

Cambridge
REGIONAL COLLEGE



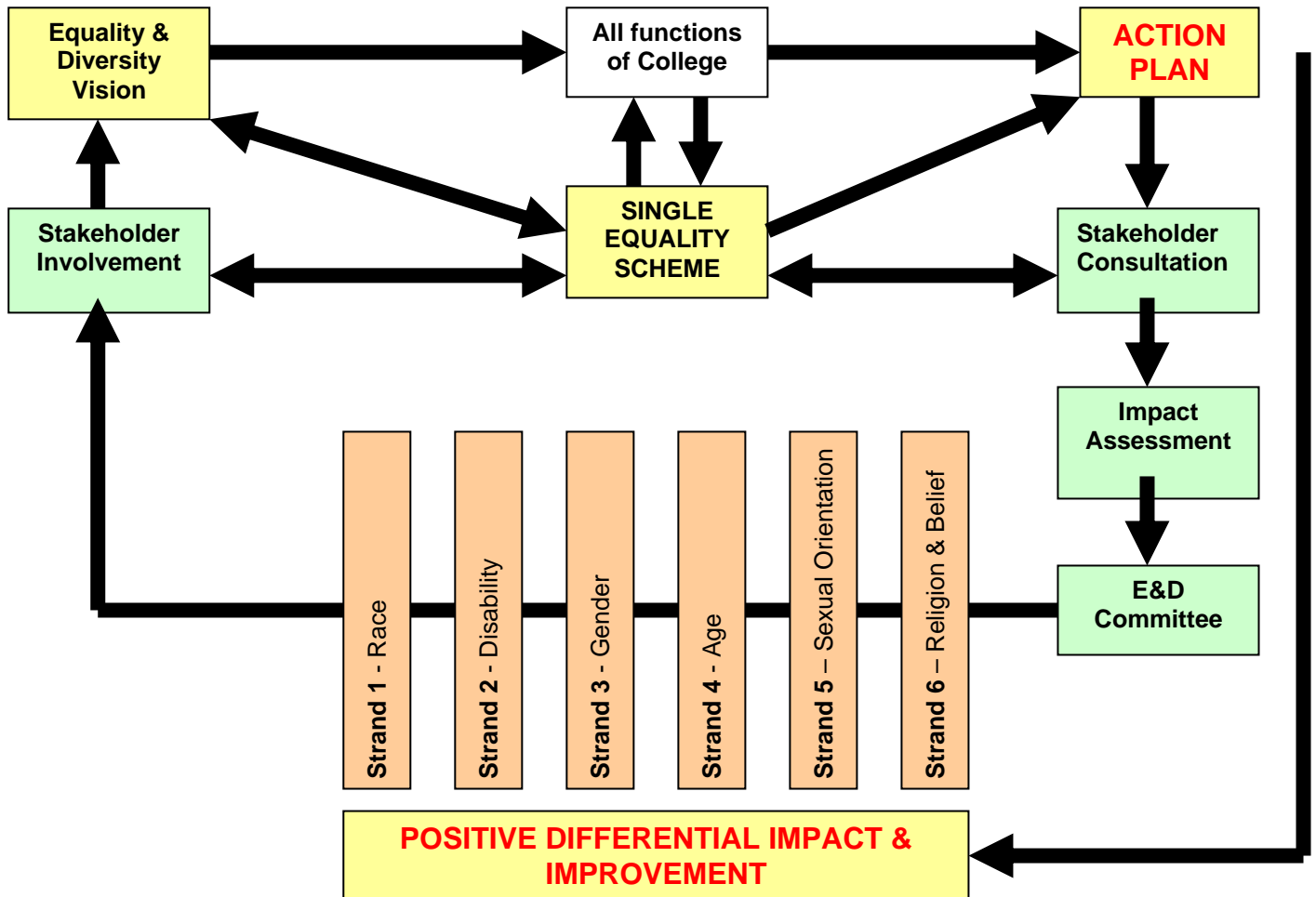
Single Equality Scheme

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The Cambridge Regional College Single Equality Scheme



Ethos

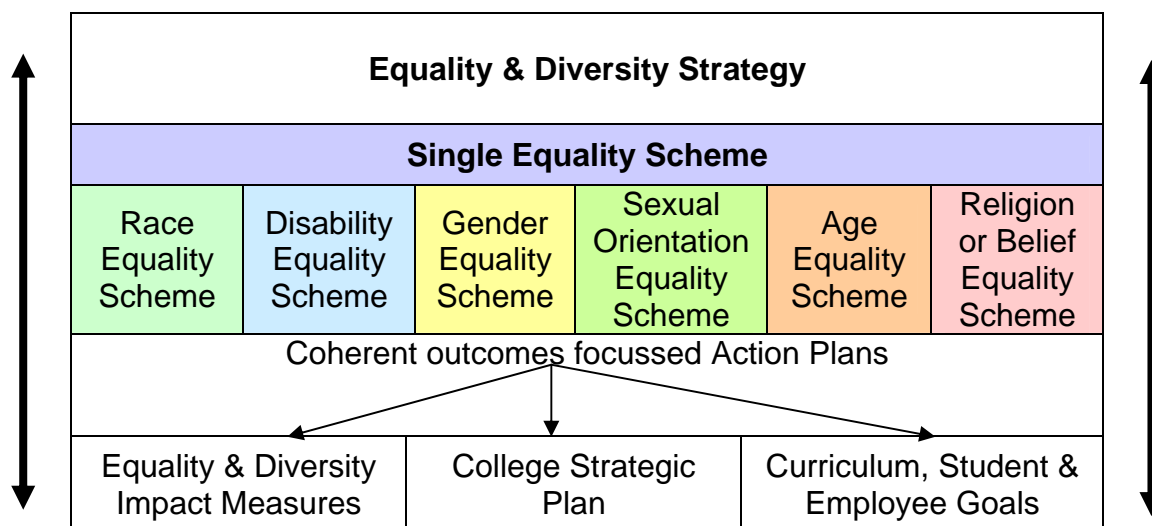
Cambridge Regional College is committed to social justice where all individuals have the opportunity to achieve their full potential. The College recognises that some groups experience discrimination in society, and is committed to challenging discrimination in all forms by ensuring that equality lies at the heart of everything we do.

We strive to be a fair organisation, one where everyone accepts the differences between individuals and values the benefits that diversity brings and how it enriches the College. We work positively to promote diversity and equality of opportunity, recognising that we function in a multi-faceted and complex society.

The College will ensure that any external organisations with which it works are made aware of, and encouraged and supported to adhere to the core Equality & Diversity commitments of the College. The College will overtly seek information on the Equality & Diversity practices of potential contractors when it goes out to tender and take this into account when making decisions.

Introduction

Cambridge Regional College's Single Equality Scheme contains the six strands of gender, ethnicity, disability, sexual orientation, age, and religion or belief. This is in response to the Equality Act 2006, and the establishment of the Commission for Equality & Human Rights (CEHR) in October 2007. The purpose of this Single Equality Scheme is to ensure Cambridge Regional College operates as a college of Further Education with sensitivity to differences of sex, race, disability, sexual orientation, age, religion, belief, status, life-style, social background, country of origin, or any other grouping of our society.



The Cambridge Regional College Single Equality Scheme explains why equality is important and how we can fulfil the objectives of the College in a way that will promote equality for all. The scheme has been developed with the involvement of individuals and special interest/identity groups formally through our Equality & Diversity Committee, our Equality & Diversity Forum, the ACER Equality & Diversity Forum, our Academy Boards, our Staff Forum, unions, and more informally with many individual students and members of staff in a variety of contexts. We consider it our duty in the College to:

- Work towards the elimination of discrimination
- Promote equality regardless of sex, race, disability, sexual orientation, age, religion, belief, status, life-style, social background, country of origin, or any other group definition in our society.

In line with the College's strategic direction, our aims are to understand and respond to the needs of the people in the region to develop vocational and occupational skills with equality of opportunity.

Equality & Diversity Strategy

This Single Equality Scheme is the strategy, with a timetable and realistic action plan of how we are intending to ensure equality, it is an evolving document that will be reviewed and updated in light of continuing involvement of, and consultation with both existing and potential college users, partners, community groups, voluntary organisations and individuals with interests in our work. As an evolving document this scheme is intended to

continuously adapt to new developments and legislations, and to reflect our growing understanding of existing and emerging issues. However, the scheme will be formally reviewed annually and the three year Action Plan updated.

In seeking to involve and consult with our communities we will endeavour to be open, responsive to individual/group needs (how, when, and where we involve/consult) and inclusive of all views and to take these into account when making decisions.

