



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 Confidentiality Policy
Responsible Officer	Assistant Principal
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 as all students have a legal and ethical right to confidentiality. This policy must comply with relevant legislation, i.e. Data Protection Act 1998. 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?	This policy recognises that in the course of the student life-cycle students will divulge a significant amount of information about themselves and others. This policy aims to clearly describe the legal and other circumstances in which information may be disclosed and how requests for information should be dealt with.
3. Who is affected by the policy?	This policy applies to all students.

<p>4. 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 religion or belief are covered by legislation.</p>	<p>This policy provides guidelines on dealing with the disclosure of information relating to students who may not be capable of giving informed consent or if information is to be disclosed in the context of the Disability Discrimination Act.</p>
<p>5. How might the policy or procedure impact on different groups? Are there any particular concerns at the moment?</p>	<p>There are no particular concerns regarding the impact of this policy on different groups, as the document is available to all College students and is accessible via the intranet.</p>
<p>6. Do we need to change the policy or procedure in any way to remove barriers to access?</p>	<p>There is no evidence to suggest that a change in the procedure is required to remove barriers to access.</p>
<p>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.</p>	<p>N/A</p>
<p>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?</p>	<p>It is important that issues of confidentiality are clearly understood by students in the various contexts in which information is given.</p>
<p>9. How will the policy or procedure be monitored in terms of its impact?</p>	<p>There are very few instances where judgements are required in relation to this policy. 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.</p>
<p>10. Where will results of monitoring be reported? Which is the relevant</p>	<p>Learning, Teaching and Quality Committee</p>

Committee/Group?	
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:	August 2013
13. Policy ratified by:	Learning, Teaching and Quality Committee
14. Date:	August 2010