



Equalities Impact Assessments

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SCREENING EQUALITIES IMPACT ASSESSMENT - ENTIRE COLLEGE

Service area:	Entire College.
Assessor:	Stephen Lawes.
Description of activity/decision:	October 2008 Budget Revision.
What are the aims/purpose of the activity?	To provide an updated budget authorising appropriate changes to financial plans for 2008/09.
Who will benefit from this activity? Is it designed to meet the needs of specific groups?	It is not designed to meet needs of specific groups. Main changes are the termination of Offender Learning from 31 October 2008 and the introduction of the Skills for Jobs contract.
Could the activity contravene equalities legislation or College equalities policies?	No.
Are there risks that it may have a negative or adverse impact on one or more equalities group?	The only risk is that the new Offender Learning provider does not provide appropriately to the staff and learners transferred.
If so, which groups and, in brief, what is the nature of this risk?	Possibility of discrimination between students or between staff if new provider has inadequate equality management processes.
If a significant risk or a possible contravention of law or policy is identified, a full Equalities Impact Assessment should be undertaken	This is not a significant risk as Kensington & Chelsea College is well managed and overseen by the Learning & Skills Council.
Who are the main external stakeholders involved in this activity?	All the stakeholders benefit from good budgetary control. The LSC and Prison Service are affected by the changes to Offender Learning.
Signed: S.F.H. Lawes	Date: 13 October 2008

SCREENING EQUALITIES IMPACT ASSESSMENT - MARKETING & COMMUNICATIONS

Service area:	Marketing and Communications
Assessor(s):	Simone Davies
Description of activity/decision:	Introduction of new marketing strategy – ‘Inside Out’ Marketing Strategy 2008 and Beyond
What are the aims/purpose of the activity?	The strategy aims to deliver on the College’s mission by attracting the required learners to the College each year – cost effectively. Whilst at the same time positioning the College as a quality place to study and a partner of choice.
Who will benefit from this activity? Is it designed to meet the needs of specific groups?	Future students
Could the activity contravene equalities legislation or College equalities policies?	Yes if not carried out properly
<p>Are there risks that it may have a negative or adverse impact on one or more equalities group?</p> <p>If so, which groups and, in brief, what is the nature of this risk?</p> <p>If a significant risk or a possible contravention of law or policy is identified, a full Equalities Impact Assessment should be undertaken</p>	<p>Diversity has been considered from the outset of this strategy -</p> <p>Diversity needs to be reflected through all our marketing. We need to be aware of the different groups we are marketing to and their needs and aspirations. This is very closely linked to the work around getting to know our target audiences – better.</p>
<p>Who are the main external stakeholders involved in this activity?</p> <p>Signed:</p>	<p>Future students, schools, parents, IAG partners, local authorities, press and other agencies.</p> <p>Date:</p>

SCREENING EQUALITIES IMPACT ASSESSMENT - FEES POLICY

Service area:	Finance, Student Administration
Assessor:	Natalie Bagshaw
Description of activity/decision:	Revisions to procedures for collecting student fees detailed in Appendix 1
What are the aims/purpose of the activity?	To make it clear to students the options for settling fees charged and reduce the level of unpaid fees
Who will benefit from this activity? Is it designed to meet the needs of specific groups?	The college as a whole will benefit by ensuring all fees charged to students are paid, increasing the resources available to spend on students. It also will ensure that all students that have been charged are aware of help available through Learner Support Funds and options for settling their fees such as instalment plans. Students with fees will be treated more fairly instead of some paying fees as charged and some refusing to pay.
Could the activity contravene equalities legislation or College equalities policies?	No.
<p>Are there risks that it may have a negative or adverse impact on one or more equalities group?</p> <p>If so, which groups and, in brief, what is the nature of this risk?</p> <p>If a significant risk or a possible contravention of law or policy is identified, a full Equalities Impact Assessment should be undertaken</p>	<p>Those on low incomes, students charged full fees or international fees</p> <p>There is a risk that students will not be able to pay their fees and will therefore choose to withdraw from their course. The Following steps have been taken to minimise this impact:</p> <ul style="list-style-type: none"> - Training for fee assessors to ensure those eligible receive fee concessions - Publicity about help available from Learner Support Funds - advice and guidance on money matters including credit union and grant funding available to students - Instalment plans available for students with fees to pay including for those who have had some help from Learner Support Funds and extended instalments for those in special financial difficulty - help for Overseas students from College Funds
Who are the main external stakeholders involved in this activity?	All stakeholders benefit by ensuring that all money due to the College is collected.
Signed: S.F.H. Lawes	Date: 19 th November 2008

