



# University of the Highlands and Islands Moray College

## Equality Impact Assessment: Guidelines and Procedure

*This formal procedure is intended to enable us to ensure that the way we operate (particularly as expressed through policies and procedures) does not adversely impact on particular groups in a way that is not justified or unavoidable. It should complement and underpin our attempts to promote equal opportunities, promote good relations between different groups and to eliminate discrimination. For everything we do we should ask the question: 'How is this likely to impact on people?'*

*Equality Impact Assessment (EqIA) should be used as an integral part of policy development and to assess existing policies. Once we have assessed all existing policies the assessment process will be embedded as part of policy and procedure development.*

Title of Policy or Procedure	Extended Learning Support Procedures
Responsible Officer	Tom McGarry
1. Is the policy or procedure rated as high/medium/low in terms of its potential impact? Please note that this may vary according to the group being considered.	High  This involves judgements in the abilities of individuals and the support that is required to be put in place to mitigate against any potential disadvantage.
2. What does the policy or procedure aim to do?	To provide details of the procedures to be followed for students that require ELS and how the support is to be provided.
3. Who is affected by the policy?	Potentially all students/applicants.
4. What do we know about	A high percentage of Moray College students

the needs of the various groups and how the policy or procedure may impact on them? At the moment race, gender, disability, age, sexual orientation and religion or belief are covered by legislation. <sup>1</sup>	have a declared disability, It is considered that these students can experience more difficulties within a mainstream educational setting.
5. How might the policy or procedure impact on different groups? Are there any particular concerns at the moment?	In addition to providing learning support the procedures will instil greater confidence in many groups eg adult returners and those 16-19 year olds where retention is problematic.
6. Do we need to change the policy or procedure in any way to remove barriers to access?	It is not considered that the policy requires to be changed.
7. If changes are considered necessary when are we going to implement them? It may not, for example, be appropriate to make changes during an academic session.	N/A
8. As well as attempting to mitigate any potential adverse impact does the policy or procedure allow for the promotion of equality of opportunity and good relations between different groups?	Yes  The policy promotes and supports the integration of learners with support needs into mainstream education.
9. How will the policy or procedure be monitored in terms of its impact?	Statistics are collected each year and some analysis is currently undertaken. In future this analysis will be conducted more in line with comparison with the general student population.

<sup>1</sup> The intention of equality impact assessment is to create a situation whereby wherever possible barriers to access for any group are removed

10. Where will results of monitoring be reported? Which is the relevant Committee/Group?	LTQC
11. Where will the EqIA be published? As a minimum all assessments will be published on the Internet.	The EqIA will be published on the internet and provided to LTQC.
12. Date of next review:	As per Policy Review timetable
13. Summary of changes recommended	
14. Date submitted to the HR Policy Review Group	As per Policy Review timetable.
Policy ratified by:	LTQC
Date:	