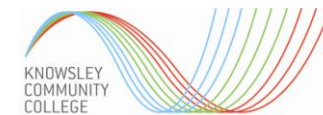


Equality Impact Assessment



Section	Student Services	Date Completed	11/05/10
Name of proposed policy, procedure, statement, service, project, proposal, to be assessed** Is it new or existing?	Equality and Diversity Policy Existing policy up for review		
Aims or intended outcomes of the above	Putting Equality and Diversity at the heart of College policy and practice Ensuring that KCC meets all legal duties with respect to equality legislation		
Main stakeholders of the above	All staff and students		
Names and job roles of staff involved in the development of the above	Chris Jones (E&D Manager), Steve Gardner (AP ESCE and Student Services), Leigh Broadbent (Director Of Quality), Karen Christian (Director of Student Services)		
Names and roles of those completing the EIA	As above		
How will EIA be completed? Who will be consulted? What evidence will be explored?	Document will be completed following initial feedback from Governors, a focus group consisting of external partners, students and staff and analysis of college performance data by curriculum area		

1. Is there any potential public or staff concern that this function may have a discriminatory impact?

Public	Staff
No	No

2. Is there any evidence (as a result of consultations, monitoring data, etc) to suggest that this could have an adverse or disproportionate impact:

Protected characteristic	Potential impact	Evidence	Un/justified impact?
Race	(i) Opportunities for individuals to benefit from positive action to redress imbalance may be missed (ii) Policy may not be applied evenly to all ethnic groups	(i) KCC's commitment to positive action where appropriate is not detailed enough, ie insufficient detail is provided on examples of this in action (ii) Poor success rates for 3 ethnic groups in 08/09: a. Black other (43%) b. Chinese (57%) c. Other Asian (60%)	Unjustified Unjustified
Religion and belief	(i) Some learners may be disadvantaged or	(i) Limited references to religion and belief	Unjustified

	<p>may not benefit from protection or positive action</p> <p>(ii) The minimum anticipated needs of this group may not be met</p>	<p>throughout policy, where other protected characteristics are explicitly stated</p> <p>(ii) Lack of minimum entitlement which specifically relates to this group of learners or staff</p>	Unjustified
<u>Gender</u>			
<u>Disability</u>	<p>(i) Services and teaching and learning may not meet the <i>actual</i> needs of staff and students</p> <p>(ii) Students who disclose a disability may be disadvantaged in terms of their opportunity to succeed</p>	<p>(i) Perception that students are not consulted or involved enough in the development of services and teaching and learning</p> <p>(ii) Students who disclose a disability are underperforming when compared with the College average (68% compared with 71%)</p>	<p>Unjustified</p> <p>Unjustified</p>
<u>Sexual orientation</u>	<p>(i) Some learners may be disadvantaged or may not benefit from protection or positive action</p>	<p>(i) Limited references to sexual orientation throughout policy, where other protected characteristics are explicitly stated</p>	Unjustified
<u>Age</u>	<p>(i) Young students may be treated disproportionately more punitively than adult students on issues regarding unacceptable behaviour</p> <p>(ii) Younger students (14 – 18) may be</p>	<p>(i) Perception that older students are treated more leniently with respect to unacceptable behaviour</p> <p>(ii) Younger students' (14 – 18) success rates are below the College average</p>	<p>Unjustified</p> <p>Unjustified</p>

	disadvantaged in terms of the opportunity to succeed		
<u>Socio-economic circumstances</u>	(i) Students from deprived backgrounds may be disadvantaged in terms of their opportunity to succeed	(i) Students from deprived postcodes in some curriculum areas are significantly underperforming when compared to students not in this cohort and College average: a. CAPFA (64%) b. Engineering (56%) c. Health, Care and Education (67%) d. Sfl (14 – 19 and Adult) (43%) e. Sfl (Adults and Employers) (66%)	Unjustified
<u>Human rights</u>			

3. Could the function have an adverse or disproportionate impact on any other groups of learners or staff?

Groups (eg care leavers, young offenders, carers, etc)	Potential Impact	Evidence	Un/justified impact?
<u>Non-traditional learners</u>	Some groups of learners may be disadvantaged or may not benefit from positive action	Lack of clarity in policy of who non-traditional learners are	Unjustified

English not a first language	Speakers of English as a second language may find difficulty in understanding their entitlements	Policy not available in other languages	Unjustified

4. What solutions can be introduced to overcome any adverse impact?

Suggested equality action	Importance (high, med, low)	Response to suggestion (eg adopt, reason for not adopting, etc)	Who?	By when?
R(i) Investigate how positive actions can be promoted and incorporated into Race Equality Scheme	M	Recognise as justified area for development	CJ/VS	Oct 10
R(ii) Scrutinise data re unequal success of the 3 identified ethnic groups and take proactive steps to understand and address issues	H	Recognise as potential inequality trend and therefore in need of action	E&D Strategy and Scrutiny Group	May 10
RB(i) Amend Policy to more frequently reference this group	H	Recognise omission	CJ	Apr 10