The Single Equality Scheme is designed to reflect the College mission and strategy and to demonstrate how it will meet its commitment to equalising opportunity. In doing so it will have four key functions:

1. Analysis of local/regional/national demographics (current trends and predictions)
2. Action Planning to ensure that any negative impacts are eliminated, or minimised where possible
3. Monitoring to ensure action plans successfully remove any negative impacts and to identify any further potential issues
4. Encourage through Positive Action initiatives that will promote the full engagement of under-represented groups

In three years time we aim to be able to demonstrate that we have:

1. Complied with all equality legislation, in letter and spirit
2. Improved equality of opportunity for our students, staff and service users
3. Established equality of opportunity firmly at the heart of our college in all that it does

The Principal and Chief Executive of Cambridge Regional College has overall responsibility for our Equality Scheme, and the day-to-day running of the scheme rests with the Head of Projects and Equality.

Our Single Equality Scheme is published on the Cambridge Regional College website on an annual basis. Hard copies are available at receptions and in the Learning Resource Centre. As with other college publications, alternative media may be requested to meet individual requirements.

Current strengths

1. We have well established screening and diagnostic testing practices which aim to identify any additional learning support students may need to enable them to succeed on their course
2. We collect information about our students (sex, race, disability, and age) as part of our commitment to developing our curriculum offer, and to work towards it being representative of our local/regional communities needs at all levels
3. We have an excellent Additional Learning Support (ALS) team who have seen a year on year growth in the numbers of students that they are able to support. Students making declarations are Supported for Success from application to achievement
4. Curriculum leaders and managers, through their Course Team Meetings monitor the progress of individual full-time students throughout their course
5. The College has invested heavily in ensuring that its premises are accessible to all. The final part of the strategy is to consolidate its activities onto a single campus from

April 2009. The College will then have superb accommodation none of which will be older than fourteen years. The College will review its accommodation in the light of any business or legislative development on an annual basis

6. The College has been for the past three years analysing its Equality & Diversity Impact Measures (EDIM) data, and embedding this fully into its Quality Assurance and Improvement processes and strategies. EDIM data is collected at enrolment. Each curriculum delivery manager produces an EDIM Action Plan to address any negative variance, and this is monitored through termly Planning & Business Review (PBR) meetings
7. We have an established Equality & Diversity Committee with involvement of; users, their parents/carers, community groups, voluntary organisations and individuals with interests in our work. The Committee considers EDIM data and action plans, and satisfaction surveys, as well as self-generated agenda items
8. We have a strategic target to ensure that all existing Policies and Procedures will be Impact Assessed by July 2008
9. All new policies and procedures are Impact Assessed as part of their approval by the College Senior Management Team (see Action Plan)
10. We have begun a programme to Impact Assess all of our Policies and Procedures. We completed our first external consultation with the involvement of; students, staff, community groups, voluntary organisations and individuals with interests in our work in June 2006
11. The College is a member of the Association of Colleges – Eastern Region (ACER) Equality & Diversity Forum, and in 06/07 the Head of Teacher & Curriculum Development was the Chair
12. The College is accredited to “Positive about Disability” standards
13. Over the past three years we have undertaken an extensive Staff Development programme to raise awareness of, and involvement in Equality & Diversity issues by all staff. This has involved all levels and included Governors
14. All new members of staff have an E&D induction, and all students on Teacher Education programmes have an extended E&D input
15. We have a specialist Occupational Health Advisor on site
16. We have a specialist Mental Health Worker on site
17. We have professionally qualified Counsellors on site
18. We have Welfare Advisers on site
19. We have our own careers advisory team on site with strong links with Connexions and Next Steps
20. We have a Multi-Faith Chaplaincy team
21. We are collecting information about our staff (sex, race, disability, sexual orientation, age, and religion or belief) as part of our commitment to developing our workforce, and to work towards it being representative of our local/regional communities at all levels
22. We have a Core Entitlement Tutorial Team who develop materials and Lesson Plans within an E&D context

Developments planned for September 2007 – July 2008

1. Continue to collect, and monitor, information about our students to produce more robust data to inform decision-making
2. Continue to collect, and monitor, information about our workforce to produce more robust data to inform decision-making

3. Continue to involve students, staff, community groups, voluntary organisations, faith communities, and individuals with interests in our work in the development of the College
4. Impact Assess all Policies and Procedures by July 2008.
5. Continue to raise the awareness in the College of Equality & Diversity issues (see Action Plan)
6. Embed Equality & Diversity at the heart of the Group (Entitlement) Tutorial for all full-time, and substantial part-time students (i.e. all students receiving an Entitlement Tutorial)
7. Celebrate Diwali across the College
8. Celebrate International Women's Day with an Equalities Week
9. Focus on the delivery of a core Group Tutorial entitlement delivery across the college with emphasis on equality and diversity issues. Tying in the celebration of significant festivals, celebrations and events with displays in public areas of the college
10. Undertake a campaign to ensure that everyone is made aware of the breadth of our definition of disability
11. Improve partnership working to ensure the rapid and rigorous implementation of actions designed to strengthen equality of opportunity
12. Develop our relationship on faith issues with NEAFE and FIFEF

Impact Assessment

The college has a staged programme of Impact Assessing all of its existing policies and procedures by July 2008 (see *appendix*). All new policies and procedures are screened as they are produced. We have a screening tool to identify which of these we need to take to wider consultation as they have the potential to have a negative impact.

The College profile (all courses, all staff 06/07)

	Declared Disability			Declared BME			Declared Gender		
	Cambs	CRC	LSC	Cambs	CRC	LSC	Cambs	CRC	LSC
Staff	11.61%	9.5%	2.06	4.07%	4.35%	7.44	M: 50% F: 50%	M: 38% F: 62%	M: 36% F: 64%
Students	11.61%	9.3%		4.1%	19.7%		M: 50% F: 50%	M: 50.5% F: 49.5%	

Sources: 2001 census and LSC 2006

Race Equality Scheme

Ethos

The College makes every effort to welcome students and staff from any ethnic background. Everyone is regarded as an individual, and the College encourages the contributions and richness of experience which people from a range of backgrounds bring to the organisation.

Monitoring – students:

The LSC EDIM categories are used to collect data. This information is captured on the Students Information Systems (SIS) database for statistical Equality & Diversity analysis. This information is not part of the selection process and is removed from applications.

The information stored in the SIS database will be reviewed annually by Academy Managers through the Self Assessment Report process (SAR) in respect of:

- Declared BME students on the course compared to the latest LSC EDIM data
- Declared BME applicants to the course compared to the latest LSC EDIM data
- Declared BME Students involved in disciplinary processes
- Declared BME Students identified as being able to benefit from ALS compared to white students
- Declared BME Students taking up ALS compared to white students
- BME students withdrawing from the course compared to white students
- Students completing the course:
 - Achievement of Primary Learning Goal (compared with white students)
 - Achieving their intended intended/actual progression (compared with white students)
 - Value Added score (compared with white students)

Managers will produce action plans with clear timescales and responsibilities, aimed at remedying any issues identified. The collective management team will help and support individual managers to ensure holistic resolutions.

The progress of each full-time student is checked throughout the year in six week cycles in 1:1 Tutorials and follow-up Course Team Reviews of Individual Student progress. At these meetings attendance, punctuality, achievement and targets are discussed and forward planned for the next 1:1 Tutorial meeting, or if necessary immediate action.

It should be noted that this data collection is on the basis of self-declaration, and whilst we make every effort to appropriately encourage such disclosure we may not have an accurate ethnic profile. However, by a process highlighting the positive outcomes of disclosure we aim to increase the reliability of our profiling (see Action Plan).

Monitoring - employees:

The LSC EDIM categories are used to collect data. This information is captured by our HR Department for statistical Equality & Diversity analysis as part of the recruitment process. This information is not part of the selection process and is removed from applications before short-listing. Employees for whom no information is held were contacted during the 2006/07 academic year in a specific exercise to improve our ethnic monitoring. Following this exercise HR now undertake regular updates to fit in with our CRB (Criminal Records Bureau) screening cycle of employees.

The information stored on the HR database will be reviewed annually in respect of:

- Declared BME employees in post compared to the latest Cambridgeshire census data
- Declared BME applicants for posts compared to the latest Cambridgeshire census data
- Declared BME employees involved in grievance and disciplinary compared with white employees
- Declared BME employees leaving the College compared to white employees

The Head of Human Resources will analyse the data annually and prepare a report for the first E&D Committee of the academic year. An action plan will be drafted, with clear

timescales and responsibilities, aimed at remedying any issues identified. The action plan will then be presented to the Corporation of the College during the Spring Term.

The Vice Principal Quality will prepare an analysis of Teaching & Learning Observation grades by ethnicity each year and provide Academy Managers with data for use in their SAR and Development Action Plan.