Version 1
December 2009

Appendix 1

Fees policies: Changes and clarifications approved by CG

1. Purpose

This paper proposes some changes and clarifications to policies and procedures for collection of student fees. These proposals were formulated and agreed at a recent meeting to discuss fee collection, attended by managers from teaching and business support departments.

There is some further work required, for example to look at how other Colleges approach fee collection, but I am requesting that the changes explained below are agreed and supported by college management in order that we have more effective fee collection processes in place for the start of the next academic year. This matter has been a concern of the Audit Committee and clear policies and procedures will support continued work on improving the fee systems.

2. Proposals

On enrolment:

- The process for students needing to 'claim' discounts and fee remissions will be reviewed so that students needing to provide evidence are categorised separately from the 'bad debtor' category.
- Make it clear to students that they are responsible for paying the fee charged on their learner agreement until they have claimed any discount, funding from Learner Support Funds or discounts. It has been unhelpful in the past when students have regarded the fee figure on the learner agreement as being a formality, rather than an obligation.

- The process should be clarified to ensure that places on courses are not confirmed until the registration fee is paid and other fees are either paid in full or an instalment plan is agreed.

Refunds:

- Currently refunds are made for students who withdraw of their own accord (normally refunding amounts for complete terms not attended). It is proposed that there should be no refunds for students voluntarily withdrawing from their course.

Instalments:

- A clarified general principle of fees being paid in full by 1/3rd of the way through the course. For full year courses this will be four instalments and shorter courses two or three instalments. Students enrolling early can begin paying by early smaller instalments as long as all fees are paid 1/3rd of the way through the course.
- Students setting up direct debits will not be required to pay a deposit on enrolment (other than the registration fee) but can spread their payment over normally four instalments with the first payment being collected as close to the course start date as is practical.
- Extended instalments policy to remain as currently applied.

Failure to pay fees:

- A clear definition of 'default date' will be introduced.
This will be the earliest of:
 - the date the student first attends their course, if no payment has been made;
 - two weeks after the College is notified by an employer that they are unable to sponsor a student;
 - two weeks after a change in waiver type results in a new fee payable;
 - the date an agreed instalment payment is due but not paid.

- Heads of School will receive a weekly report of students who have passed the default date and they will arrange for an appropriate tutor to discuss fee payment with the student, with the object of resolving the payment difficulty.
- After four weeks, if arrangements have not been made to pay the fee, the student will be required to attend an interview with the Head of School.
- If no payment arrangement has been reached after the week five Head of School interview the student's pass will be blocked and the student refused access to the College.
- There will be no enrolments for new courses where fees from any prior course remain unpaid.

Other matters to come to CG for discussion at a later date:

- Proposals for incentives for payment of fees in full before the course starts, such as additional printer credits
- Separate fees leaflet and procedures for HE students
- Rules and procedures for students undertaking full cost courses
- Comparison of fee collection and refund policies of other Colleges
- Update on College's policy on discounts and sponsorship for staff taking courses

**Natalie Bagshaw
Head of Finance
24 April 2008**

SCREENING EQUALITIES IMPACT ASSESSMENT - INSTITUTIONAL REVIEW

<p>Service area(s):</p>	<p>This assessment looks at the possible impact of the Case for Change; the review of the College's structure.</p> <p>The impact of this review affects all areas of the college in that all areas are reviewed but impacts in particular on the following areas:</p> <ul style="list-style-type: none"> • Skills Academy • New Technologies • The Planning and Research Units <ul style="list-style-type: none"> ▪ Flexible provision in construction ▪ Sport
<p>Assessor(s):</p>	<p>Tim Potter</p>
<p>Description of activity/decision:</p>	<p>The case for change reviewed all areas of the college and proposed changes to the delivery and support structures. Key changes proposed were:</p> <ul style="list-style-type: none"> • A strengthening of marketing, the Business Development Unit, Skills for Life and work based learning • The transfer of flexible provision in construction to mainstream • A review of New Technologies • An integration of the Research and Planning Units • A review of the function of learner development • The area of Sport will move into the area of Hospitality and Catering as a discrete programme area • The Skills Academy will be re-focused on learner and classroom readiness <p>There may be a limited number of redundancies in Construction, Skills Academy, New Technologies, Research and Planning. The total cross-college is highly unlikely to be more than five</p>
<p>What are the aims/purpose of the activity?</p>	<p>To improve the service to students by making the college more congruent with government policies through strengthening the curriculum, improving business services and strengthening support to students</p>

