

Equality Impact Assessment Template

Session 2014-15

Please refer to Guidelines document…

**The College aims to abide by Human Rights Values (1948), referenced as FREDA**

**Fairness
Respect
Equality
Dignity
Autonomy**

**(move down to the next page to start completing the form, clicking in the shaded text or checkboxes…)**

**Record of Equality Impact Assessment Please refer to the Guidance Notes and Flowchart when completing the EIA**

**Stage 1: The Initial assessment stage: relevance**

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| **State title of process being assessed:** *e.g: Winding-down of course* | Edinburgh College Assessment PolicyEdinburgh College Assessment and Appeals Procedure |

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| **Who is completing the assessment?** |
| **Lead Name: Loraine Lyall, Quality Enhancement Manager** | **Date of assessment: 26.01.15** |

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| **Questions** |
| What are the intended aims, objectives, outcomes or purpose of the policy, activity or change being assessed? | The Edinburgh College Assessment Policy applies to all diagnostic, formative and summative assessments carried out as part of any programme of study delivered by the College. It aims to provide students with the best possible opportunity to succeed in assessment within the academic standards set, by ensuring:* Assessments are valid, manageable, reliable and practicable
* Opportunities for integration of assessment have been taken
* Various types of assessment have been explored and included

The Assessment and Appeals Procedure has been written to harmonise the previous procedures used by the three legacy colleges which now make up Edinburgh College. The Assessment and Appeals Procedure provides guidance to assessors on how to plan and conduct assessment to meet awarding body standards and on the process to follow if a student wishes to appeal an assessment decision. |
| What is the over-arching strategy, policy document(s), source document or legislation informing this decision? Which **practices** /procedures would also be affected (and **who**)? | The SQA’s Guide to Assessment was used to develop the Assessment Policy. The content of the procedure meets the Quality Assurance Criteria set out by the Scottish Qualifications Authority and is in line with other awarding body requirements. Edinburgh College Internal Verification Procedure complements the Assessment and Appeals Procedure, and is designed to ensure that all students entered for the same qualification are assessed consistently to the specified standard by ensuring that assessment decisions are valid, reliable, equitable and fair. |
| Does the policy or practice change have **relevance** for the 3 main duties for the college to fulfil their Public Sector Equality Duty (PSED)?* **Eliminate discrimination, harassment and victimisation**
	+ Raise awareness of our FREDA\* values **(see front page)**, equality policy and commitment to this
	+ Challenge appropriately any behaviour or procedures which do not value diversity and equality of opportunity
* **Advance equality of opportunity**
	+ Removing or Minimising disadvantage
	+ Meeting the needs of particular groups that are different from the needs of others
	+ Encouraging participation in public life
* **Foster good relations**
	+ tackle prejudice, promote understanding
 | Yes **[x]**  No **[ ]**   |
| **Questions (continued…)** |
| Do you consider it is likely to have significant impact on all or any of the **protected characteristics** groups:**Age, Disability, Sex/Gender, Sexual orientation, Race, Religion Faith or Belief, Gender Reassignment, Pregnancy /Maternity (and if relevant *socio economic*)**  | Yes **[ ]**  No **[x]**   |
| If ‘**No**’ to either or both above, please justify your decision here and submit The content of the Assessment Policy and Assessment and Appeals Procedure is governed by awarding body requirements which are themselves designed to assure fairness in developing and administering instruments of assessment and making reliable assessment decisions. It is therefore extremely unlikely that this procedure will impact negatively on any of the protected characteristic groups. | If ‘**Yes**’ to either or both above, please provide details of the group who will undertake the EIA and continue on the following page The requirement to make reasonable adjustments is included in the Policy, as is the need to use a variety of methods of assessment. Both of these measures will support accessible assessment which provides all students, regardless of any protected characteristic, the opportunity to succeed in assessment within the academic standards set.The policy and procedure include the need to appoint appropriately qualified assessors, and also makes provision for ongoing professional development of assessment practice through a comprehensive programme of CPD activities delivered by the Quality Enhancement Team. All of this supports the implementation of the policy and procedure to the benefit of all students.The procedure has the potential for removing or minimising disadvantage by incorporating the requirement that all assessments used comply with College Quality and Equality of Learning and Teaching Materials (QELTM) guidelines.The EIA will be undertaken by the Quality Enhancement Team. |

**Stage(s) 2, 3, 4 & 5: Scoping; Evidence, Data and information gathering; Involvement and consultation; Analysis of impact**

**Complete the next section(s) based on your knowledge and understanding of what you are trying to achieve.
Consider the overall 3 main PSED duties and take due regard of the Protected Characteristic groups: Age, Disability, Sex/Gender,
Sexual orientation, Race, Religion Faith or Belief, Gender Reassignment, Pregnancy /Maternity (and if relevant *socio economic*)**

* **Eliminate discrimination, harassment and victimisation**
	+ Raise awareness of our FREDA\* values, equality policy and commitment to this
	+ Challenge appropriately any behaviour or procedures which do not value diversity and equality of opportunity
* **Advance equality of opportunity**
	+ Removing or Minimising disadvantage
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|  | **POSITIVE IMPACT**  | **NEGATIVE IMPACT**  |
| ***Examples*** ***Please note these are* illustrative *only* , not exhaustive.** | **Consider if any of the following, or other impacts apply-***Promoting of equality of opportunity, access to learning**Removing discrimination* *Removing harassment**Promoting good community relations**Encouraging participation by disabled people**Promoting or protecting human rights/ FREDA \** *More favourable treatment of e.g. disabled learners or staff, LGBT people* | **Consider if any of the following, or other impacts apply:***Creation of any barriers or problems to access education**Exclusion of any groups to a service, or experiential element of college life**Negative impact on community relations internally and or externally**Reducing access to services, learning, support* |