The Vice Principal Quality will prepare an analysis of complaints made by students and staff declaring a BME status compared with students and staff not declaring BME status. The analysis will be made available to the appropriate manager for any necessary action to address inappropriate differential impact.

The Vice Principal Quality will prepare an analysis of complaints made by students and staff relating to BME issues. The analysis will be made available to the appropriate manager for any necessary action to address inappropriate differential impact.

Development of the Race Equality Scheme

The College is committed to producing and implementing an annual updated Single Equality Scheme Action Plan produced with the involvement of students, staff, community groups, voluntary organisations and individuals with interests in our work in the development of the College. The College will also undertake the following:

- The Head of Learner Engagement and Support will review the College's publicity to ensure that there are positive images of ethnicity
- The Head of Learner Engagement and Support with the Learning and Achievement Strategy Group will review the College's admissions processes to ensure that there are no barriers to BME students engagement with the College
- Impact Assess all policies and procedures to ensure that they are compliant with all prevailing race relations legislation
- Monitor recruitment, retention and achievement of declared BME students
- Address any under-representation of staff from declared BME backgrounds to ensure that they can progress their careers through the College without prejudice and, if necessary the College will implement a Positive Action scheme
- Monitor curriculum resources and disseminate best practice that addresses anti-racism and promotes good race relations
- Value, accredit and extend experiences and qualifications gained outside the UK to enable equality of opportunity in both recruitment to courses and to employment
- Provide training which promotes positive images, role models and perceptions of good race relations
- Celebrate diversity and promote equality

The College will encourage and support students and staff to challenge prejudice, stereotyping & intolerance, and will manage the environment in a way that maintains every individual's dignity & rights.

Disability Equality Scheme

Ethos

The College makes every effort to welcome students and staff regardless of any disability or impairment, and aims to enable inclusion in all aspects of college life. Everyone is regarded as an individual, and the College wishes to respond to everyone, and wherever reasonable meet their individual needs. All reasonable adjustments are made to ensure disabled students and staff are not treated less favourably for any reason connected to their disability. The College will work within the broadest definitions of disability, including: medical conditions such as epilepsy, diabetes, cancer, multiple sclerosis, HIV, ME, CFS, and mental health issues. We will make individual assessments of need and make a collective response to ensure that barriers for disabled people are removed wherever possible. The College encourages the contributions and richness of experience which people from a range of backgrounds bring to the organisation.

The College works within the context of the DDA 2005 and the six aspects of the General Duty:

1. promote equality of opportunity between disabled people and other people
2. eliminate discrimination that is unlawful under the Act
3. eliminate harassment of disabled people that is related to their disability
4. promote positive attitudes towards disabled people
5. encourage participation by disabled people in public life
6. take steps to meet disabled peoples' needs, even if this requires more favourable treatment.

Source: Disability Discrimination Act 1995 Section 49A

The College preference is to use a Social Model of Disability, which focuses on what can be done by an individual, and therefore how we can optimise these opportunities. By improving disability equality, eliminating all forms of discrimination, proactively promoting disability equality we will create an inclusive environment for all students and staff that will maximise each individual's full potential.

Physical access to the college is good, and there are fully DDA compliant accessible car parking spaces allocated.

There is a large team of staff who provide additional support in classrooms/workshops or 1:1, to students with specific learning difficulties. We have a team of qualified staff who can provide specialist support for students with dyslexia.

The College offers courses for students with mild, moderate and severe learning difficulties. We have excellent relationships with other specialist agencies.

We provide support assistants for personal care and/or classroom activities, and endeavour wherever reasonable to provide special equipment when the need has been identified.

We work on a multi-agency basis to meet the needs of individual students with disabilities by accessing funding via the Regional LSC Improving Choices Pathfinder scheme (developed in response to Peter Little's Report – Through Inclusion to Excellence). This work has been recognised with the award of an AoC Beacon.

We arrange examination concessions for students with a broad range of needs and allowances, ranging from negotiating extra time to providing amanuensis support.

We have developed an anticipatory model on engagement with students and staff needs (see Action Plan). By anticipating high occurrence support needs we have a twofold impact on the development of our Disability Equality Scheme; firstly we have further developed a bank of expertise and resource which has enhanced our reputation as a centre able to support success, and secondly it has enabled us to focus on an effective response to irregular occurrence issues.

Anticipatory	Reactionary
Profile of high occurrence specialist Support for Success requirements such as: <ul style="list-style-type: none"> • Dyslexia • Aspergers • Hearing Impairment • Reduced dexterity 	Profile of low/irregular occurrence, but high Support for Success requirements such as: <ul style="list-style-type: none"> • Specific mobility impairment • Specific personal care • Multiple and/or complex disabilities • Health & Safety Support Plan (individual Risk Assessment)
Development of resources and actions to meet these regular requirements	Rapid response strategies for assessment of need and immediate implementation plan

Monitoring – students:

Students are given multiple opportunities and are supported to disclose any disability, or change of circumstance they may have throughout their time with us. This information is captured on the SIS database (within the context of the Data Protection Act) for statistical Equality & Diversity analysis. This information is not part of the selection process and is removed from applications. Students may declare at any time throughout their course, and it is hoped that by offering all reasonable and appropriate help to support them through their course they will be encouraged to do so.

The information stored in the SIS database will be reviewed annually by Academy Managers through the Self Assessment Report process (SAR) in respect of:

- Students declaring a disability on the course compared to the latest LSC EDIM data
- Applicants to the course declaring a disability compared to the latest LSC EDIM data
- Students declaring a disability involved in disciplinary processes (compared with students not declaring a disability)
- Students declaring a disability withdrawing from the course (compared with students not declaring a disability)
- Students declaring a disability and identified as being able to benefit from ALS (compared with students not declaring a disability)
- Students declaring a disability taking up ALS (compared with students not declaring a disability)
- Students completing the course:
 - Students declaring a disability achievement of Primary Learning Goal (compared with students not declaring a disability)
 - Students declaring a disability achieving their intended/actual progression (compared with students not declaring a disability)

- Value Added score (compared with students not declaring a disability)

Managers will produce action plans with clear timescales and responsibilities, aimed at remedying any issues identified. The collective management team will help and support individual managers to ensure holistic resolutions.

The progress of each full-time student is checked throughout the year in six week cycles in 1:1 Tutorials and follow-up Course Team Reviews of Individual Student progress. At these meetings attendance, punctuality, achievement and targets are discussed and forward planned for the next 1:1 Tutorial meeting, or if necessary immediate action.

It should be noted that this data collection is on the basis of self-declaration, and whilst we make every effort to appropriately encourage such disclosure we may not have an accurate disability profile. We acknowledge that it is the individuals own perception of either being disabled or not that is important. However, by a process of highlighting the positive outcomes of disclosure we aim to increase the reliability of our profiling (see Action Plan), and thereby our ability to be able to support success.

Monitoring - employees:

Information regarding disability is captured by our HR Department for statistical Equality & Diversity analysis as part of the recruitment process. This information is not part of the selection process and is removed from applications before short-listing. Employees for whom no information is held were contacted during the 2006/07 academic year in a specific exercise to improve our disability monitoring. Following this exercise our HR Department undertakes regular updates to fit in with our CRB (Criminal Records Bureau) screening cycle of employees.

The information stored on the HR database will be reviewed annually in respect of:

- Employees in post declaring a disability compared to the latest Cambridgeshire census data
- Applicants for posts declaring a disability compared to the latest Cambridgeshire census data
- Employees declaring a disability involved in grievance and disciplinary processes compared to staff not declaring a disability
- Employees leaving the College with a declared disability compared to staff not declaring a disability
- Employees declaring a disability being promoted within the College compared to staff not declaring a disability
- Employees declaring a disability participation in CPD compared to staff not declaring a disability

The Head of Human Resources will analyse the data annually and prepare a report for the first E&D Committee of the academic year. An action plan will be drafted, with clear timescales and responsibilities, aimed at remedying any issues identified. The action plan will then be presented to the Corporation of the College during the Spring Term.

The Vice Principal Quality will prepare an analysis of Teaching & Learning Observation grades by disability each year and provide Academy Managers with data for use in their SAR and Development Action Plan.

The Vice Principal Quality will prepare an analysis of complaints made by students and staff declaring disability status compared with students and staff not declaring disability status. The analysis will be made available to the appropriate manager for any necessary action to address inappropriate differential impact.

The Vice Principal Quality will prepare an analysis of complaints made by students and staff relating to disability issues. The analysis will be made available to the appropriate manager for any necessary action to address inappropriate differential impact.

