

# 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

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

		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?
<b>Race</b>	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
<b>Disabled people</b>	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
<b>Gender</b>	Women	Yes	Yes
	Men	Yes	Yes
<b>Age</b>	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>Data on complaints made 05/06 related to gender and race.</p> <p>Learner survey – know how to complain – are there any changes in numbers</p> <p>Formal feedback from learners on the policy and process</p> <p>Formal feedback from staff on the policy and process of making a complaint</p> <p>Questionnaire to learners to review complaints process</p> <p>Related to matrix customer services</p> <p>Racial incidents reporting 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</p> <p>Road shows</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>

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 outcome of QDP survey for last three years to see if complaints process is known	EM PK	Feb 07							
2. Review analysis of Governors complaints paper to note any highlighted issues	AH	Mar 07		No issues highlighted from the analysis the complaints come from a range of groups about a variety of topics					
3. Look at current information on the complaints policy including the student diary for content and readability	EM	Mar 07		The current policies and wording vary between the student and staff intranet. It is not clear in the student diary the difference between complaints and academic appeals policy, this needs to be reviewed (see action 8)					
4. Project team to undertake impact assessment training	EM, AH, AHi, AP	Mar 07		Training completed by all parties Apr 2007					
5. Survey all users of the current complaints process Is everyone aware of it? Formal questionnaire to all learners and staff	EM	May 07		Completed surveys collected and analysed from learners and staff suggested that the policies were ok although not always known how to access	x	x	x		x

				Feedback highlighted that the updated policy must meet matrix standards					
6. Carry out Road shows in Student centre's to get informal ideas and opinions on the policy from learners	EM	May 07		Road shows were successful to capture informal feedback from learners. Suggestions were to highlight the policies around the college and improve getting it right leaflet. (see action 9)	x		x		x
7. Discussion with key managers on presentation of information and meeting external bodies e.g. matrix	EM	May 07		Discussions held with Customer services manager to ensure the updated policy met matrix standards and the Marketing manager to ensure the action 5 could be carried forward					
8. Ensure complaints are able to be made in various ways to suit all learners and staff	EM	Jun 07		Will be available on website, intranet, leaflets, student diary. Can complain by letter, email, verbally and with support from College staff		x			x
9. Redesign format of information to be included in student diary and 'getting it right leaflet'	EM	Aug Sept 07		Student diary format has been redesigned to be user friendly. 'Getting it right leaflet' is continuing to be worked on with marketing in September.	x	x	x	x	x

				Investigate if it can be translated?					
10. Review and amend current complaints policy	EM	Aug 07		Complaints policy has been updated taking into account feedback from staff and students including the Chief clerk of the organization.	x	x	x	x	x
11. Updated policy approved by directorate and placed onto intranet	EM	Sept 07		Policy has been approved by directorate and is now on staff intranet and website including comments and complaints leaflet.	x	x	x	x	x
12. Provide training for staff on reception, welfare, Counselling and youth workers to be able to support learners who wish to complain	RC	Oct 07		Discussion with customer services manager in October to ensure all reception staff are aware of changes and new leaflet.					
13. Correlation of QDP satisfaction against complaints made by different groups	PK	Oct 07							

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

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