



EQUALITY IMPACT ASSESSMENT

Financial Regulations (May 2009)

Directorate: Human Resources	Author: John Griffiths, H & S Advisor	Document Created: July 2008
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Step 1	Details of Assessment Team – refer to guidance notes
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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: **Financial Regulations**

Name of Assessment Team Leader: **John Snow**

Department responsible: **Finance**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
Sara Townsend	E&D Manager	E&D, Student matters	

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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> Examples of evidence could be:	Date data was collected
Tick evidence gathered and state briefly what it tells you.	
<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 <i>Key financial processes reviewed annually by Internal and External auditors</i>	<i>Nov 2008</i>
<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	

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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 objective of the Policy is to be the main point of reference for College financial systems. Internal control within the College is fundamental to its performance and a framework of responsibility is essential.

The Policy is written by the Director of Finance & Estates and implemented through the College management structure. Financial systems are audited annually by internal and external auditors.

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:

The Policy itself does not affect students as a whole or individually. The key issues are staff responsibilities based on seniority in the organisation and the management of financial systems and services by the Finance department and budget holders.

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

Question 3

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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:

No.

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:

The policy affects all staff, some more so based on role and responsibility.

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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:

Policies relate to role and responsibilities only.

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:

For purchasing, the College does have an influence in terms of the suppliers it chooses to use. There is an opportunity, linked to ethical procurement of services, for the College to promote its E&D policies to its suppliers.

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EQUALITY IMPACT ASSESSMENTS – Summary

Policy/ Service/ Procedure/ Function Title: Financial Regulations
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Report of EIA Findings:

1) Overview of policy/ service

The main objective of the Policy is to be the main point of reference for College financial systems. Internal control within the College is fundamental to its performance and a framework of responsibility is essential.

2) Findings

The Policy itself is staff facing and therefore has little impact on E&D in itself. The main driving factor of differentiation is role and responsibility rather than individual differences.

3) Actions Taken

	By When	By Whom	Progress
<ul style="list-style-type: none"> Add reference to E&D policy to purchase order terms 	Aug 2009	Dir F&E	To be completed
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			

Data/ Information considered:

Financial Regulations 2009/10
 Key internal and external audit documentation 2008/09
 Equality & Diversity internal audit 2008/09

Consultation:

25th May 2009
 Sara Townsend – E&D Manager and Curriculum Manager, Adult Ed.

Date of Publication of EIA:

To be attached to each policy before obtaining Governor Approval.

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