

The Public Sector Equality Duty (PSED) and protected characteristics are detailed at the end of this form. Refer to the EqIA Guidance Document for more information on how to complete this form.

<b>Title of Policy, Procedure, or Relevant Practice:</b>	International Partners Assessment and Quality Assurance Procedure	<b>Lead Officer:</b>	Claire Guthrie
<b>Type of Policy, Procedure, or Relevant Practice:</b>	New: <input checked="" type="radio"/> Existing/Reviewed/Revised: <input type="checkbox"/>	<b>Date of Assessment:</b>	02/08/2023

**Step 1: Outcomes and Potential Impacts**

What are the intended consequences (outcomes) of the policy, procedure or practice?

To define the procedure for conduct of assessments and Quality Assurance arrangements at International Partner sites to ensure ongoing compliance with Awarding Bodies and MCA requirements.

This procedure relates to all MCA Approved International Partner Institutes delivering the 1+1 Programme and therefore involved with conducting assessments at overseas centres and identifies how City of Glasgow College quality assures international partners and ensures the efficient management of partnerships.

**Step 2: Consideration of Evidence and Information**

**2A. What information do you plan to use as the basis of this EQIA?**  
 (What information is available and if information is lacking, how will you address this shortfall?)

Protected characteristics of the students studying and staff working on these programmes.

**2B. Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.**

(What does the information indicate about potential positive, neutral and negative impacts on people who share protected characteristics? Are the needs of people with different characteristics met? Does the policy, procedure, or practice affect some groups differently?)

Protected  
Characteristic

Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information.  
 Note: in some cases, impacts can be both positive and negative.

Age

Positive

Neutral

Negative

**2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.**

Protected Characteristic

Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information.  
 Note: in some cases, impacts can be both positive and negative.

Disability

Positive

Neutral

Negative

Gender Reassignment

Positive

Neutral

Negative

**2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.**

Protected Characteristic	Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information. Note: In some cases, impacts can be both positive and negative.		
Marriage & Civil Partnership	Positive <input type="checkbox"/>	Neutral <input checked="" type="checkbox"/>	Negative <input type="checkbox"/>
Pregnancy & Maternity	Positive <input type="checkbox"/>	Neutral <input checked="" type="checkbox"/>	Negative <input type="checkbox"/>

**2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.**

Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information.  
Note: In some cases, impacts can be both positive and negative.

Protected Characteristic	Positive <input type="checkbox"/>	Neutral <input checked="" type="checkbox"/>	Negative <input type="checkbox"/>
Race			
Religion or Belief	Positive <input type="checkbox"/>	Neutral <input checked="" type="checkbox"/>	Negative <input type="checkbox"/>

**2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.**

Protected Characteristic	Check the relevant box and provide an explanation for each opinion chosen, with reference to evidence, or information. Note: in some cases, impacts can be both positive and negative.		
Sex	Positive <input type="checkbox"/>	Neutral <input checked="" type="checkbox"/>	Negative <input type="checkbox"/>
Sexual Orientation	Positive <input type="checkbox"/>	Neutral <input checked="" type="checkbox"/>	Negative <input type="checkbox"/>

**Step 3: Consider Alternatives and Mitigation**

**3A. Are you able to reduce any potential negative impacts identified above?**

Yes:

No:

**For 3B and 3C, please detail relevant protected characteristics and refer to evidence/information.  
Note: In some cases, both "yes" and "no" may be suitable responses.**

**3B. If "Yes", what arrangements could be implemented to reduce any potential negative impacts identified above?**

**3C. If "No", it may be appropriate if the policy, procedure, or relevant practice affects groups differently where this is a proportionate means of achieving a legitimate aim. If this is the case, please provide explanatory details to objectively justify this decision.**

(Note: you may be required to obtain legal advice to verify your decision. If you suspect this may be the case, please contact Equality, Diversity & Inclusion for direction.)