Development of the Disability Equality Scheme

The College is committed to producing and implementing an annual Single Equality Scheme Action Plan produced with the involvement of students, staff, community groups, voluntary organisations and individuals with interest in our work in the development of the College. The College will also undertake the following:

- The Head of Learner Engagement and Support will review the College's publicity to ensure that there are positive images of disability
- The Head of Learner Engagement and Support with the Learning and Achievement Strategy Group will review the College's admissions processes to ensure that there are no barriers to students with declared disabilities engaging with the College
- Impact Assess all policies and procedures to ensure that they are compliant with all prevailing disability legislation
- Monitor recruitment, retention and achievement of declared disabled students
- Address any under-representation of staff with declared disabilities to ensure that they can progress their careers through the College without prejudice and, if necessary the College will implement a Positive Action scheme
- Monitor curriculum resources and disseminate best practice that addresses disabled issues
- Provide training which promotes positive images, role models and perceptions of disability
- Celebrate diversity and promote equality

The College will encourage and support students and staff to challenge prejudice, stereotyping & intolerance, and will manage the environment in a way that maintains every individual's dignity & rights.

Gender Equality Scheme

Ethos

The College welcomes all students and staff and encourages the contributions made by all.

Monitoring – students:

Gender information is captured on the SIS database for statistical Equality & Diversity analysis. This information is not part of the selection process.

The information stored in the SIS database (within the context of the Data Protection Act) will be reviewed annually by Academy Managers through the Self Assessment Report process (SAR) in respect of:

- Students on the course (male compared with female)
- Applicants to the course (male compared with female)
- Students involved in disciplinary processes (male compared with female)
- Students withdrawing from the course (male compared with female)
- Identification of ALS needs (male compared with female)
- Take up of ALS needs (male compared with female)
- Students completing the course:
 - Achievement of Primary Learning Goal (male compared with female)
 - Achieving their intended/actual progression (male compared with female)
 - Value Added scores (male compared with female)

Managers will produce action plans, with clear timescales and responsibilities, aimed at remedying any issues identified. The collective management team will help and support individual managers to ensure holistic resolutions.

The Vice Principal Quality will prepare an analysis of complaints made by students and staff by gender. The analysis will be made available to the appropriate manager for any necessary action to address inappropriate differential impact.

The Vice Principal Quality will prepare an analysis of complaints made by students and staff relating to gender issues. The analysis will be made available to the appropriate manager for any necessary action to address inappropriate differential impact.

Monitoring - employees:

Gender information is captured by our HR Department for statistical Equality & Diversity analysis as part of the recruitment process. This information is not part of the selection process and is removed from applications before short-listing.

The information stored on the HR database will be reviewed annually in respect of:

- Staff in post (male : female)
- Applicants for posts by level/type (male : female)
- Employees involved in grievance and disciplinary (male compared with female)
- Employees leaving the College (male compared with female)
- Employees being promoted within the College (male compared with female)
- Employees CPD records (male compared with female)

The Head of Human Resources will analyse the data annually and prepare a report for the first E&D Committee of the academic year. An action plan will be drafted with clear timescales and responsibilities, aimed at remedying any issues identified. The action plan will then be presented to the Corporation of the College during the Spring Term.

The Vice Principal Quality will prepare an analysis of Teaching & Learning Observation grades by gender each year and provide Academy Managers with data for use in their SAR and Development Action Plan.

Development of the Gender Equality Scheme

The College is committed to producing and implementing an annual Single Equality Scheme Action Plan produced with the involvement of students, staff, community groups,

voluntary organisations and individuals with interests in our work in the development of the College. The College will also undertake the following:

- The Head of Learner Engagement and Support will review the College's publicity to ensure that there are positive images of both genders
- The Head of Learner Engagement and Support with the Learning and Achievement Strategy Group will review the College's admissions processes to ensure that there are no barriers to either genders engagement with the College
- Impact Assess all policies and procedures to ensure that they are compliant with all prevailing gender legislation
- Monitor recruitment, retention and achievement of students by gender
- Address any under-representation of either gender staff to ensure that they can progress their careers through the College without prejudice and, if necessary the College will implement a Positive Action scheme
- Monitor curriculum resources and disseminate best practice that addresses gender issues
- Provide training which promotes positive gender images, role models and perceptions
- Celebrate diversity and promote equality

The College will encourage and support students and staff to challenge prejudice, stereotyping & intolerance, and will manage the environment in a way that maintains every individual's dignity & rights.

Sexual Orientation Equality Scheme

Ethos

The College makes every effort to welcome students and staff regardless of sexual orientation (heterosexual, homosexual, bi-sexual, or other), re-assignment (undergone surgery and recognised in law as being that new gender – not the one registered at birth) or preference (individuals choice to live as a specific gender). Everyone is regarded as an individual, and the College encourages the contributions that they bring to the College.

There is no information gathered on students regarding their sexual orientation. However, by operating an inclusive culture and providing opportunities for all individuals to contribute to the whole College it is envisaged that positive perceptions will be encouraged, and the diversity and breadth of the College community celebrated. We have introduced a process of gathering this information from our staff to support our desire to meet the needs of all individuals. We are reflecting on whether to seek this information from students.

Development of the Sexual Orientation Equality Scheme

The College is committed to producing and implementing an annual Single Equality Scheme Action Plan produced with the involvement of students, staff, community groups, voluntary organisations and individuals with interests in our work in the development of the College. The College will also undertake the following:

- The Head of Learner Engagement and Support will review the College's publicity to ensure that there are positive images of different sexual orientations
- The Head of Learner Engagement and Support with the Learning and Achievement Strategy Group will review the College's admissions processes to ensure that there

are no barriers to students with different sexual orientations engaging with the College

- Impact Assess all policies and procedures to ensure that they are compliant with all prevailing sexual orientations relations legislation
- Monitor recruitment, retention and achievement by different sexual orientations
- Address any under-representation of staff from different sexual orientation backgrounds to ensure that they can progress their careers through the College without prejudice and, if necessary the College will implement a Positive Action scheme
- Monitor curriculum resources and disseminate best practice that addresses different sexual orientation issues
- Provide training which promotes positive images, role models and perceptions of different sexual orientations
- Celebrate diversity and promote equality

The College will encourage and support students and staff to challenge prejudice, stereotyping & intolerance, and will manage the environment in a way that maintains every individual's dignity & rights.

Age Equality Scheme

Ethos

The College, and any agency it contracts with, will not discriminate against any individual on the basis of age. Criteria will be based on possession of appropriate skills to undertake the course, or employment. The college will not enforce a blanket retirement age of 65 years upon its staff but will negotiate an appropriate timescale with individuals.

The College will encourage and support students and staff to challenge prejudice, stereotyping & intolerance, and will manage the environment in a way that maintains every individual's dignity & rights.

Monitoring – students:

Age information is captured on the SIS database as part of the enrolment process (within the context of the Data Protection Act). Unless there are age restrictions placed upon the intended course in terms of any other prevailing legislation, e.g. government policy on age specific funding, this information will not form any part of the selection process.

The information will be reviewed annually by Academy Managers through the Self Assessment Report process (SAR) in respect of their age group (14-16, 17-18, 19-25, 26-39, 40-50, 51-59, 60-65, :66+)

- Students on the course
- Applicants to the course
- Students involved in disciplinary processes
- Students withdrawing from the course
- Identification of ALS needs by age group
- Take up of ALS needs by age group
- Students completing the course:
 - Achievement of Primary Learning Goal

- Intended/actual progression
- Value Added scores

Managers will produce action plans with clear timescales and responsibilities, aimed at remedying any issues identified. The collective management team will help and support individual managers to ensure holistic resolutions.

Monitoring - employees:

Age information is captured by our HR Department for statistical Equality & Diversity analysis as part of the recruitment process. This information is not part of the selection process and is removed from applications before short-listing.

The information stored on the HR database will be reviewed annually in terms of their age bracket (16-21, 22-30, 31-40, 41-50, 51-59, 60-65, 66+) in respect of:

- Staff in post
- Applicants for posts
- Employees involved in grievance and disciplinary
- Employees being promoted
- Employees leaving the College

The Head of Human Resources will analyse the data annually and prepare a report for the first E&D Committee of the academic year. An action plan will be drafted, with clear timescales and responsibilities, aimed at remedying any issues identified. The action plan will then be presented to the Corporation of the College during the Spring Term.

The Vice Principal Quality will prepare an analysis of Teaching & Learning Observation grades by age bracket each year and provide Academy Managers with data for use in their SAR and Development Action Plan.

