

**Equality Impact Assessment (EIA) Recording Form**

Please refer to the notes and examples in the EIA Guidelines to help complete this record

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| Title of Activity/Proposal/Policy/Practice | Assessment Policy | EIA Team and Lead Member of Staff | Loraine Lyall | Date | 03.04.19 |
| Type of Policy/Practice/ (tick box) | New  |  |
| Existing |  |
| Revised | X |

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| **Step 1 – Considering the aims of the policy/proposal and evidence of how it affects different groups** |
| What are the aims and purposes of the activity/ decision/ new or revised policy or procedure?See Note 1 | The aim of the updated policy is to ensure that all assessments consistently meet the defined assessment strategies and academic standards prescribed by the relevant awarding and governing bodies. |
| Who will be affected? See Note 2 | The policy sets out the key principles to be used by staff to ensure that they provide students with the best possible opportunity to succeed in assessment, within the academic standards set. |
| Who will be consulted?See Note 3 | The Head of Curriculum Planning and Performance, the College SQA Co-ordinator, members of the Quality Enhancement Team |
| What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups?Evidence could be quantitative, qualitative or anecdotal.Do we have enough evidence to judge what the impact may be?See note 4 | This policy is designed to ensure that assessments are valid, reliable, practicable, equitable and fair. It does this by setting out the key principles to be followed by staff. The Policy is subject to Systems Verification by the SQA and other awarding bodies who will scrutinise it to check that it meets the required standard. |

**Step 2 – Assessing the impact**

This involves:

* Considering relevant evidence relating to people who share a protected characteristic
* Assessing the impact of applying a decision of a new or revised policy or practice against the needs of the Public Sector Equality Duty (PSED) and each protected characteristic.

The Public Sector Equality Duty:

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| **Eliminating discrimination, harassment and victimisation** | **Advancing equality-*** **Removing disadvantage**
* **Meeting different needs**
* **Encouraging participation**
 | **Fostering good relations*** **Tackling prejudice**
* **Promoting understanding**
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See Note 5

Key Questions to ask:

1. What potential positive/neutral/negative impacts can be identified?
2. What does evidence demonstrate about positive/neutral/negative impacts for different protected characteristic groups? E.g. statistics on participation, progression or outcomes, feedback or complaints
3. Does the policy/procedure/practice/decision take account of the needs of people with different protected characteristics? How is this demonstrated?
4. Does it affect some groups differently? Is this proportionate?

See Note 6

| Protected characteristic | PotentialPositive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| --- | --- | --- | --- | --- |
| Age | Y | The purpose of the Assessment Policy is to ensure that assessments at the college are valid, reliable, practicable, equitable and fair. This will ensure that all students will have the best possible opportunity to succeed in assessment, within the academic standards set.Assessment arrangements will be put in place for both internal and external assessment to support individual student needs, thereby removing barriers, ensuring participation and promoting understanding.Internal and External Verification is carried out to ensure that assessment decisions meet awarding body requirements. EV reports show that Edinburgh College has a robust assessment and verification process which supports student success within the academic standards set. |  |  |
| Disability | Y |  |  |  |
| Gender reassignment | Y | “ |  |  |
| Marriage/civil partnership (relevant in employment law) | Y | “ |  |  |
| Pregnancy and Maternity | Y | “ |  |  |
| Race | Y | “ |  |  |
| Religion or belief | Y | “ |  |  |
| Sex | Y | “ |  |  |
| Sexual orientation | Y | “ |  |  |
| Social deprivation\*See Note 7 | Y | “ |  |  |
| Care Experienced people\* | Y | “ |  |  |
| People with caring responsibilities\* | Y | “ |  |  |

**Step 3 – Acting on the results of the assessment.**

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| What actions can be taken or amendments made to policy to reduce the negative impact?See note 8 | All actions are included in the Assessment Policy to ensure no negative impact is experienced by students. |
| Is there a need to address any gaps in evidence? | No. |
| How will equality be advanced/ good relations be fostered? | As described above. |
| Who has been involved in carrying out this assessment?  | All staff will refer to the Assessment Policy. |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | n/a |

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| **Recommended decision:** (place an x against relevant outcome)See note 9 | Outcome 1 - Proceed – no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken | **x** |
| Outcome 2 – Proceed with adjustments to remove barriers identified or to better promote equality |  |
| 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 |  |
| Any other recommendations?  |
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**Step 4: The monitoring and review stage**

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| **Plan actions to reduce negative impact, advance equality and monitor the impact of the policy, proposal or decision*** 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, etc.
* How will the impact of the policy/procedure/decision be monitored?

See Note 10 |
| **Action to be Taken:** **none** | **Person Responsible:** | **Completion/Review Date:** |
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| **Signature of Lead:**  Loraine Lyall **Date: 23.04.2019** |
| **Step 5 – Review and Publication**See Note 11Please send the completed EIA record to Sara Taylor, Equalities Officer, sara.taylor@edinburghcollege.ac.uk for * review by Equalities team
* publication in whole or in part on the College website.
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