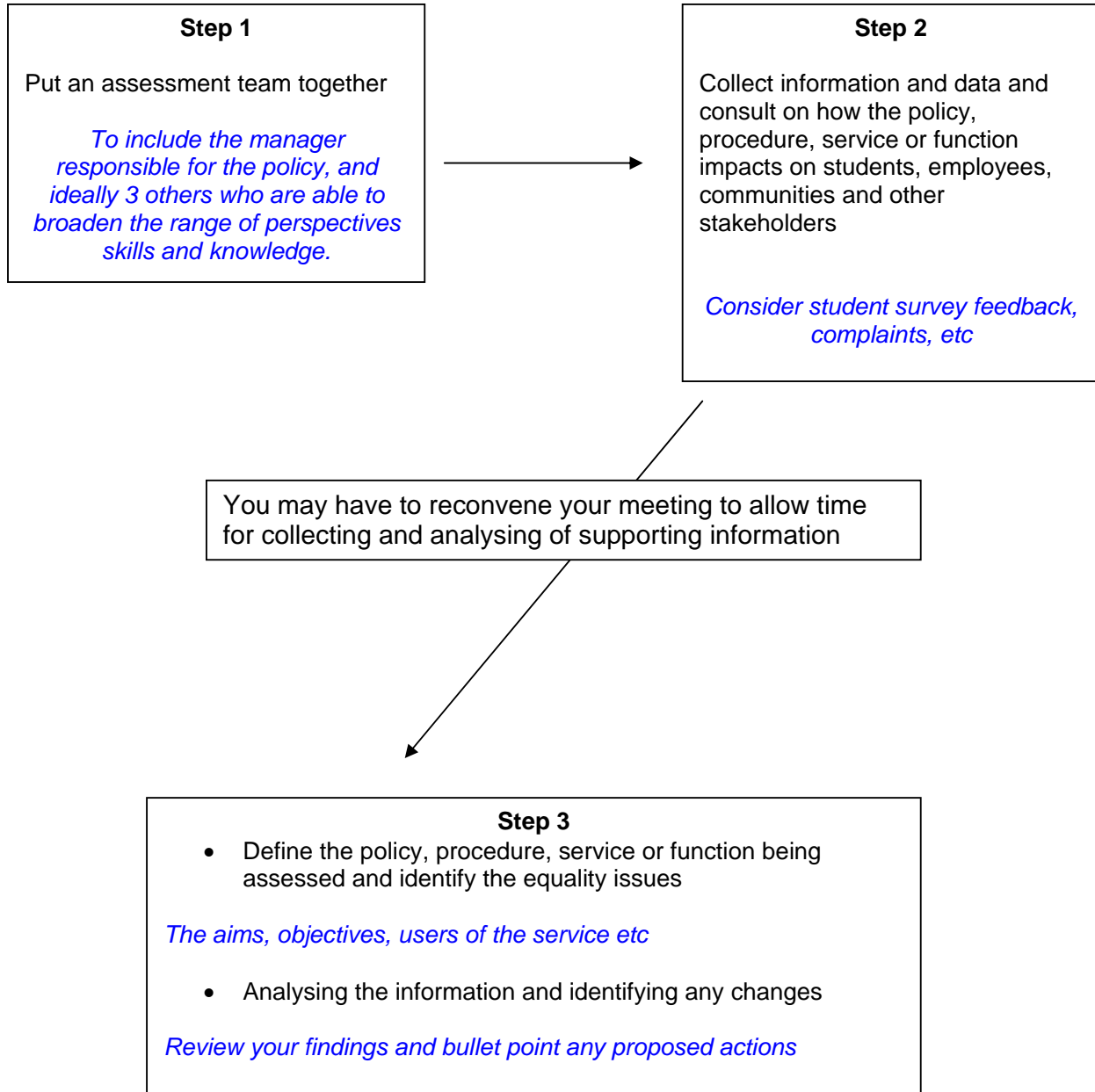


# **EQUALITY IMPACT ASSESSMENT**

## **Redundancy Policy and Procedure**

Directorate: Human Resources	Author: Sara Townsend E & D Manager	Document Created: May 10
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## CONDUCTING EQUALITY IMPACT ASSESSMENTS



