



Equality Impact Procedure

Title of Policy or Procedure	Recruitment, Selection and Admissions Policy
Responsible Officer	Assistant Principal
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.	This policy is rated as HIGH for all groups. At the point of selection/recruitment there is potential for discrimination albeit this is likely to be unintended.
What does the policy or procedure aim to do?	Policy stems from the need to offer a high quality and equitable service to prospective students. It aims to ensure that processes are fair, open and accessible. One of the key principles is that 'all applicants will be treated with respect and courtesy and considered without discrimination on the grounds of age, race, gender, disability, religion or belief, sexual orientation'.
Who is affected by the policy?	All potential students
What do we know about 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 age are covered by legislation. ¹	The College acknowledges that groups covered by equalities' legislation have been disadvantaged in education nationally. e.g. disabled HE students tend to have lower qualifications on entry than those without disabilities, and they are more likely to have entered HE through non-traditional routes. Their age upon entry tends to be higher. At age 16, disabled people tend to have lower attainment than those without disabilities.
How might the policy or	Students are recruited in terms of their ability to

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

<p>procedure impact on different groups? Are there any particular concerns at the moment?</p>	<p>benefit and this may involve threshold requirements related to level and/or course.</p> <p>There is a particular concern about the key principle that 'all applicants will be allocated places in date order' in that it may disadvantage some potential students e.g. mature students who are not already in the system.</p> <p>This has become a problem in the context where places are limited and are allocated at an early stage resulting in waiting lists.</p>
<p>Do we need to change the policy or procedure in any way to remove barriers to access? Do we need to change College practices generally?</p>	<p>Whilst students are representative of most groups in the Moray population (in so far as this can be ascertained) the College should promote its accessibility to all groups.</p> <p>The College should ensure that all potential students are informed of the need to apply in a timely way if they wish to secure a place.</p> <p>Need to clarify the position of school pupils attending programmes that articulate with College Courses and of students hoping to articulate between levels. The impact of 16+ Learning Choices is not entirely clear.</p>
<p>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.</p>	<p>College adjustments from September 2012 to underpin 2012/2013 recruitment.</p>
<p>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?</p>	<p>The selection process allows a professional and fair approach to potential students. The policy and staff implementing the policy make clear the College's commitment to recruitment solely on the basis of the ability to benefit and/or meet entry requirements considered necessary for successful completion of programmes. Policy is available in alternative formats.</p>
<p>How will the policy or procedure be monitored in terms of its impact?</p>	<p>Through survey consultation with students.</p> <p>Through monitoring data on applications and recruitment of students at a cross-college level</p>

	as well as reported in ACRs
Where will results of monitoring be reported? Which is the relevant Committee/Group?	Data are considered annually by the Learning, Teaching and Quality Committee.
Where will the EqIA be published? As a minimum all assessments will be published on the Internet.	College Internet
Date of next review:	November 2014
Policy ratified by:	Learning, Teaching and Quality Committee
Date:	November 2011