

Huddersfield New College Policies, Protocols and Procedures

Provider Access Policy 2021



1. Introduction

This policy statement sets out the College's arrangements for managing the access of providers to students at the College for the purposes of giving them information about the provider's education and/or training offer. This complies with the College's legal obligations under Section 42B of the Education Act 1997 (the Baker Clause).

2. Student Entitlement

All our students are entitled to:

- Information about further learning, apprenticeships or employment opportunities at every point of transition: moving to the College at 16; moving between levels of study at the College at 17 and moving on from the College at 18
- Gather this information from a range of local, regional and national providers through bespoke careers events and activities. These include Careers Fairs, university visits, employer visits, work placements etc.
- Support to apply for further learning, an apprenticeship or employment at the point of moving on from the College at 17 or 18

3. Management of provider access requests

A provider wishing to request access to provide information about further learning, apprenticeships or employment opportunities to our students must contact:

Catherine Cushnie: Assistant Principal Pastoral, Careers Guidance and Progression.

Email: c.cushnie@huddnewcoll.ac.uk

Phone: 01484 652341

4. Roles and Responsibilities

Varied events and activities, integrated into the College's calendar, will offer providers with the opportunity to come into College to meet and to talk to students and/or their parents/carers about their education and/or training offer.

Examples of such events and activities include:

- The annual Progression Fair in Year 12
- The Meet the Professionals programme throughout the year
- Pop Up opportunities, for example, to promote volunteering, throughout the year
- Curriculum specific events, such as the Impact event in IT, throughout the year
- A specific Sutton 30 evening in Year 12

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The College's Code of Practice on Freedom of Speech and Policy on the Safeguarding of Children and Young People must be adhered to by any provider coming on site as visitors to meet and to speak to our students and/or their parents/carers.

These can be found at [Our Policies | Huddersfield New College \(huddnewcoll.ac.uk\)](https://www.huddnewcoll.ac.uk)

5. Premises and Facilities

The College will make our premises, and our facilities, available to providers to enable fair access to the provider for our students and their parents/carers, as appropriate. This will be discussed and agreed in advance of the visit with the provider.

6. Promotional Literature

Providers are welcome to leave hard copies of promotional literature about their education and/or training offer, for example, a Prospectus, with our Careers Manager for future reference for our students. These will be made available to our students in the College's dedicated Careers area.

7. Review, publication and communication

The Senior Leadership Team own this policy, and the policy will be published on the College website and the internal information platform (Moodle). Staff members will be notified of any updates to the published policy via Staff News.

Version	Date	Author(s)	Comments	Approval Route/ Date	Date of Next Review
1.	November 2018	Angela Williams, Principal	New Policy		
2.	November 2021	Angela Williams Principal	Update of the policy	In line with the approval route for the College's CEIAG Policy, or as necessary in response to any changes to Section 42B of the Education Act 1997. Approval route: SLT Corporation	February 2022 (to bring the review cycles of the CEIAG Policy and Provider Access Policy together)

This document provides guidance when completing an Equality Impact Assessment (EIA). The EIA template can be found at the end of this document.

Huddersfield New College is committed to promoting equality and participation in all our activities, whether this is related to the work we do with our external stakeholders or our responsibilities as an employer. We are committed to eliminate discrimination, advance equality of opportunity, and foster good relations when making decisions and developing policies. To do this, it is necessary to understand the potential impacts of the range of internal and external activities on different groups of people.

What is an Equality Impact assessment (EIA) and why do we need to complete one?

An equality impact assessment (EIA) is an evidence-based approach designed to help organisations ensure that their policies, practices, and decision-making processes are fair and do not present barriers to participation or disadvantage any protected groups from participation. This covers both strategic and operational activities.

The term 'policy', as used throughout this document, covers the range of functions, activities and decisions for which our organisation is responsible e.g. strategic decision-making, training courses and employment policies.

The EIA will help to ensure that:

- We understand the potential effects of the policy by assessing the impacts on different groups both external and internal
- Any adverse impacts are identified and actions identified to remove or mitigate them
- Decisions are transparent and based on evidence with clear reasoning

When might I need to complete an EIA?

Whether an EIA is needed or not will depend on the likely impact that the policy may have and relevance of the activity to equality. The EIA should be done when the need for a new policy or practice is identified, or when an existing one is reviewed. Depending on the type of policy or activity advice can be sought from either the HR team, Director of EDIE or SLT Lead.

