



# 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	Student Advice, Personal Development Planning and Guidance 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.	A student's ability to access the information provided could vary and therefore the procedure has been determined to be MEDIUM in its potential impact.
2. What does the policy or procedure aim to do?	This policy aims to ensure the provision of support for all full-time Further Education students in order to assist them to benefit from their time as students of the College.
3. Who is affected by the policy?	This policy applies to all prospective and full time FE students.
4. What do we know about the needs of the various groups and how the policy or procedure may impact	It is important to ensure that all students are encouraged to seek support as required and that the support systems in place effectively meet students' needs.

on them? At the moment race, gender, disability, age, sexual orientation and religion or belief are covered by legislation.	
5. How might the policy or procedure impact on different groups? Are there any particular concerns at the moment?	There are no particular concerns regarding the impact this 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?	It shall be an enabling process, which puts individuals first and encourages them to develop their skills and knowledge throughout their time at College and to play an active role as partners in the design and delivery of the curriculum, through engagement with staff and other students.
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?	Learning, Teaching and Quality Committee
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.

12. Date of next review:	March 2014
13. Policy ratified by:	Learning, Teaching and Quality Committee
14. Date:	March 2011