

## Equality & Diversity Impact Assessments

<b>Directorate / Service / Department:</b>	Finance
<b>Person responsible for the assessment:</b>	Nicola Stephenson (Performance) Julie Ryan (Training & Development) Nick Willetts (Student/Pupil Support)
<b>Name of (proposed) policy / function:</b>	<b>Student / Pupil Support</b> New: _____ Existing: <input checked="" type="checkbox"/>
<b>Process area Identifier (PID) / Name:</b>	PID 24 Student Awards PID 25 Student Loans
(1)	<p>Briefly describe the aims, objectives and purpose of the policy / function:</p> <p>To assess students in further and higher education for their eligibility to student support and free school meals. Student support includes tuition fees, student loans and supplementary grants.</p>
(2)	<p>Are there any associated objectives of the policy / function?</p> <p>Aiming to provide an efficient, helpful and high quality service to Barnsley students.</p>
(3)	<p>Who is intended to benefit from the policy / function and in what way?</p> <ul style="list-style-type: none"> <li>▪ Students of Barnsley and their families by the provision of financial support and help throughout their studies,</li> <li>▪ Prevention of fraudulent claims.</li> </ul>
(4)	<p>What outcomes are expected from this policy / function?</p> <ul style="list-style-type: none"> <li>▪ Encouraging education to residents by proving financial assistance,</li> <li>▪ The provision of free school meals to low income families may have health benefits by ensuring that children have sufficient meals.</li> </ul>
(5)	<p>What factors / forces could contribute to / detract from the outcomes?</p> <ul style="list-style-type: none"> <li>▪ Department for Education &amp; Skills legislation</li> <li>▪ Staff knowledge / Training</li> <li>▪ Computer Systems (the national system)</li> </ul>

(6)	<p>Who are the main stakeholders in relation to the policy / function?</p> <p>Students/families Student Loan Company Higher Education Establishments</p> <p>Central Government Departments Barnsley MBC Benefits Section</p>
(7)	<p>Who implements the policy and who is responsible for the policy / function?</p> <p>Chris Armitage, Benefits Manager, Benefits &amp; Taxation Division</p>
(8)	<p>Is there any monitoring data available? (e.g. results from consultations, surveys, focus groups)</p> <p>There was no previous data available containing diversity information.</p>
(9)	<p>Are there any concerns that the policy/function could have a differential impact on <b>ethnic groups</b>? <b>No</b></p> <p><i>Please explain:</i></p> <p>Student Support Section will be aware of someone's ethnic background, these details are asked via the application forms. The student should be resident in the Barnsley area at the time the application is made. The student should have been resident in the UK for three years or have 'settled status' (settled in the UK within the meaning of the Immigration Act 1971) to apply for student support. There is nothing to suggest the function has a differential impact on ethnic groups, provided people adhere to the conditions of residence.</p> <p>All application forms are available via the national website.</p> <p>The section has access to the National Interpreting Service and most colleges have interpreters based on-site.</p> <p><i>What existing evidence (either presumed or otherwise) do you have for this?</i></p> <p>National website: <a href="http://studentsupportdirect.co.uk">studentsupportdirect.co.uk</a></p>
(10)	<p>Are there any concerns that the policy/function could have a differential impact due to <b>gender</b>? <b>No</b></p> <p><i>Please explain:</i></p> <p>Both males and females have equal access to student support. The function has no differential impact due to the gender of a student.</p> <p><i>What existing evidence (either presumed or otherwise) do you have for this?</i></p> <p>Discussions with Student Support Team Leader.</p>

