

**Step 1****Details of Assessment Team – *refer to guidance notes***

Please use this form to record the details of your team. Use the guidance notes to help you to pull a relevant team together.

**About the policy, practice, service or function you are assessing**

Name of policy, practice, service or function: **Student Charter**

Name of Assessment Team Leader: **Don Hustings**

Department responsible: **Quality**

**Other members of assessment team:**

<b>Name</b>	<b>Position</b>	<b>Area of Expertise</b>	<b>Comments</b>
John Gray	Acting Principal	Student Success	
Elaine Martin	Head of Quality	Development Success	

**Step 2 – Collecting information and data on consulting on how the policy, procedure, service or function impacts on students, employees, communities and other stakeholders – refer to guidance notes**

Consider all six equality strands: <i>Racial Group, Disability, Gender, Age, Sexual Orientation, Religion or Belief</i>  <b>Examples of evidence could be:</b>	<b>Date data was collected</b>
<b>Tick evidence gathered and state briefly what it tells you.</b>	
<input type="checkbox"/> data showing evidence of higher or lower participation of any particular groups (e.g. who uses the service and who doesn't)	
<input type="checkbox"/> student/ employee feedback from surveys or complaints	
<input type="checkbox"/> any important demographic changes or trends	
<input type="checkbox"/> comparative information or data where no local information is available	
<input type="checkbox"/> census, national or regional statistics	
<input type="checkbox"/> Access Audits, DDA assessments	
<input type="checkbox"/> workforce profile (ethnicity, disability, gender etc)	
<input type="checkbox"/> outcomes of previous monitoring	
<input type="checkbox"/> existing or previous inspections of the policy, procedure, practice, service or function	
<input type="checkbox"/> research/ knowledge of the effects of the policy, procedure, practice, service or function on any of the College's stakeholders (including external stakeholders)	
<input type="checkbox"/> how part-time or sessional staff may be affected	
<input type="checkbox"/> any consultation and community involvement	
<input type="checkbox"/> existing or previous impact assessment action points	

**Step 3 – Defining the policy, procedure, service or function and identifying inequalities by analysing the information you have and identifying actions – refer to guidance notes**

**Question 1**

What is the name of the policy, procedure, practice, service or function you are assessing, what are the main aims and objectives; what outcomes do we want; and who is responsible for implementing or delivering the policy, procedure, practice, service or function?

**Response/ Findings:**

The main objectives are to set out to students their entitlements within the college and what is expected of them whilst they attend at the college.

Don Hustings is the person responsible for this document

Learners are informed of the Charter as part of the college induction process and it is publicly available via the website

**Question 2**

Who is affected by the policy, procedure, practice, service or function and is there any evidence that any groups within the following characteristics are adversely affected.

**Response/ Findings:**

Students are affected by the information within the Student Charter; there is no evidence at present to suggest that any of the groups below are adversely affected as the college actively promotes students to enrol from all of the strands below.

	YES – state briefly	NO
Age		X
Disability		X
Gender		X
Racial Group		X
Religious Belief		X
Sexual orientation		X

### Question 3

Is there any evidence that different groups, organisations or individuals have different needs, experiences, issues and priorities in relation to this policy? *For instance higher or lower uptake or participation.* Consider student and staff surveys, research, community consultations, prior performance monitoring or inspection.

**Response/ Findings:**

Yes, as the college actively encourages students from all of the 6 E & D strands to enrol.

This can be evidenced by feedback to E & D Group meetings  
Student Council meetings  
Student surveys

**Note: A broad interpretation should be taken of the word ‘evidence.’ It should include anecdotal evidence and evidence derived from qualitative and quantitative analysis where available.**

### Question 4

Is the service that is underpinned by this policy, procedure or function having a positive or negative effect on particular students, employees, community groups or other stakeholders?

**Response/ Findings:**

It is having a positive effect in that it sets out the college’s intentions and culture regarding E & D.  
It also actively promotes E & D and challenges inequality, prejudice and discrimination.

**Question 5**

In relation to this policy, procedure, practice, service, or function does any equality or diversity actions already exist? If YES detail below.

**Response/ Findings:**

Not applicable, this is not a policy or procedure. Its basis is to be a statement of intent.

**Question 6 – Look at Questions 2 & 3 Answers**

Is there an opportunity to promote equality of opportunity or good community relations by altering the policy, or by working with others?  
If YES, detail your action on FORM IMP.ACT. If NO state briefly how the team came to this conclusion.

**Response/ Findings:**

Yes, the statement has been amended slightly to further promote equality & diversity matters (around bullying and harassment).

**Form: IMP.ACT**

**EQUALITY IMPACT ASSESSMENTS – Summary**

**Policy/ Service/ Procedure/ Function Title: Student Charter**

Report of EIA Findings:

**1) Overview of policy/ service**

This is not a policy or procedure its basis is to be a statement of intent of which the main objectives are to set out to students their entitlements within the college and what is expected of them whilst they attend at the college.

**2) Findings**

It is having a positive effect in that it sets out the college's intentions regarding E & D. It also actively promotes E & D and challenges inequality, prejudice and discrimination. A small amendment to the E & D information has been included.

**3) Actions Taken**

	<b>By When</b>	<b>By Whom</b>	<b>Progress</b>
<ul style="list-style-type: none"><li>Amendments made</li></ul>	22/4/10	DH	
<ul style="list-style-type: none"><li></li></ul>			
<ul style="list-style-type: none"><li></li></ul>			

**Data/ Information considered:**

**Consultation:**

**Date of Publication of EIA:**

22 April 2010

To be attached to each policy before obtaining Governor Approval.