**Step 4: Compliance with the Public Sector Equality Duty (PSED)**

**4A. Does the policy, procedure or relevant practice comply with the three parts of the PSED?**

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

For 4B- 4D, please detail relevant groups who share a protected characteristic and refer to evidence/information.  
Note: In some cases, both "yes" and "no" may be suitable responses.

Yes:  No:

**4B. If "Yes", how?**

The quality procedure will ensure that assessment decisions are consistent and fair for all students attending overseas partner institutions so they are adhering to the same procedures as other CoGC students.

**4C. If "No", what are the negative impacts and the associated risks?**

**4D. If "Yes" or "No", what changes could be implemented to better comply with the PSED?**



**Step 5: The Involvement of Individuals, Groups and Organisations Representing Protected Characteristics**

**5A. Who has been involved in the undertaking of this assessment?**  
(Please detail the staff/student/stakeholder groups, in particular those representing protected characteristics)

Client Liaison Officer  
International Partners  
Curriculum Head

**5B. If you have further involvement to carry out, please list who you are going to involve, when and why?**

**Step 6: Making a decision and outcome**

**6A. What is your decision? (Please select an option from below)**

- A. A positive impact is explicitly intended and very likely.
- B. A negative impact is not expected. There is clear potential to have a positive impact by minimising or eliminating barriers and inequalities that currently exist.
- C. A negative impact is not expected, but positive impact is also unlikely.
- D. A negative impact is probable or certain for some groups but the policy as a whole can nevertheless be justified as a proportionate means of achieving a legitimate aim.

(Note: you may be required to obtain legal advice to verify your decision. If you suspect this may be the case, please contact Equality, Diversity & Inclusion for direction.)

**6B. Are you able to introduce the policy, procedure, or relevant practice without making any changes?**

Yes:

No:

**6C. If "Yes", clearly explain upon which basis this decision was made**

This policy will reinforce the CoGC QMS procedures that are already in place. The policy will make the procedure for sending exam papers more efficient than the current practices. All partner institutions have already been briefed on the new practices and full training will also be given.

**6D. If "No", what changes will you make before implementation?**

**Step 7: Taking action and monitoring**

**7D. Once implemented, how will the policy, procedure, or relevant practice be monitored, by whom and by when?**

The CH who has responsibility for these courses will monitor this procedure. Monthly meetings are held with the partners to ensure procedures are being followed and discuss and potential issues that may arise.

**Step 8: Approval and Publishing**

- The information contained within this EqIA needs to be confirmed and approved as the completed EqIA will be published on the College web-site.
- As such, EqIAs must be approved by a Dean/Director or above.
- Following completion, send the electronic copy to both the Quality Unity Administrator and the Equality, Diversity & Inclusion Manager.
- An electronic signature is acceptable, as long as a scanned or paper copy follows.

Name:

CHRIS KEENAN

Position:

DEAN, NAUTICAL & STEM

Signature:



Date:

2/8/2023

**Summary of the Public Sector Equality Duty (PSED) of the Equality Act 2010**

Components	Due Regard
<p>A public authority must, in the exercise of its functions, have due regard to the need to:</p>	<p>Having due regard specifically involves taking steps to:</p>
<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act. (Fairness)</p>	<p>a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic *</p> <p>b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.</p> <p>c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.</p>
<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. (Opportunity)</p>	<p>a) Tackle prejudice.</p> <p>b) Promote understanding.</p>
<p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. (Respect)</p>	

'Due regard' comprises two linked elements: proportionality and relevance. The weight that public authorities give to equality should be proportionate to how relevant a particular function is to equality. In short, the more relevant a policy, procedure or practice is to equality and people, then the greater the regard that should be paid.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership \*
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

\* Although Marriage and Civil Partnership applies to section a) in employment only, this will be considered for all stakeholders.

Miscellaneous

Please insert any supporting information, evidence sources, or data here.