Who is responsible for completing and signing off the EIA?

The author of the policy should complete the assessment, which will then require final approval by the SLT Lead.

What is discrimination?

Discrimination is where someone is treated less favourably or put at a disadvantage because of their protected characteristic. The different groups covered by the Equality Act are referred to as protected characteristics: disability, gender reassignment, marriage or civil partnership status, pregnancy and maternity, race, religion or belief, sexual orientation, sex (gender), and age.

Discrimination is usually unintended and can often remain undetected until there is a complaint. Improving or promoting equality is when you identify ways to remove barriers and improve participation for people or groups with a protected characteristic.



Building the evidence, making a judgement

In cases of new policies or management decisions there may be little evidence of the potential effect on protected characteristic groups. In such cases you should make a judgement that is as reliable as possible. Consultation will strengthen these value judgements by building a consensus that can avoid obvious prejudices or assumptions.

Consultation

Consultation can add evidence to the assessment. Consultation is very important and key to demonstrating that organisations are meeting the equality duties, but it also needs to be proportionate and relevant. Considering the degree and range of consultation will safeguard against 'groupthink' by involving a diverse range of consultees. These are the key considerations, to avoid over-consultation on a small policy or practice and under-consultation on a significant policy or an activity that has the potential to create barriers to participation.

Provisional Assessment

At the initial stages, you may not have all the evidence you need so you can conduct a provisional assessment. Where a provisional assessment has been carried out, there must be plans to gather the required data so that a full assessment can be completed after a reasonable time. The scale of these plans should be proportionate to the activity at hand. When there is enough evidence a full impact assessment should be prepared. Only one EIA should be created for each policy, as more evidence becomes available the provisional assessment should be built upon.

Valuing Differences

EIAs are about making comparisons between groups of employees, service users or stakeholders to identify differences in their needs and/or requirements. If the difference is disproportionate, then the policy may have a detrimental impact on some and not others.

Evaluation Decision

There are four options open to you:

1. No barriers or impact identified, therefore activity will **proceed**.
2. You can decide to **stop** the policy or practice at some point because the evidence shows bias towards one or more groups
3. You can **adapt or change** the policy in a way which you think will eliminate the bias, or
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in **extreme cases** or where **positive action** is taken). Therefore you are going to **proceed with caution** with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.

In most cases, where disproportionate disadvantage is found by carrying out EIAs, policies **and practices are usually changed or adapted**.



Equality Impact Assessment

Question	Response
1. Name of policy being assessed	Provider Access Policy
2. Summary of aims and objectives of the policy	The aim of this Policy is to give all legitimate external providers equal access to the opportunity to inform young people at the College about their education and/or training offer.
3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	None. It was written in response to legislation requiring such a Policy.
4. Who is affected by the policy?	External providers of education and/or training Young people at the College
5. What are the arrangements for monitoring and reviewing the actual impact of the policy?	Annual via Formal Complaints analysis. Are there any formal complaints from providers about access to the College and its' students to provide information about their education and/or training offer beyond the College?

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment made)
Disability	No	All students irrespective of protected characteristic will be given equal opportunity to access external provider sessions about their education and/or training offer	
Gender reassignment	No	See above	
Marriage or civil partnership	No	See above	
Pregnancy and maternity	No	See above	
Race	No	See above	
Religion or belief	No	See above	



Sexual orientation	No	See above	
Sex (gender)	No	See above	
Age	No	See above	



Evaluation:

Question	Explanation / justification	
Is it possible the proposed policy could discriminate or unfairly disadvantage people?	It is always possible but this policy is about equal access and equal opportunity so it is highly unlikely.	
Final Decision:	Tick the relevant box	Include any explanation / justification required
1. No barriers identified, therefore activity will proceed .	X	
2. You can decide to stop the policy or practice at some point because the data shows bias towards one or more groups		
3. You can adapt or change the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

Reviewed by: (Author)	Angela Williams
Date:	28.11.21
Review date (if applicable):	To be brought in line with the review cycle for the College's Careers Policy. Next review of this policy is scheduled for January 2022.
Approval by: (SLT Lead)	Catherine Cushnie
Date:	07/12/21