Development of the Age Equality Scheme

The College is committed to producing and implementing an annual Single Equality Scheme Action Plan produced with the involvement of students, staff, community groups, voluntary organisations and individuals with interests in our work in the development of the College. The College will also undertake the following:

- The Head of Learner Engagement and Support will review the College's publicity to ensure that there are positive images of all ages
- The Head of Learner Engagement and Support with the Learning and Achievement Strategy Group will review the College's admissions processes to ensure that there are no barriers relating to age preventing engagement with the College
- Impact Assess all policies and procedures to ensure that they are compliant with all prevailing age legislation
- Monitor recruitment, retention and achievement of students by age bracket
- Address any under-representation of any age bracket to ensure that they can progress their careers through the College without prejudice and, if necessary the College will implement a Positive Action scheme
- Monitor curriculum resources and disseminate best practice that addresses age issues
- Provide training which promotes positive images, role models and perceptions of all age brackets

- Celebrate diversity and promote equality

The College will encourage and support students and staff to challenge prejudice, stereotyping and intolerance, and will manage the environment in a way that maintains every individual's dignity & rights.

Religion & Belief Equality Scheme

Ethos

The College makes every effort to welcome students and staff regardless of their religion or belief preferences. Everyone is regarded as an individual, and the College encourages the contributions that they bring to the College. The College is a secular organisation and as such will not offer preferential treatment to any faith group.

There is no information gathered on students regarding their religion or belief. However, by operating an inclusive culture and providing opportunities for all individuals to contribute to the whole College it is envisaged that positive perceptions will be encouraged, and the diversity and breadth of the College community celebrated. We have introduced a process of gathering this information from our staff to support our desire to meet the needs of all individuals. We are reflecting on whether to seek this information from students.

The College will encourage and support students and staff to challenge prejudice, stereotyping & intolerance, and will manage the environment in a way that maintains every individual's dignity & rights.

Development of the Religion & Belief Equality Scheme

The College is committed to producing and implementing an annual Single Equality Scheme Action Plan produced with the involvement of students, staff, community groups, voluntary organisations and individuals with interests in our work in the development of the College. The College will also undertake the following:

- The Head of Learner Engagement and Support will review the College's publicity to ensure that there are positive images of religion and belief
- The Head of Learner Engagement and Support with the Learning and Achievement Strategy Group will review the College's admissions processes to ensure that there are no barriers relating to religion and belief preventing engagement with the College
- Impact Assess all policies and procedures to ensure that they are compliant with all prevailing religion and belief legislation
- Monitor recruitment, retention and achievement of students religion or belief bracket
- Address any under-representation of any religion or belief group to ensure that they can progress their careers through the College without prejudice, and if necessary the College will implement a Positive Action scheme
- Monitor curriculum resources and disseminate best practice that addresses religion and belief issues
- Provide training which promotes positive images, role models and perceptions of all religions and beliefs
- Celebrate diversity and promote equality

The College will encourage and support students and staff to challenge prejudice, stereotyping & intolerance, and will manage the environment in a way that maintains every individual's dignity & rights.

Three Year Action Plan

The Head of Projects and Equality will monitor the action plan and provide reports for the Equality & Diversity Committee, the Senior Management Team and the Governors.

	Objective	Action	Success criteria	Deadline	Lead
1	Update and publish the CRC Single Equality Scheme	a. Publish Single Equality Scheme on CRC website	a. Single Equality Scheme available to public on CRC website	a. 28/02/08	a. Arlene Clark
Applied to the following Schemes: Race, Disability, Gender, Sexual Orientation, Religion or Belief					
2	Involve the whole College Community in E&D issues	Raise E&D themes through Academy Boards, Student Liaison Committee and Staff Forum	a. Active involvement of staff and students generating suggested actions addressing negative differential impacts	a. 28/04/08	a. Arlene Clark
Applied to the following Schemes: Race, Disability, Gender, Sexual Orientation, Religion or Belief					
3	Ensure the removal of barriers to Equality - Continue Impact Assessment programme	a. Impact asses all remaining policies and procedures b. Impact assess all new policies and procedures as they are produced	a. All policies and procedures to be impact assessed b. There will be no barriers in any policy or procedure	a. 31/07/08 b. On-going with an annual review 31/08	a. Arlene Clark b. Arlene Clark
Applied to the following Schemes: Race, Disability, Gender, Sexual Orientation, Religion or Belief					
4	Continue to collect & monitor workforce information	a. Complete existing staff records regarding ethnicity and disability b. Capture data for applicants for employment c. Capture data for all existing employees d. Collect data relating to staff	a. Analysis of workforce by EDIM group and actioned to address any under-representation b. Data available for applicants c. Data available for all staff d. Data available for all staff	a. 31/08 annually b. 31/08 annually c. 31/08 annually d. 31/08 annually	a. Lynne Moffat b. Lynne Moffat c. Lynne Moffat d. Lynne Moffat

		in grievance or disciplinary processes						
	e.	Capture exit data	e.	Data available	e.	31/11 annually	e.	Lynne Moffat
	f.	Develop an action plan to address any under-representation	f.	Timed action plan produced	f.	31/08 annually	f.	Lynne Moffat
	g.	Prepare report for the E&D Action Plan Committee	g.	E&D report available	g.	31/08 annually	g.	Lynne Moffat
	h.	Produce and implement an action plan to address identified issues	h.	Action plan implemented and issues addressed	h.	31/08 annually	h.	Lynne Moffat
	i.	Reduce the number of unknown ethnic origin by encouragement and training	i.	10% increase in known ethnic origin year on year	i.	31/08 annually	i.	Lynne Moffat
	j.	Improve disclosure of disability by encouragement and training	j.	10% increase in known ethnic origin year on year	j.	31/08 annually	j.	Lynne Moffat
	k.	Produce data on graded T&L observations for AMs SAR to inform staff development needs	k.	Reduce any differential between groupings of staff	k.	Annually following graded observations	k.	Andrea Chilton
	l.	Produce data on CPD participation and promotion opportunities	l.	Reduce any differential between groupings of staff	l.	31/08 annually	l.	Lynne Moffat
	m.	Analyse complaints made by staff declaring BME or disabled status and by gender for action by	m.	Reduce any differential between groupings of staff	m.	31/08 annually	m.	Andrea Chilton

		appropriate manager			
		n. Analyse complaints made by staff relating to anyone declaring BME or disabled status or gender for action by appropriate	n. Reduce any differential between groupings of staff	n. 31/08 annually	n. Andrea Chilton
Applied to the following Schemes: Race, Disability, Gender					
5	EDIM – students	a. Collect data for all students	a. Data available for all students	a. 31/11 annually	a. Ruth Dawkins
		b. Prepare EDIM reports for Academy Mangers	b. Academy Managers have data for their SAR	b. 31/11 annually	b. Andrea Chilton
		c. Academy Managers produce and implement action plans to address identified issues	c. Action plan available to address any under-representation	c. 31/11 annually	c. Academy Managers
		d. Reduce the number of unknown ethnic origin by encouraging completion	d. 10% increase in known ethnic origin year on year	d. 31/10 annually	d. Academy Managers
		e. Improve disclosure of disability encouragement and training	e. 10% increase in known ethnic origin year on year	e. 31/10 annually	e. Academy Managers
		f. Analyse complaints made by students declaring BME or disabled status and by gender for action by appropriate manager	f. Reduce any differential between groupings of students	f. 31/08 annually	f. Andrea Chilton
		g. Analyse complaints made by	g. Reduce any differential between	g. 31/08 annually	g. Andrea Chilton

		students relating to anyone declaring BME or disabled status or gender for action by appropriate manager	groupings of students		
Applied to the following Schemes: Race, Disability, Gender					
6	Produce an annual Single Equality Scheme Action Plan	<ul style="list-style-type: none"> a. Gather evidence b. Review actions c. Produce report for the E&D Committee 	<ul style="list-style-type: none"> a. Action Plan available b. Revised Action Plan c. E&D report available 	<ul style="list-style-type: none"> a. 31/08 annually b. 31/10 annually c. 31/11 Annually 	<ul style="list-style-type: none"> a. Arlene Clark b. Arlene Clark c. Arlene Clark
Applied to the following Schemes: Race, Disability, Gender, Sexual Orientation, Religion or Belief					
7	Raise awareness of Equality & Diversity throughout the College	<ul style="list-style-type: none"> a. Ensure displays promote positive images b. Keep all publications under review 	<ul style="list-style-type: none"> a. A managed environment that maintains the dignity of all b. Managed publicity that maintains the dignity of all 	<ul style="list-style-type: none"> a. On-going b. On-going 	<ul style="list-style-type: none"> a. Jackie Cannell b. Jackie Cannell c. Greg Hanrahan
Applied to the following Schemes: Race, Disability, Gender, Sexual Orientation, Religion or Belief					
8	Continue to embed E&D perspectives across the curriculum	<ul style="list-style-type: none"> a. Monitor Schemes of Work (SoW) and Lesson Plans (LP) b. Provide Group Tutorial Entitlement Planner, SoW and LP 	<ul style="list-style-type: none"> a. Sampled SoW and LP b. Available on the iDrive 	<ul style="list-style-type: none"> a. 20/12 annually b. Update on-going 	<ul style="list-style-type: none"> a. Liz Atwal and Penny Buckingham with Teaching & Learning Observation Team (TLOT) b. Penny Buckingham & Chris Wilson
Applied to the following Schemes: Race, Disability, Gender, Sexual Orientation, Religion or Belief					
9	Continue to seek the involvement of individual, community and advocate groups in the E&D development of the College	<ul style="list-style-type: none"> a. Investigate new links to develop climbing frame of involvement 	<ul style="list-style-type: none"> a. Increased E&D Committee membership 	<ul style="list-style-type: none"> a. On-going 	<ul style="list-style-type: none"> a. Arlene Clark
Applied to the following Schemes: Race, Disability, Gender					
10	Increase our capacity to meet the needs of all students and staff	<ul style="list-style-type: none"> a. Continue to develop and review an anticipatory model 	<ul style="list-style-type: none"> a. Clearly identified strategies for predictable types of 	<ul style="list-style-type: none"> a. 31/08/08 	<ul style="list-style-type: none"> a. Jackie Cannell