Who will benefit from this activity? Is it designed to meet the needs of specific groups?	It is designed to meet the needs of current and potential students including by channelling more resources to delivery
Could the activity contravene equalities legislation or College equalities policies?	No – all actions and implementation will be carried through according to agreed procedures
Are there risks that it may have a negative or adverse impact on one or more equalities group?	Unlikely. There are no concentrations of target equality groups amongst those who may undergo redundancy procedures
If so, which groups and, in brief, what is the nature of this risk?	N/A
If a significant risk or a possible contravention of law or policy is identified, a full Equalities Impact Assessment should be undertaken	N/A
Who are the main external stakeholders involved in this activity?	Unions
Signed:	Date: Tim Potter, 3 April 2008
What are the next steps needed as an outcome of this screening assessment?	At the end of the consultation period, the impact will be reviewed through the lens of a further Equalities Impact Assessment.
Final, completed screening assessments should be copied to Vice-Principal, Quality and Curriculum Development	

SCREENING EQUALITIES IMPACT ASSESSMENT - NEW TECHNOLOGIES

Service area:	New Technologies
Assessor(s):	Debbie Haddow
Description of activity/decision:	Introduction of encryption system for removable data storage devices
What are the aims/purpose of the activity?	To secure any data copied from the College network to a removable storage device
Who will benefit from this activity? Is it designed to meet the needs of specific groups?	Required in order to meet data protection needs for the whole College
Could the activity contravene equalities legislation or College equalities policies?	No
<p>Are there risks that it may have a negative or adverse impact on one or more equalities group?</p> <p>If so, which groups and, in brief, what is the nature of this risk?</p> <p>If a significant risk or a possible contravention of law or policy is identified, a full Equalities Impact Assessment should be undertaken</p>	No
<p>Who are the main external stakeholders involved in this activity?</p> <p>Signed: D HADDOW</p> <p>What are the next steps needed as an outcome of this screening assessment?</p> <p>Final, completed screening assessments should be copied to Vice-Principal, Quality and Curriculum Development</p>	<p>None</p> <p>Date: 11/6/08</p> <p>None</p>

SCREENING EQUALITIES IMPACT ASSESSMENT

Service area:	NEW TECHNOLOGIES
Assessor(s):	DEBBIE HADDOW
Description of activity/decision:	DATA AND EMAIL ARCHIVING
What are the aims/purpose of the activity?	TO INTRODUCE A DATA AND EMAIL ARCHIVING POLICY AND SOLUTION TO THE COLLEGE
Who will benefit from this activity? Is it designed to meet the needs of specific groups?	BENEFIT WILL BE TO ALLOW DATA TO BE STORED AND INDEXED IN A STRUCTURED MANNER AND TO IDENTIFY DATA THAT CAN BE REMOVED FROM THE DAILY/WEEKLY BACK UP OF SCHEDULES
Could the activity contravene equalities legislation or College equalities policies?	NO
<p>Are there risks that it may have a negative or adverse impact on one or more equalities group?</p> <p>If so, which groups and, in brief, what is the nature of this risk?</p> <p>If a significant risk or a possible contravention of law or policy is identified, a full Equalities Impact Assessment should be undertaken</p>	NO
<p>Who are the main external stakeholders involved in this activity?</p> <p>Signed: D HADDOW</p> <p>What are the next steps needed as an outcome of this screening assessment?</p> <p>Final, completed screening assessments should be copied to Vice-Principal, Quality and Curriculum Development</p>	<p>DATA PROTECTION COMMISSIONER</p> <p>Date: 11 June 2008</p> <p>None</p>