

Equality Impact Assessment

Equality impact assessment questions to consider

Use the table overleaf to consider:

- a) What kind of impact might this policy, procedure, plan or practice have on different groups of people?
- b) Is there opportunity to eliminate or reduce disadvantage or discrimination against a particular group?
- c) Is there opportunity to further promote equality for a particular group?

When considering the table overleaf, be aware that:

- the definition of a disabled person under the Disability Discrimination Act is broad and covers people with a wide range of impairments, learning difficulties and long term health conditions;
- under race, consideration should be given to the needs of specific communities within the broad categories, such as Bangladeshi people and other communities such as Turkish / Turkish Cypriot.

When carrying out an equality impact assessment, you should bear in mind that:

- while the following template can act as a tool to assist in the impact assessment process, completion of the template should not be equated with 'doing' the impact assessment;
- you address different areas of equality separately. One of the dangers of carrying out impact assessments on all areas of equality is that only a superficial consideration is given to each distinctive experience of equality;
- you should not hold up the impact assessment process if you are awaiting information for one equality strand, and yet can identify actions to improve another equality strand. You can always come back to the impact assessment process once this information becomes available;
- the Impact assessment process is not an end in itself – the purpose is to achieve real and practical improvements for different groups of people.

Equality Impact Assessment: Planning

Name of policy or practice: Academic Appeals Policy
Name of staff involved in the impact assessment process: Emma Mansfield, Anna Henderson, Avril Hill, Adrian Pinckard Feedback from learners and staff
Who is responsible for creating/implementing this (job title and name) Director Quality & Professional Development, Anna Henderson
Date of first meeting:

		Are there opportunities to eliminate or reduce disadvantage or discrimination for a particular group?	Are there opportunities to promote equality of opportunity for a particular group?
Race	Asian or Asian British people	Yes	Yes
	Black or black British people	Yes	Yes
	Chinese people and other people	Yes	Yes
	People of mixed race	Yes	Yes
	White people	Yes	Yes
Disabled people	physical or sensory impairments	Yes	Yes
	learning difficulties or specific learning difficulties	Yes	Yes
	mental health difficulties or people on the autistic spectrum	Yes	Yes
	long term health conditions	Yes	Yes
Gender	Women	Yes	Yes
	Men	Yes	Yes
Age	Older people	Yes	Yes
	Younger people	Yes	Yes

Equality impact assessment questions to consider

<p>What evidence is already available to help inform the impact assessment process? (consider both quantitative and qualitative information)</p>	<p>Formal feedback from learners on the policy and process</p> <p>Formal feedback from staff on the policy and process</p> <p>Questionnaire to learners to review academic appeals process</p>
<p>Is further information required to gauge the probability and extent of impact? Would gathering such information be a proportionate response to the policy, procedure, plan or practice, in terms of its importance?</p>	<p>Informal views of various learners not attending tutorials if they are aware of academic appeals and if they have gone through it</p> <p>Road shows</p> <p>Number of academic appeals that have taken place 06/07</p>
<p>If yes to the above question, where and how can that information be obtained?</p>	<p>Road show held in student centre's on all three campuses to collect feedback from variety of learners</p> <p>Feedback from team leaders on number of academic appeals</p>

Please note. It is important that collection of evidence for one group of people does not stall the impact assessment process. It may be necessary to undertake actions without all evidence, and return to the impact assessment process when all evidence is available

Equality Impact Assessment Plan

Action required	By whom	By when	Resource implication	Progress Review	Race	Disabled People	Gender	Trans People	Age
1. Review academic appeals process, is it used?	EM								
2. Project team to undertake impact assessment training	EM, AH, AHi, AP	Mar 07		Training completed by all parties Apr 2007					
3. Survey all users of the current academic appeals process Is everyone aware of it? Have they used it? Questionnaire to all learners and staff	EM	May 07		Completed surveys collected and analysed from learners and staff. Learners on the whole knew the process was there and how to appeal	x	x	x		x
4. Carry out Road shows in Student centre's to get ideas and opinions on the policy from learners	EM	May 07		Road shows were successful to capture informal feedback from learners. Suggestions were to increase the awareness of the academic appeals to all learners around college. (see action 6)	x		x		x
5. Gather examples of									

	EM	Mar 07		Examples collected and discussed to see if aspects may be used to improve our policies					
Action required	By whom	By when	Resource implication	Progress Review	Race	Disabled People	Gender	Trans People	Age
6. Ensure academic appeals are able to be made in various ways to suit all	EM	Jun 07		The methods to appeal are explained in the student diary clearly. Can make an academic appeal by letter, verbally and with support from College staff.		x			x
7. Redesign format of information to be included in student diary	EM	Jun 07		Student diary format has been redesigned to be user friendly and to correlate with the policy.	x	x	x	x	x
8. Review and amend current academic appeals policy	EM	Aug 07		Appeals policy has been updated based on feedback from staff and students and gone to directorate.	x	x	x	x	x
9. Updated policy approved by directorate and placed onto intranet	EM	Sept 07		The updated policy has been approved by Directorate and is now on staff intranet and website.					
10. Provide training for youth workers to be able to support learners who wish to make an academic appeal	RH	Oct 07		Discussion with Student services manager taking place in October to ensure all youth workers are aware of policy.					

If the action proposed will not fully eliminate negative impact, why is this	
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and how can it be justified?	
What monitoring processes can be identified to check that any proposed changes achieve the desired improvements?	