



# **EQUALITY IMPACT ASSESSMENT**

## **Student Council Constitution (March 2009)**

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**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 Council Constitution**

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

Department responsible: **Curriculum**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
Sara Townsend	E&D Manager	E&D, Student matters	
Angela Killeavy	Director of HR and H&S	E&D, HR	
John Gray	Vice Principal	Curriculum	

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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>	Date data was collected
Examples of evidence could be:	
Tick evidence gathered and state briefly what it tells you.	
<p>1. data showing evidence of higher or lower participation of any particular groups (e.g. who uses the service and who doesn't)</p> <p>Full evidence that the Council represents all of the above groups. The group make-up reflects the Student profile from both centres and is self-selecting by a democratic process.</p>	
<p>2. student/ employee feedback from surveys or complaints</p> <p>None available</p>	
<p>3. any important demographic changes or trends</p> <p>Increased participation and increased numbers on the Council of 14-19 reflecting College profile.</p>	
<p>4. comparative information or data where no local information is available</p> <p>SNC is the only local College which has its own Student Council</p>	
<p>5. census, national or regional statistics</p> <p>N/A</p>	
<p>6. Access Audits, DDA assessments</p> <p>SNC ensure that meeting rooms are fully accessible and transport/support is arranged as/when appropriate enabling all students to attend/participate.</p>	
<p>7. workforce profile (ethnicity, disability, gender etc)</p> <p>N/A</p>	
<p>8. outcomes of previous monitoring</p> <p>No formal monitoring process is in place at the moment. Action Point: Chair of Student Council to implement Diversity Monitoring asap.</p>	
<p>9. existing or previous inspections of the policy, procedure, practice, service or function</p>	

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<b>This is the first</b>	
<b>10. research/ knowledge of the effects of the policy, procedure, practice, service or function on any of the College's stakeholders (including external stakeholders)</b>  <b>Significant feedback received from each meeting which is then collated and acted on and included in the College SAR</b>	
<b>11. how part-time or sessional staff may be affected</b>  <b>N/A</b>	
<b>12. any consultation and community involvement</b>  <b>Where appropriate, we have Community involvement e.g. Asda, N.C.T., Youth Parliament.</b>	
<b>13. existing or previous impact assessment action points</b>  <b>None</b>	

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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:**

**Student Council Constitution.**

**This outlines why we have a Council, who is in it, what it does, operation processes and functional relationships.**

**The council is a key tool for the College Learner Involvement Strategy.**

**Deputy Principal has overall responsibility.**

**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:**

**All students are affected and other Stakeholders (e.g. Estates – helping to improve series and allocation of funds to support student enrichment).**

**No groups are adversely affected.**

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

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<b>Question 3</b>
<p>Is there any evidence that different groups, organisations or individuals have different needs, experiences, issues and priorities in relation to this policy? <i>For instance higher or lower uptake or participation.</i> Consider student and staff surveys, research, community consultations, prior performance monitoring or inspection.</p> <p><b>Response/ Findings:</b></p> <p><b>Students with communication difficulties are appropriately supported to ensure full participation (Also see point 6 on page 3). The meetings are chaired with due consideration to different levels of ability.</b></p>

**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.**

<b>Question 4</b>
<p>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?</p> <p><b>Response/ Findings:</b></p> <p><b>The Council attempts to contribute positively to all aspects of College environment and learner experience.</b></p>

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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:**

**None at this stage**

**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:**

**No**

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Policy/ Service/ Procedure/ Function Title: <b>Student Council Constitution</b>
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## Report of EIA Findings:

## 1) Overview of policy/ service

It is the constitution of the SNC democratically elected Student Council.

## 2) Findings

Overall the findings are overwhelmingly positive with only one Action Point agreed.

3) Actions Taken	By When	By Whom	Progress
<ul style="list-style-type: none"> <li>Action Point: Chair of Student Council to implement Diversity Monitoring asap.</li> </ul>	End May 09	Chair of SC	

## Data/ Information considered:

The context of the College and its Stakeholders, recent history and feedback and the written constitution.

## Consultation:

18<sup>th</sup> March 2009

Sara Townsend – E&D Manager and Curriculum Manager, Adult Ed.

Angela Killeavy – Director of Human Resources and H&S

John Gray – Vice Principal

## Date of Publication of EIA:

18 March 2009

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**To be attached to each policy before obtaining Governor Approval.**

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