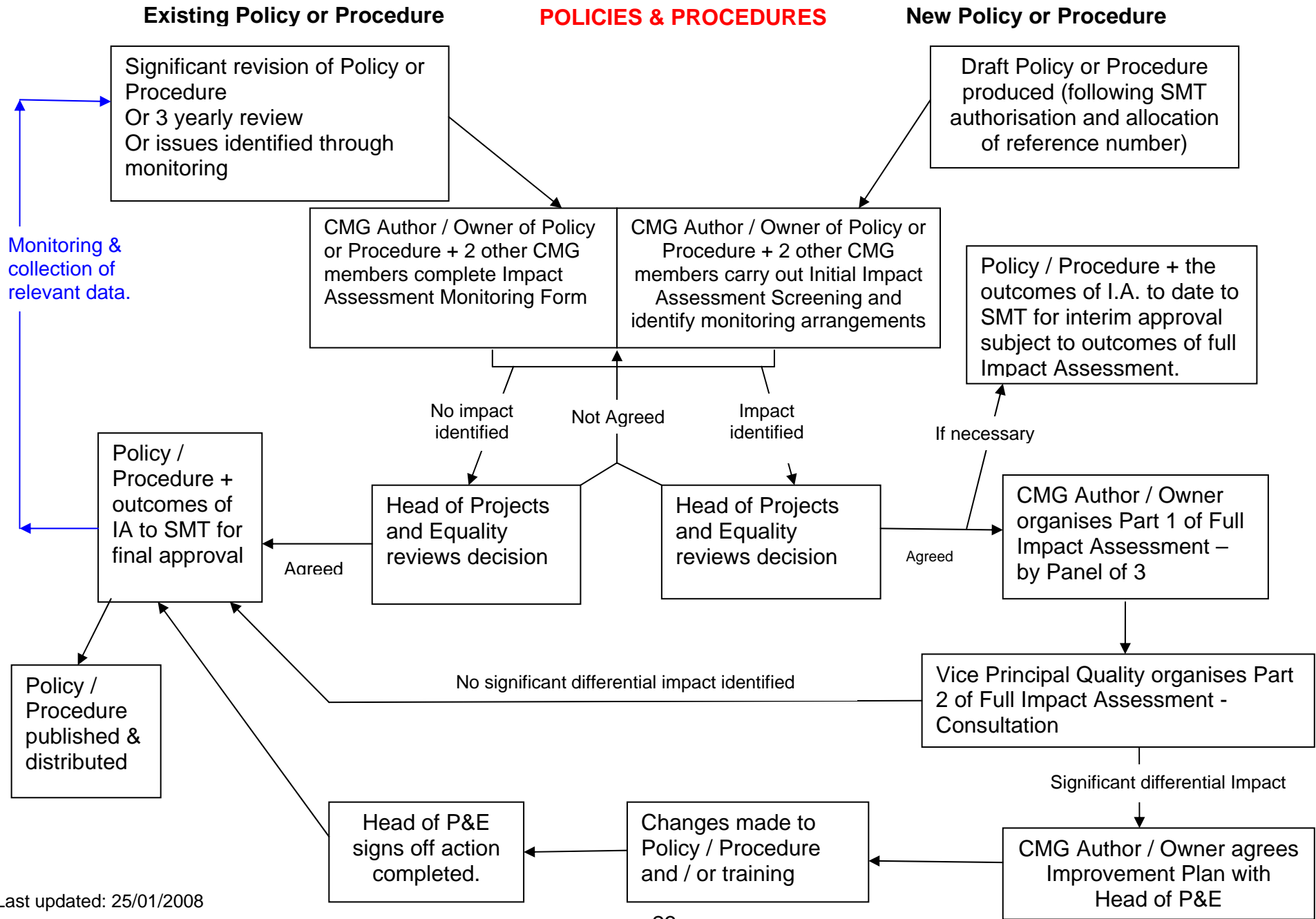
		<p>b. Implement the model</p> <p>c. Develop a Health & Safety Support Plan (individual Risk Assessment) strategy</p> <p>d. Implement the strategy</p> <p>e. Make anticipatory adjustments to teaching & learning materials</p> <p>f. Publicise the breadth of our definition of disability to encourage disclosure</p>	<p>support</p> <p>b. Students receiving effective high quality and appropriate Support for Success</p> <p>c. Clearly identified strategies for ensure the H&S of students specialist requirements</p> <p>d. Students with a declared disability are able to participate fully and safely</p> <p>e. Students able to access materials electronically</p> <p>f. Increased disclosure which will better inform our actions to promote equality of opportunity for all</p>	<p>b. 31/08/08</p> <p>c. 31/08/08</p> <p>d. 31/08/08</p> <p>e. 31//08/09</p> <p>f. 31/07/08</p>	<p>b. Jackie Cannell</p> <p>c. Jackie Cannell & Jeff Moody</p> <p>d. Jackie Cannell & Jeff Moody</p> <p>e. Jackie Cannell</p> <p>f. Jackie Cannell</p>
Applied to the following Schemes: Disability					
12	<p>Improve the range of reporting groups to more effectively promote E&D</p>	<p>a. Review all LSC categories of EDIM and where appropriate extend to encompass non-LSC funded course</p> <p>b. Review EDIM groups to give better information</p>	<p>a. More robust and effective process for addressing any issues of inequality</p> <p>b. More robust and effective process for addressing any issues of inequality e.g. travellers,</p>	<p>a. 31/10/08</p> <p>b. 31/10/08</p>	<p>a. Arlene Clark</p> <p>b. Arlene Clark</p>

		eastern Europeans		
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Appendices

1. Impact Assessment Flowchart
2. Draft Impact Assessment Policy
3. Full Impact Assessment of a Policy or Procedure
4. Impact assessment Monitoring

IMPACT ASSESSMENT OF POLICIES & PROCEDURES



Policy Ref: DLA/POL/0063 Page: 24 of 45 Date: 8 May 06 Review Date: Issue: DRAFT Approved SMT:		Policy Document Originator - Author – Quality Assurance & Improvement Manager Associated Procedure(s): DLA/ PCD/0100 This Policy applies to: <i>(Staff/Students/Contractors/Visitors etc)</i>	
Date of Initial Impact Assessment:		Date of most recent Impact Assessment:	

Title: DRAFT Impact Assessment Policy

1.	Background to or reason for the policy It is essential that the college has a clearly stated policy on Impact Assessment to ensure that the college complies with relevant equality and diversity legislation (in particular the Race Relations (Amendment) Act 2000) and ensure equality of opportunity for the college community and other stakeholders.
2.	Aim, Objective or Purpose of the Policy To ensure that all college policies and procedures undergo an appropriate level of impact assessment. To ensure that any potential differential impact of college policies and procedures is identified and minimised.
3.	Scope of the Policy This policy applies to all college policies and procedures, written and unwritten, that are produced on behalf of the college, or applied by the college. The policy therefore applies to all staff or other personnel involved in the definition and production of college policies and procedures.
4.	The Policy 4.1 Policy Statement All college policies and procedures, written and unwritten, will undergo initial impact assessment screening at least once every three years. Policies and procedures initially assessed as having “high relevance” (a high potential for differential impact) will undergo full impact assessment. 4.2 Policy Details 4.2.1 Initial Impact Assessment Screening / Monitoring The first stage of impact assessment is to determine whether the policy / procedure is relevant , through initial screening. This will be completed as part of the approval process when Policies and Procedures are first developed and whenever significant changes are made to the policy or procedure. (For existing Policies and Procedures formal Impact Assessment Monitoring will be carried out at least every three years (regardless of any revisions)) The screening will be based on a clear view of the main aims of the policy, and as much information as possible about the different groups the policy is likely to affect. This information will be used to inform the decision about the relevance of the policy.

