Equality Impact Assessment: Additional Learning Support Review

		Equality Assessment Template	
1.	**Background**		**Answer**
1.1	What policy is being assessed or reviewed?		Consultation Document: Additional Learning Support (ALS) Service Structure and Processes review
1.2	What are the aims of the policy?		This is a proposal to restructure ALS to: - Ensure that the service is designed to meet increasingly complex student needs. - Develop students as independent learners and empower them to take responsibility for their own support arrangements. - One point of contact within each team for both students and staff - Address the requirements under the Equality Act relating to the political demands of HEIs in terms of inclusivity. - Improve collaboration with the Faculties. - Ensure the best use of technology for student support and for the administration of the department. - Maintain the core skills and attributes needed for a sustainable BU service, outlined and required in BU2018 Vision and Values document. - Address changes in the service provision identified in the Events Scheduling Review, assumptions made by the government and internal process reviews - Address the weaknesses in the current management structure and lack of succession planning - Address the career progression opportunities for ALS staff - Retain existing staff knowledge, skills and experience with opportunities for further development and maximising staff expertise - Maximise the resources and optimise efficiencies through opportunities to deliver enhanced student-facing processes - Efficiency savings and cost reduction of 1.5FTE and c £45,000
1.3	Who is affected by the policy?		Staff within Additional Learning Support in Student Services
1.4	Who supported you and why to complete the first assessment or this review?		Clare Clayton - HR Manager supported

2.	Equality information	Answer								
2.1	For existing policies, what equality information have you used as referenced in Table 2 of the guidelines, and how have you used the information to inform the first assessment and subsequent review? (Please also describe who provided this information and why they were approached)	This is a new proposal.								
2.2	If this is a new policy, what equality information will be used to monitor the impact as referenced in Table 2 of the guidelines, and how you will use the information to inform the first assessment and subsequent review? (Please also describe who provided this information and why they were approached)	Relevant data includes BU staff profiles plus ALS departmental level equality information. Consultation feedback from stakeholders including employee representatives will be considered and elements of the proposal may be amended accordingly.								
2.3	How will the collected information be used to inform the first assessment and subsequent review?	Whilst we do not anticipate any negative effects of the change, we will monitor all feedback on a regular basis								

3.	Equality relevance									
	When undertaking an assessment policy owners are required to complete the equality relevance table by indicating whether or not the policy has a: positive impact (PI), negative impact (NI) or no impact (NO). Any decision taken when completing this table will need to take into consideration available equality information.	Age	Disability	Gender	Gender Reassignment	Pregnancy/ Maternity	Race	Religion or belief	Sexual Orientation	Marriage/civil partnership
3.1	Does the BU policy have a positive, negative or no impact in terms of addressing prejudice by fostering good relations among people with a protected characteristic and those who do not at the University?	NO	NO	NO	NO	NO	NO	NO	NO	NO
3.2	In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of removing or minimising disadvantages suffered by people at the University due to their protected characteristics?	NO	NO	NO	NO	NO	NO	NO	NO	**N/A**
3.3	In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people at the University?	NO	NO	NO	NO	NO	NO	NO	NO	**N/A**
3.4	In advancing equality of opportunity, does the BU policy have a positive, negative or no impact in terms of encouraging people with certain protected characteristics to participate in all activities at the University where their participation is disproportionately low?	NO	NO	NO	NO	NO	NO	NO	NO	**N/A**
3.5	Does the BU policy have a positive, negative or no impact in terms of seeking to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act (Equality Act, 2010) at the University?	NO	NO	NO	NO	NO	NO	NO	NO	**N/A**

4.	Decisions/ Feedback/ Approval	Answer
4.1	What are the decision outcomes, as outlined in Table 3 of the guidelines, as part of the first assessment or at the review stage?	Continue the BU Policy (Level 1)
4.2	In what way have the decision outcomes changed since the first assessment?	Not applicable
4.3	What actions need to be taken to promote/share any positive impact as part of the first assessment or review?	No negative impact identified however it is recommended that reasonable adjustments are made to staff with a disability regarding any interview and selection activities
4.4	What actions need to be taken to mitigate any negative impact as part of the first assessment or review?	Not applicable
4.5	Who completed this first assessment or review?	Chris Scholes, Additional Learning Support Manager
4.7	What feedback has been provided from DDESG to the assessment or review?	TBC – through the consultation period
4.8	How has feedback from DDESG been used to inform the first assessment or review?	TBC
4.9	Which School/Professional Service Executive Committee has approved this assessment?	Student Services
4.10	Date approved by School or Professional Services Executive Committee	3rd June 2015
4.11	Date for assessment review	After the consultation period closes – post 20 July 2015

Appendix 2: Meeting the equality duty in policy and decision-making checklist

The checklist below provides a summary of the actions a BU policy-maker/ assessment team needs to consider when giving consideration to the aims of the general equality duty in respect of policy and decision-making.

	Question/Comment	Answer
1.	Has assessing the impact of equality been integrated into all policy development/decision-making within your School and Professional Services business planning processes? (Please provide examples)	Yes
2.	What equality information has been used to assess the impact of the BU policy? (Please provide examples)	ALS Staff Data and HR data from CORE
3.	Has the assessment identified and understood how a policy might affect people with particular protected characteristics differently? (Please provide examples)	Yes, this was considered in by CS/CC.
4.	Has the assessment identified any possible changes necessary to meet different people's needs, in terms of removing or mitigating negative impacts and enhancing positive ones? (Please provide examples)	No
5.	Do you feel the time and effort involved to undertake the assessment was proportionate to the importance of the policy in advancing equality of opportunity and fostering good relations? (Please provide examples)	Yes.
6.	In undertaking the assessment please outline who you have engaged with, and why did you engage with them. (Please provide examples)	Consultation has been undertaken with both UNISON and UCU, this will continue to take place during the consultation period.
7.	As part of undertaking the assessment have you documented how you have considered the impact of the BU policy, and how that informed your decision-making?	Yes
8.	Have you provided feedback to DDESG on the effectiveness of the BU guidelines as part of your policy development and decision-making within your School/Professional Service? (Please provide examples)	To be undertaken by JPK