Please use the form on the next page for recording your Equality Impact Assessment…

**\* see front page and Guidelines document**

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| **SELECT EQUALITY GROUPS****Consider the main stakeholders (internal and external) *e.g. learners, staff, community partners, employers etc*** | **POSITIVE IMPACT** The Assessment Policy stresses the need to accommodate the needs of students with additional support needs. It also highlights the requirement to use a variety of assessment methods (written, oral, practical tests, e-assessment etc.) thus providing a rich range of options to suit different student needs.The Assessment and Appeals procedure requires assessors to use the Quality and Equality in Learning and Teaching Materials (QELTM) guidelines when developing and reviewing assessment instruments. These guidelines prompt staff to design content to advance equality and foster good relations between people from different groups. They also prompt staff to ensure that assessment instruments are accessible, readable and available in a variety of formats. Examples are provided to assist staff to develop materials to meet these criteria. The introduction of this requirement to the Assessment and Appeals Procedure should lead to equality and diversity becoming embedded across assessment instruments.**By**  | ***Suggested action to reduce negative impact?***  |
| **[ ]  AGE** **[x]  DISABILITY****[x]  RACE****[ ]  RELIGION / FAITH / BELIEF****[ ]  SEXUAL ORIENTATION****[x]  GENDER****[ ]  GENDER RE-ASSIGNMENT****[ ]  PREGNANCY / MATERNITY****[ ]  SOCIO-ECONOMIC** **(tick the box of each group to include)** |
| **NEGATIVE IMPACT** |
| **Supporting evidence:***e.g. PI data, stats on enrolment, recruitment and promotion, current research* | Evidence of the impact of the policy can be viewed in EV reports which highlight the range and quality of assessment instruments, as well as the validity of assessment decisions made by assessors. Academic research (e.g. Wiliam D. (2011) *Embedded Formative Assessment:* Solution Tree Press) shows that the effective use of formative assessment enhances student learning and achievement. We can therefore attribute the effective use of assessment as a contributing factor to achievement rates of courses. This is monitored through the college audit process which checks if and how formative and summative assessment is carried out.Evidence of the impact of the use of the QELTM guidelines is not available at present. |
| **Stakeholder consultation:***e.g. involvement session/questionnaire, focus group or survey* | Limited consultation was carried out within the Learning and Teaching team and the Equalities team when developing the QELTM guidelines. |

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| **If you are not able to fully review the impact at this point , what further work needs to be done, with and by whom and why ?**  |
| The impact of the QELTM guidelines on the quality of assessment instruments requires to be researched. This can be carried out by the Quality Enhancement Team. Awareness raising to promote knowledge and understanding of the QELTM guidelines can be carried out through the Quality Staff Area on Moodle. The QE team can also introduce monitoring of the use of the QELTM guidelines and their impact on the development of effective instruments of assessment as part of the audit process. Assessment forms a key part of the learning process. Taking steps to ensure that equality and diversity considerations are embedded in the development of assessment instruments will support efforts to advance equality of opportunity across all aspects of college life. |

**Stage 6: Identifying options and course of action**

**Complete the next section based on your knowledge and understanding of what you are trying to achieve, informed by the data and analysis above.**

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| **Recommended decision: select relevant outcome and check the box when prompted**  | **Outcome 1 - Proceed –no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken** | **[ ]**  |
| **Outcome 2 – Proceed with adjustments to remove barriers identified or to better promote equality**  | **[x]**  |
| **Outcome 3 – Continue despite having identified some potential for adverse impact or missed opportunity to promote equality**  | **[ ]**  |
| **Outcome 4 – Stop and rethink as actual or potential unlawful discrimination has been identified** | **[ ]**  |

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| **Any other recommendations?**  |
| The Quality Enhancement Team should work with the Learning and Teaching team to review and promote the QELTM guidelines.      |

**Stage 7: The monitoring and review stage**

**Complete the next section to enable monitoring and review of your actions, informed by Stage 6 above.**

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| **Outline plans to action and monitor the impact of the proposal*** Please note that **any** evidence that raises concern would trigger an *early* *review* rather than the scheduled date
* Please indicate if there is any data which needs to be collected as part of action to be taken and how often it will be analysed.
* Indicate how the person responsible will continue to involve relevant groups and communities in the implementation and monitoring of the policy
* Complete when prompted an accompanying **Publishing Template** to provide an accessible summary of this EIA for the college website
 |
| **Action to be Taken:** **Contact the L&T Manager to discuss collaboration on further developing the QELTM guidelines****Upload the QELTM guidelines to the Quality Staff area on Moodle****Add QELTM to the audit criteria** | **Person Responsible:****Loraine Lyall****Loraine Lyall****Loraine Lyall/Sheila Godfrey** | **Review Date:****April, 2015****March, 2015****March, 2015** |
| **Signature of Lead: Loraine Lyall** **Date: 26.01.15** |