Policy Ref: DLA/POL/0063 Page: 25 of 45 Date: 8 May 06 Review Date: Issue: DRAFT Approved SMT:		Policy Document Originator - Author – Quality Assurance & Improvement Manager Associated Procedure(s): DLA/ PCD/0100 This Policy applies to: <i>(Staff/Students/Contractors/Visitors etc)</i>	
Date of Initial Impact Assessment:		Date of most recent Impact Assessment:	

Title: DRAFT Impact Assessment Policy

The Policy / procedure will be deemed to be relevant if:

- It will have consequences for, the people the college serves and employs which could differ according to people's gender, racial group or disability, for example, because they have particular needs, experiences or priorities?
- There is any reason to believe that people could be affected differently by the proposed policy, according to their gender, racial group or disability for example in terms of access to a service, or the ability to take advantage of proposed opportunities.
- There is any evidence that any part of the proposed policy could discriminate unlawfully, directly or indirectly, against people from some gender, racial or disability groups.
- There is any evidence that people may have different expectations of the policy in question depending on their gender, racial group or disability.
- It is likely to affect relations between certain gender, racial or disability groups, for example because it is seen as favouring a particular group or denying opportunities to another?

This initial screening will produce rough estimates of the different ways the policy / procedure is likely to affect different groups. These may be positive, negative or neutral.

4.2.2 Full Impact Assessment Screening

Where, following initial screening, policies / procedures are deemed to be relevant, they will undergo full impact assessment as described in the Impact Assessment Procedure. (DLA / PCD/ 0100)

4.2.3 New Policies and Procedures (post April 2006)

As new policies and procedures are developed, the initial and full impact assessment processes will run alongside the approval process.

4.2.4 Existing Policies and Procedures (pre April 2006)

All existing policies and procedures will be impact assessed before September 2008.

4.2.3 Monitoring

Policy Ref: DLA/POL/0063 Page: 26 of 45 Date: 8 May 06 Review Date: Issue: DRAFT Approved SMT:		Policy Document Originator - Author – Quality Assurance & Improvement Manager Associated Procedure(s): DLA/ PCD/0100 This Policy applies to: <i>(Staff/Students/Contractors/Visitors etc)</i>	
Date of Initial Impact Assessment:		Date of most recent Impact Assessment:	

Title: DRAFT Impact Assessment Policy

Following Impact assessment, the college will continue to monitor the impact of the policy / procedure. If any unexpected differential impact is identified the policy / procedure will be referred for further impact assessment.

5. Responsibilities

Policy & procedure writing following the approved procedures – all staff authorised to write policies and procedures
Impact Assessment – identified teams of CMG Managers trained in impact assessment.
Monitoring – Head of Projects and Equality
Publication of outcomes of Impact Assessment – Head of Projects and Equality

6. References

Please also refer to the following documentation etc relevant to this Policy:

- Production and Distribution of Policy Documents Procedure (DLA/PCD/0001)
- Impact Assessment Procedure (DLA/PCD/0100)
- Impact Assessment Guidance
- The Race Relations (Amendment) Act 2000.

7. Monitoring arrangements

The implementation of this policy will be monitored by the Head of Projects and Equality, reporting annually to the Equality and Diversity Committee and Governing Body.

Monitoring Data to be collected and considered will be:

- Number of Policies and Procedures undergoing Initial Impact Assessment screening annually
- Number of Policies and Procedures undergoing Full Impact Assessment annually.
- Participation in consultation activities by appropriate representative groups.
- Number of Policies and Procedures that have never undergone impact assessment.
- Number of Policies and Procedures that are overdue for Impact assessment Monitoring.
- Analysis of modifications made as a result of Impact assessment.

Initial approval by SMT (pending Impact assessment)

Signature of Principal:

Policy Ref: DLA/POL/0063 Page: 27 of 45 Date: 8 May 06 Review Date: Issue: DRAFT Approved SMT:		Policy Document Originator - Author – Quality Assurance & Improvement Manager Associated Procedure(s): DLA/ PCD/0100 This Policy applies to: <i>(Staff/Students/Contractors/Visitors etc)</i>	
Date of Initial Impact Assessment:		Date of most recent Impact Assessment:	

Title: DRAFT Impact Assessment Policy

Date:

8. Enquiries and Change Control

All enquiries relating to the content of this document should be directed to the Author.

This document will be subject to a yearly review in July of each year (as a minimum). The review will be initiated by the owning Director.

Any changes to this document must be agreed by the Senior Management Team, and changes to the Master Copy can only be made through the Quality Assurance Office. Please see Procedure Ref: DLA/PCD/001 for details.

Additional Information (including Impact Assessment Issues)

9. Any Associated Objectives relating to other policies

10. Outcomes supporting other policies or objectives and methods of support of those policies or objectives

The impact assessment of all policies will support the objectives of the Equality and Diversity Policy in ensuring that equality and diversity issues are considered and that differential impact as a result of college policies is minimised.

11. Main Beneficiaries and Benefits

The main benefits of this policy is that college policies and procedures will have been impact assessed to remove or at least minimise any differential impact.

Because this policy has an impact on all other college policies and procedures it has a potential impact on all existing and potential college staff and users. Main beneficiaries of this policy are:

- All college staff
- College students
- Contractors
- Visitors
- Prospective staff
- Prospective students

12. Other Main Stakeholders

Policy Ref: DLA/POL/0063 Page: 28 of 45 Date: 8 May 06 Review Date: Issue: DRAFT Approved SMT:		Policy Document Originator - Author – Quality Assurance & Improvement Manager Associated Procedure(s): DLA/ PCD/0100 This Policy applies to: <i>(Staff/Students/Contractors/Visitors etc)</i>	
Date of Initial Impact Assessment:		Date of most recent Impact Assessment:	

Title: DRAFT Impact Assessment Policy

<ul style="list-style-type: none"> • Governors • The LSC • Parents of Students • College Partners • Employers 	
13.	Cross references to other similar policies from similar organisations (where relevant)
14.	Outcome of Impact Assessment

Final SMT approval following Impact Assessment Signature of Principal: Date
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Full Impact Assessment of a Policy or Procedure

Policy / Procedure:	
CMG Author / Owner:	Date Assessment Started:

STAGE 1 – Assessment Panel

Assessment Team:			
1.	Stated aims, objectives and purpose of this policy / procedure.		
2.	Stated Stakeholders / Beneficiaries. Which groups are intended to benefit from this policy / procedure?		
3.	Outsourced Services. If the service is partly, or wholly provided by external organisations/ agencies on behalf of the college, what arrangements are in place to ensure that the service promotes equality?		
	Are there concerns that the policy does or could have a differential due to:		What existing evidence (either anecdotal or documented) do you have for this? For review of existing policies all available monitoring data must be considered. Complaints / Feedback / Research/ Data
4.	Race/ ethnicity?	Y	N
5.	Gender?	Y	N
6.	Disability?	Y	N

Full Impact Assessment of a Policy or Procedure

Policy / Procedure:	
CMG Author / Owner:	Date Assessment Started:

	Are there concerns that the policy does or could have a differential due to:			What existing evidence (either anecdotal or documented) do you have for this? For review of existing policies all available monitoring data must be considered. Complaints / Feedback / Research/ Data
7.	Sexual orientation and or transsexual/ transgender issues?	Y	N	
8.	Age?	Y	N	
9.	Religious belief?	Y	N	
10.	Caring responsibilities?	Y	N	
11.	Offending past?	Y	N	
12.	Geographic location?	Y	N	
13.	Employment / Attendance pattern (FT/ PT; Day/Eve; TTO etc)?	Y	N	

Full Impact Assessment of a Policy or Procedure

Policy / Procedure:				
CMG Author / Owner:			Date Assessment Started:	
14.	With regard to questions 4 – 13 above, does your assessment show that the policy / procedure is affecting relations between different racial/ equality groups?	Y	N	<p>If yes, please explain how and go on to Q 15.</p> <p>If no, please go directly to Stage 2.</p>
15.	If yes , can this adverse impact be justified on the grounds of promoting equality of opportunity for one group, or as part of a wider strategy of positive action in relation to particular groups?	Y	N	If yes, explain what steps will be taken to limit this adverse impact, or any potential it may have for damaging relations between groups, or consider alternative policies that might better achieve the promotion of equality.
16.	If the adverse impact cannot be justified , does the adverse impact amount to unlawful discrimination?	Y	N	Where the adverse impact is unlawful, the policy or the element of it that is unlawful must be changed or abandoned.
17.	Does the Impact assessment identify any training and development needs for staff involved in implementing the policy / procedure?	Y	N	

The **Improvement Plan** at the end of this document must be completed to identify what action will be taken to address issues identified in questions 4 - 17 above.