Suggested equality action	Importance (high, med, low)	Response to suggestion (eg adopt, reason for not adopting, etc)	Who?	By when?
RB(ii) Anticipate minimum needs and entitlement for students of different faiths, eg appropriate prayer facilities, access and signposting to spiritual support, etc	H	Recognise omission	KC	May 10
D(i) Develop a forum for staff and students (or their advocates) with disabilities to voice their opinions and suggestions on how to develop the service and teaching and learning issues	H	Recognise weakness and area for development	VS	Jul 10
D(ii) Investigate how success rates can be improved by adding actions to the Disability Equality Scheme	H	Recognise and backed by current data. Commitment to halt a potential downward trend	CJ/VS	Jul 10
SO(i) Amend Policy to more frequently reference this group. And Investigate ethics and practicalities of	H M	Recognise omission Recognise that this should be carefully	CJ VS	Apr 10 Oct 10

Suggested equality action	Importance (high, med, low)	Response to suggestion (eg adopt, reason for not adopting, etc)	Who?	By when?
collecting data on sexual orientation		considered in order to analyse data and provide support		
A(i) Collect evidence to support or refute perception	L	Acknowledge that this perception exists	E&D Strategy and Scrutiny Group	May 11
A(ii) Scrutinise data re unequal success of the 14 – 18 cohort to determine if this a trend and take proactive steps to understand and address issues	H	Recognise as current inequality and therefore in need of action	E&D Strategy and Scrutiny Group	May 10
SE(i) Ensure Section Development Plans propose specific actions re the disparities in success rates	H	Recognise as current inequality and therefore in need of action	LB	Jul 10
NT(i) Clarify within the Policy who non-traditional learners are or may be	H	Recognise that Policy needs amending	CJ	Apr 10
E(i) Identify where translation services exist locally and how to access in a	M	Recognise potential disadvantage	KC	Oct 10

Suggested equality action	Importance (high, med, low)	Response to suggestion (eg adopt, reason for not adopting, etc)	Who?	By when?
timely way				

5. Are there any additional resource implications for the suggested equality actions, both in terms of time and finances?

- Potential capital bid needed to facilitate prayer spaces
- Identify budget to pay for translation services

6. In what areas could the function identified be said to have a positive impact:

Protected characteristic	Potential impact	Evidence
Race	(i) Good practice in supporting success can be shared across the the ethnic groups	(i) Some ethnic groups have higher than the College average success rates: <ul style="list-style-type: none"> a. Bagladeshi (85%) b. Black African (81%) c. Black Caribbean (79%) d. Indian (80%) e. Pakistani (100%) (ii) 98% of students feel the College welcomes

Protected characteristic	Potential impact	Evidence
		people from BME backgrounds (range 94% - 100%) - Student Opinion Survey Feb 2010
Religion and belief		
Gender	(i) Students of either gender are not disproportionately being disadvantaged or advantaged	(i) No disproportionate differences in success rates for either gender across the College
Disability	(i) Students with mobility needs are able to access premises independently (ii) Students with disabilities will disclose support needs	(ii) Most areas of the College premises are accessible for staff, students and visitors with mobility needs (iii) Opportunities to disclose on application and enrolment forms (iv) Support is offered to those needing it (v) Statements within policy (3.3, 3.5, 3.21, 3.22, 4.2) (vi) 98% of students feel the College welcomes people with disabilities (range 95% - 100%) - Student Opinion Survey Feb 2010
Sexual orientation		
Age	(i) Staff and young and adult students feel welcomed and supported	(i) Statements within policy (2.1, 3.1, 3.10)

Protected characteristic	Potential impact	Evidence
Socio-economic circumstances		
Human rights		

7. In what areas could the function identified be said to have a positive impact on other groups of students or staff?

Groups (eg care leavers, young offenders, carers, etc)	Potential Impact	Evidence

8. Can the proposed function be said to tackle prejudice? Please say how/provide evidence

Policy makes reference to other policies and procedures which are specifically written to tackle discrimination, eg Anti Bullying and Harassment policies

9. Can the proposed function be said to promote understanding? Please say how/provide evidence

Yes. Policy explicitly makes reference to building E&D into Tutorials, IAG, staff and student inductions, staff training and is a key aspect of College Values

10. Where will details of IA be held/published?

College Intranet

College website

Other


please specify: _____

11. To whom will the EIA be distributed?

External partners involved in the EIA of the E&D Policy

12. How will the effects of the proposed function be monitored in the future?

Directly and regularly by E&D Manager and by the E&D Strategy and Scrutiny Group

Signed:  (on behalf of the E&D Strategy and Scrutiny Group)