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<b>Step 1</b>	<b>Details of Assessment Team – refer to guidance notes</b>
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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: **Redundancy Policy**

Name of Assessment Team Leader: **Lynne Aldred**

Department responsible: **HR**

**Other members of assessment team:**

Name	Position	Area of Expertise	Comments
<b>Sara Townsend</b>	<b>E&amp;D Manager</b>	<b>E&amp;D</b>	
<b>Phil Wilson</b>	<b>Curriculum Support Manager</b>	<b>Library Services</b>	
<b>Lynne Aldred</b>	<b>HR Manager</b>	<b>HR</b>	

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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>  <b>Examples of evidence could be:</b>	<b>Date data was collected</b>
<b>Tick evidence gathered and state briefly what it tells you.</b>	
1. data showing evidence of higher or lower participation of any particular groups (e.g. who uses the service and who doesn't) <b>New Policy – previously following ACAS standard. HR to monitor data with regard to E &amp; D strands and include in reporting procedures (HR Performance Monitoring etc) See Action Point 1.</b>	
2. student/ employee feedback from surveys or complaints. <b>Policy agreed in tandem with the recognised Trade Unions.</b>	
3. any important demographic changes or trends.	N/A
4. comparative information or data where no local information is available <b>The procedure has been adapted from existing – A o C, other FE colleges etc .</b>	
5. census, national or regional statistics	N/A
6. Access Audits, DDA assessments	N/A
7. workforce profile (ethnicity, disability, gender etc) <b>Policy applies to all staff. Staff with disabilities and/or additional needs will be supported. See section 11 of policy.</b>	
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) <b>The Procedure has been drawn up in line with statutory requirements and College business strategy.</b>	
11. how part-time or sessional staff may be affected <b>Policy applies to all staff who meet legislative criteria i.e. length of service requirements.</b>	
12. any consultation and community involvement <b>With recognised Trade Unions.</b>	

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13. 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:**

To provide a fair and equitable redundancy policy for staff in line with statutory guidelines on pay and procedure.  
HR will oversee the co-ordination of the policy and underpinned practice/procedure.

**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 staff are equally affected. See 4.2 and 4.3 of policy outlining equality responsibilities and commitments. No evidence currently exists to provide evidence of disproportionate adverse effects on any of the groups. See AP 1.

	YES – state briefly	NO
Age		X
Disability		X
Gender		X
Racial Group		X
Religious Belief		X
Sexual orientation		X

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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:

**The policy applies the same selection criteria across the board irrespective of any characteristic differences with reference to Question 2 above. Pay is in line with statutory requirements and is non discriminatory in calculation. Policy addresses the business need and is not tailored around the individual with regard to support issues etc. However, individual needs have been considered and taken in to account**

**Staff with additional support needs will be catered for - refer to Section 11 of 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:

**The policy will not have any real knock on effect except that it may mean students have less support; a different tutor and/or a different, possibly reduced, affordable curriculum offer from September 2010 due to recent government cuts in FE funding.**

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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:**

**Please refer to Section 11 of policy and AP 1.**

**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:**

**Possible opportunity to review/amend policy at the review stage if appropriate if monitoring suggests this. See AP 1.**

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Policy/ Service/ Procedure/ Function Title: <b>Redundancy Policy</b>

Report of EIA Findings:

<b>1) Overview of policy/ service</b> To provide a fair and equitable redundancy policy for staff in line with statutory guidelines on pay and procedure.			
<b>2) Findings</b>			
<b>3) Actions Taken</b>	<b>By When</b>	<b>By Whom</b>	<b>Progress</b>
AP 1. HR to capture, monitor and report on E & D data with reference to the policy	Immediate effect.	LA	
<b>Data/ Information considered:</b>			
<b>Consultation:</b> With recognised Trade Unions, A o C and other FE Colleges.			
<b>Date of Publication of EIA:</b> May 10			

To be attached to each policy before obtaining Governor Approval.

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