This document must now be forwarded to the Head of Projects and Equality who will arrange for appropriate Consultation on this Policy / Procedure.

Full Impact Assessment of a Policy or Procedure

Policy / Procedure:	
CMG Author / Owner:	Date Assessment Started:

Stage 2 – Consultation

Consultation arrangements:	Who will be consulted	How will they be consulted	When will they be consulted
Documentation to be made available to participants:	What will be provided	Who will provide it	
Signature of Head of Projects and Equality:			

Outcomes of Consultation	
Participants:	Date:
Issues identified:	

The issues identified through this consultation must be covered in the Improvement Plan on the following pages.

Full Impact Assessment of a Policy or Procedure

Policy / Procedure:	
CMG Author / Owner:	Date Assessment Started:

Improvement Plan Following Impact Assessment

For each question 4 – 16, where Impact assessment has identified an actual or possible differential impact, the CMG Author / Owner of the Policy or Procedure must identify what action will be taken to remove or minimise this differential impact. (e.g. adapt the policy; find another way to meet policy objectives; consider specific provision i.e. adopt changes in communication methods, language support, disability measures, etc for relevant groups); staff training. Action must also be identified to address issues coming up through the consultation process.

Q No.	Question	Issue identified	Action to be taken	By whom	By when
4.	Race/ ethnicity?				
5.	Gender?				
6.	Disability?				
7.	Sexual orientation and or transsexual/ transgender issues?				
8.	Age?				

Full Impact Assessment of a Policy or Procedure

Policy / Procedure:	
CMG Author / Owner:	Date Assessment Started:

Q No.	Question	Issue identified	Action to be taken	By whom	By when
9.	Religious belief?				
10.	Caring responsibilities?				
11.	Offending past?				
12.	Geographic location?				
13.	Employment / Attendance pattern (FT/ PT; Day/Eve; TTO etc)?				
14.	Is the policy / procedure affecting relations between different racial/ equality groups?				

Full Impact Assessment of a Policy or Procedure

Policy / Procedure:	
CMG Author / Owner:	Date Assessment Started:

Q No.	Question	Issue identified	Action to be taken	By whom	By when
15	If yes , can this adverse impact be justified (on the grounds of promoting equality of opportunity for one group, or as part of a wider strategy of positive action in relation to particular groups?)				
16	If the adverse impact cannot be justified , does the adverse impact amount to unlawful discrimination?				
17	Does the Impact assessment identify any training and development needs for staff involved in implementing the policy / procedure?				

Signed: (CMG Author / Owner)

Full Impact Assessment of a Policy or Procedure

Policy / Procedure:	
CMG Author / Owner:	Date Assessment Started:

	Signature - Head of Projects and Equality	Date
Improvement Plan agreed:		
Improvement Plan implemented and approval by SMT recommended:		

Policy / Procedure:			
CMG Author / Owner:			
Date last Screening, Full IA or Monitoring completed.		Date Monitoring form completed	

This form must be completed by the CMG Author / Owner of the Policy or Procedure.

Three possible impacts should be considered as part of the assessment.

- 1 **Positive impact:** Where the policy might be having a positive impact on a particular group.
- 2 **None or little impact:** Where you think a policy does not disadvantage any of the equality target groups.
- 3 **Some impact:** Where a policy might disadvantage any of the equality target groups to some extent. This disadvantage may also be differential in the sense that the negative impact on one particular group of individuals or one equality target group is likely to be greater than on another.
- 4 **Substantial impact:** Where you think that the policy might have a negative impact on any of the equality target groups. This disadvantage may also be differential in the sense that the negative impact on one particular group of individuals or one equality target group is likely to be greater than on another.

Consider the monitoring data available, and complete the table below. For each

Gender/Age			
Monitoring data considered	Women	Men	Age

Disability				
Monitoring data considered	Visually impaired	Hearing impairment	Physically disabled	Learning disability

Race or Culture		
Monitoring data considered	White (including Irish)	Other minority groups

Policy / Procedure:			
CMG Author / Owner:			
Date last Screening, Full IA or Monitoring completed.		Date Monitoring form completed	

Other factors				
Monitoring data considered	Religious belief	Sexual orientation	Trans-gendered/trans sexual	Caring responsibilities

Other factors			
Monitoring data considered	Offending past	Geographic location	Attendance/ Employment pattern

Please comment on any areas where some or substantial impact is indicated:

If this screening has identified areas where there is some or substantial adverse impact, can this be justified on the grounds of promoting for another group, or for any other reason?	Yes	No
Is progression to a Full Impact Assessment required?	Yes	No
Comments:		

Policy / Procedure:			
CMG Author / Owner:			
Date last Screening, Full IA or Monitoring completed.		Date Monitoring form completed	

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<p>Monitoring arrangements: What additional data will be collected to improve monitoring of any differential impact from this policy / procedure?</p>

Monitoring completed by:

Name	
Job Title	
Signature	
Date	
<p>I confirm I have been trained within the last 3 years to carry out impact assessment. (Signature)</p>	

This completed form must be sent to the Head of Projects and Equality together with a copy of the draft Policy / Procedure:

For completion by the Head of Projects and Equality.

	Yes	No	Signature	Date
<p>I confirm that I agree the findings of the Initial Impact Assessment Monitoring for this Policy / Procedure:</p>				

Policy / Procedure:			
CMG Author / Owner:			
Date last Screening, Full IA or Monitoring completed.		Date Monitoring form completed	

This Policy / Procedure must undergo Full Impact Assessment				
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This form must be completed by the CMG Author/Owner of the Policy or Procedure working with two other trained CMG members.

Four possible impacts should be considered as part of the assessment.

- 1 **Positive Impact:** Where the Policy/ Procedure might have a positive impact on a particular group.
- 2 **None or little Impact:** Where you think a Policy/ Procedure does not disadvantage any of the equality target groups.
- 3 **Some Impact:** Where a Policy/ Procedure might disadvantage any of the equality target groups to some extent. This disadvantage may also be differential in the sense that the negative impact on one particular group of individuals or one equality target group is likely to be greater than on another.
- 4 **Substantial Impact:** Where you think that the Policy/ Procedure could have a negative impact on any of the equality target groups. This disadvantage may also be differential in the sense that the negative impact on one particular group of individuals or one equality target group is likely to be greater than on another.

Using the guidance provided above, please complete the following table:

Gender/Age	Positive Impact	No or little adverse Impact	Some adverse Impact	Substantial adverse Impact
Women				
Men				
Age				

Disability	Positive Impact	No or little adverse Impact	Some adverse Impact	Substantial adverse Impact
Visually impaired				
Hearing impairment				
Physically disabled				
Learning disability				
Any other disabilities				

Race or Culture	Positive	No or little	Some	Substantial
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Policy / Procedure:			
CMG Author / Owner:			
Date last Screening, Full IA or Monitoring completed.		Date Monitoring form completed	

	Impact	adverse Impact	adverse Impact	adverse Impact
White				
Other minority groups				

Other factors	Positive Impact	No or little adverse Impact	Some adverse Impact	Substantial adverse Impact
Religious belief				
Sexual orientation				
Trans-gendered/transsexual				
Caring responsibilities				
Offending past				
Geographic location				
Attendance/Employment pattern e.g. FT/ PT				

Please comment on any areas where some or substantial impact is indicated:

If this screening has identified areas where there is some or substantial adverse impact, can this be justified on the grounds of promoting for another group, or for any other reason?	Yes	No
Is progression to a Full Impact Assessment required?	Yes	No

Comments:

Policy / Procedure:			
CMG Author / Owner:			
Date last Screening, Full IA or Monitoring completed.		Date Monitoring form completed	

Monitoring arrangements: What data will be collected to monitor whether there is any differential impact from this Policy / Procedure.

Screening completed by:

Panel Members	
Signature of CMG Owner	
Date	
I confirm I have been trained within the last 3 years to carry out impact assessment.	
Signed	
Signed	
Signed	

This completed form must be sent to the Head of Projects and Equality together with a copy of the draft Policy / Procedure:

For completion by the Head of Projects and Equality.

	Yes	No	Signature	Date
I confirm that I agree the findings of the Initial Impact Assessment Screening for this Policy / Procedure:				
This Policy / Procedure must undergo Full Impact Assessment				

Policy / Procedure:			
CMG Author / Owner:			
Date last Screening, Full IA or Monitoring completed.		Date Monitoring form completed	

POLICIES AND PROCEDURES FOR IMPACT ASSESSMENT DURING AUTUMN TERM 2006/07