



# 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	FE Student Support Funds Policy
Responsible Officer	Student Advice Manager
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.	The above policy is rated as HIGH due to the importance of ensuring that students have fair and equitable access to student support funds  However there is no evidence to suggest that there is an issue within the College.
2. What does the policy or procedure aim to do?	To outline the principles underpinning the College process of assessing and distributing bursaries, Educational Maintenance Allowance (EMA), Childcare and Discretionary Funds to Further Education students.
3. Who is affected by the policy?	This policy applies to all FE students.
4. What do we know about the needs of the various groups and how the policy	It is important to ensure that all students are encouraged and supported to apply for funding and that the support systems are in place to

or procedure may impact on them? At the moment race, gender, disability, age, sexual orientation and religion or belief are covered by legislation.	effectively meet students' needs.
5. How might the policy or procedure impact on different groups? Are there any particular concerns at the moment?	There are no particular concerns this policy on different groups, as the document is available to all College students and is accessible via the intranet.
6. Do we need to change the policy or procedure in any way to remove barriers to access?	There is no evidence to suggest that a change in the procedure is required to remove barriers to access.
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?	Students who require extended learning support will be supported to access funds and necessary equipment through the Personal Learning Support Plan process.
9. How will the policy or procedure be monitored in terms of its impact?	The policy will be reviewed every three years (or earlier if required) and at that time a repeat impact assessment will be undertaken when any feedback in relation to the operation of the policy can be reviewed.
10. Where will results of monitoring be reported? Which is the relevant Committee/Group?	Finance and General Purposes Committee
11. Where will the EqIA be published? As a minimum all assessments will be	The EqIA will be published on the internet.

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12. Date of next review:	January 2014
13. Policy ratified by:	Finance and General Purposes Committee
14. Date:	January 2011