<p>(11)</p>	<p>Are there any concerns that the policy/function could have a differential impact due to <b>disability</b>? <b>Yes</b></p> <p><i>Please explain:</i></p> <p>The function has a positive impact on these groups. There is extra help available if someone has a disability. Depending on the person's needs, extra support could include specialist equipment, a non-medical helpers allowance, help towards additional costs of travelling to the institution and a general allowance. Disabled students are expected to provide medical evidence. According to the Team Leader the section receives numerous applications from dyslexic students, these students are required to submit a full diagnostic psychologist report.</p> <p><i>What existing evidence (either presumed or otherwise) do you have for this?</i></p> <p>Student &amp; Pupil Support Specification. Education (Student Support) Regulations 2005</p>
<p>(12)</p>	<p>Are there any concerns that the policy/function could have a differential impact due to <b>sexual orientation</b>? <b>No</b></p> <p><i>Please explain:</i></p> <p>Civil partners and cohabiting same sex partners of students will be included in the assessment of household income in the same way as married and cohabiting opposite sex partners.</p> <p><i>What existing evidence (either presumed or otherwise) do you have for this?</i></p> <p>Student &amp; Pupil Support Specification. Education (Student Support) Regulations 2005</p>
<p>(13)</p>	<p>Are there any concerns that the policy/function could have a differential impact due to <b>age</b>? <b>Yes</b></p> <p><i>Please explain:</i></p> <p>If an individual is eligible and the course they chose attracts financial support, then they are entitled to assistance towards tuition fees and higher education grants no matter what age they are. The support they do receive is dependent on the household income.</p> <p>With regard to student loans there is a differential impact due to the age of a student, the maximum age a student may apply is 55 but this is in accordance with legislation.</p> <p><i>What existing evidence (either presumed or otherwise) do you have for this?</i></p> <p>Education (Student Support) Regulations 2005</p>

<p>(14)</p>	<p>Are there any concerns that the policy/function could have a differential impact due to <b>religion or belief</b>? <b>No</b></p> <p><i>Please explain:</i> The religious beliefs of an individual are not taken into account. None of the application forms ask for this detail.</p> <p><i>What existing evidence (either presumed or otherwise) do you have for this?</i> Viewing the online application forms on the national website: studentsupportdirect.co.uk</p>
<p>(15)</p>	<p>Are there any concerns that the policy/function could have a differential impact on people due to them having <b>dependants/caring responsibilities</b>? <b>Yes</b></p> <p><i>Please explain:</i> The function has a positive effect on these groups. The promotional activities of the team aim to encourage parents into education through informing them of the grants and allowances that are available to them.</p> <p><i>What existing evidence (either presumed or otherwise) do you have for this?</i> Childcare Grant, Parents Learning Allowance (Education [Student Support] Regulations 2005).</p>
<p>(16)</p>	<p>Are there any concerns that the policy/function could have a differential impact due to their <b>offending past</b>? <b>No</b></p> <p><i>Please explain:</i> The only time when a student's past is taken into account is when applying for a student loan. If a student has poor credit history then their application may be refused, this is usual with any loan, so this issue does not cause a differential impact.</p> <p><i>What existing evidence (either presumed or otherwise) do you have for this?</i> Discussions with Student Support Team Leader. Notes from Student Support Direct website.</p>
<p>(17)</p>	<p>Are there any concerns that the policy/function could have a differential impact on <b>Trans</b> people? <b>No</b></p> <p><i>Please explain:</i> Student Support Section would be unaware of this. This would have no impact on whether support/finances are available to the student.</p> <p><i>What existing evidence (either presumed or otherwise) do you have for this?</i> Discussions with Student Support Team Leader.</p>

(18)	<p>Could the differential impact identified in 8–16 amount to there being the <b>potential</b> for adverse impact in this policy or function? <b>No</b></p> <p><i>Please explain:</i></p> <p>The differential impacts identified were in relation to disability and dependants/caring responsibilities and the function has a positive effect on these. The negative impact was on students aged 55+ , although most likely there are only a small percentage of students within this age. These identified impacts are in accordance with the Education (Student Support) Regulations 2005, therefore they do not cause an adverse impact within the Student &amp; Pupil Support function.</p> <p><i>What existing evidence (either presumed or otherwise) do you have for this? Legislation.</i></p>
(19)	<p>Are the differential impacts caused by unlawful discrimination? <b>No</b></p> <p>The function satisfies all current legislative requirements.</p>
(20)	<p><b>Findings</b></p> <p>The function has it’s own specification document, which contains detailed procedures for student support and free school meals. This document is regularly reviewed and updated in line with legislative changes.</p> <p>There are two targets within the section; one for registering applications within two days and the other is a six weeks turnaround on all applications. The section is currently exceeding its targets for registering and assessing applications.</p> <p>The section leader and the deputy leader carry out a 10% random sample of checks on student support on a daily basis.</p> <p>The section also attends open days to promote the take up of the different benefits and assistance available.</p>
(21)	<p><b>Action Points</b></p> <p>Identify Student Support literature used in the promotional open days. Consider the option of obtaining in alternative formats. (Bearing in mind that the college themselves, provide interpreters for their students)</p> <p>To promote the benefit service at away days/events.</p>
<p>Completed by: Nicola Stephenson <span style="float: right;">Date: 27<sup>th</sup> January 2006</span></p>	

