

## Equality Impact Assessment (EIA)

### Step 1: Scoping the EIA

The term *policy* is interpreted broadly in equality legislation and refers to anything that describes what we do and how we expect to do it. It can range from published policies and procedures to the everyday customs and practices – sometimes unwritten – that contribute to the way our policies are implemented and how our services are delivered.

Published statements of policy are a useful starting point for equality impact assessments, as they establish the overall purpose of particular activities. Please use this form to document your assessment.

<b>Title of policy or activity</b>
Review of the Education Standards and Quality Assurance Procedures
<b>Is a new or existing policy/activity?</b>
Existing policy
<b>What is the main purpose and what are the intended outcomes of the policy/activity?</b>
The purpose of the Education Standards and Quality Assurance review is to ensure that students are equipped for roles in the future. This means having standards for education providers and learning outcomes for students that reflect how the chiropractic profession is evolving to meet the needs of patients. It also requires a robust approach to education programmes' approval and quality assurance.
<b>Who is most likely to benefit or be affected by the policy/activity</b>
Education providers and students will be most affected by the review.  The Education Standards define, through learning outcomes, the broad content required of chiropractic degree programmes and the areas against which individuals will be assessed to graduate from the degree. The standards also set out criteria for the institution offering the degree programme.  The Quality Assurance handbook provides a step-by-step guide to our degree approval process. It will allow existing and potential providers of chiropractic degrees to ensure that they can develop and administer programmes that meet our standards.  Ultimately, patients will benefit from implementing the new standards by creating chiropractors that place patients at the core, with patient safety running throughout.
<b>Who is doing the assessment?</b>

Elizabeth Austin, Education and Standards Officer	
<b>Dates of the EQIA</b>	
• When did it start?	June 2022
• When was it completed?	
• When should the next review of the policy/activity take place?	Further review post consultation

### Useful information

<b>What information would be useful to assess the impact of the policy/activity on equality?</b>
<p>We need informed views about whether our proposed standards unfairly disadvantage particular students, stakeholders with disabilities, or any other protected characteristics.</p> <p>We do not have any data suggesting that this guidance will impact people with protected characteristics.</p> <p>Once finalised, the impact of the guidance will be monitored over time. We will seek views about implementation as part of the consultation.</p>
<b>Is there data relating to people with any/each of the protected characteristics?<sup>1</sup></b>
<p>The GCC collects and holds EDI data on its registrants, but this is not 100% complete for all protected characteristics. Steps are being taken to encourage registrants to provide more information upon the point of retention.</p> <p>Our annual monitoring form for education providers has been updated to include data tables to capture information about five protected characteristics, including sex, age, disability, sexual orientation and ethnicity. These will be completed for the first time in December 2022.</p>
<b>Where can we get this information and who can help?</b>
<p>As part of the consultation, we can check whether the guidance could impact people with particular protected characteristics, whether they are chiropractors, students or patients.</p>

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<sup>1</sup> The nine protected characteristics in the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## Step 2: Involvement and consultation

**If you have involved stakeholders, briefly describe what was done, with whom, when and where. Please provide a brief summary of the response gained and links to relevant documents, as well as any actions.**

A [communications plan](#) has been developed to:

- create awareness and understanding of the project among all stakeholders
- To share and disseminate information in a timely fashion
- To encourage stakeholders to provide meaningful input into the decision-making process
- To generate new ideas to be considered and evaluated throughout the process

## Step 3: Data collection and evidence

**What evidence or information do you already have about how this policy might affect equality for people with protected characteristics under the Equality Act 2010?**

Please cite any quantitative (such as statistical data) and qualitative (such as survey data, complaints, focus groups, meeting notes or interviews) relating to these groups. Describe briefly what evidence you have used.

The guidance has been reviewed by key stakeholders and no equality concerns have been raised at this stage.

**What additional research or data is required to fill any gaps in your understanding of the potential or known effects of the policy? Have you considered commissioning new data or research?**

To ensure that we are not inadvertently discriminating against people with protected characteristics due to this guidance, we will explore this issue as part of our consultation.

We ideally want input from students and chiropractors with protected characteristics to ensure that our proposed standards are fully inclusive.

During our consultation phase in the summer of 2022, we will hold an online public consultation and undertake five focus group meetings, speaking to a wide range of stakeholders from employers, patients, education providers and Education Visitors. We will then need to consider whether further work is required on our standards to ensure they are fully inclusive.

#### Step 4: Assessing impact and strengthening the policy

**What does the data reviewed tell us about the people the policy/activity affects, including the impact or potential impact on people with each/any of the protected characteristics?**

We will explore these questions in our steering group meetings before the consultation to inform the draft standards and questions for consultation/focus groups.

The focus group meetings and review of feedback from the online consultation process will allow us to review the data in more detail and assess any impact on stakeholders with a protected characteristic.

**Are there any implications in relation to each/any of the different forms of discrimination defined by the Equality Act?**

We are not aware of any such implications at this stage.

**What practical changes will help to reduce any adverse impact on particular groups?**

We will explore this during the consultation.

**What could be done to improve the promotion of equality within the policy?**

The review focuses on producing new education standards and quality assurance procedures for chiropractic degree programmes.

Throughout the new standards, a focus has been placed on embedding a culture of equality, diversity and inclusion throughout the programme's design, delivery and quality assurance. Students will have to demonstrate an understanding of equality, diversity and inclusion principles and the associated relevant legislation.

We will seek ongoing advice and feedback from stakeholders and focus groups to ensure the guidance is as inclusive as possible, with no groups unfairly disadvantaged by our proposals.

#### Step 5: Making a decision

**Summarise your findings and give an overview of whether the policy will meet the GCC's objectives in relation to equality.**

We will review this once the consultation has been completed. We believe the guidance does meet the needs of the GCC's objectives concerning equality because:

No concerns have been raised about equality impact at this stage.

**What practical actions do you recommend to reduce, justify or remove any adverse/negative impact?**

To be considered as a result of the consultation.

**What practical actions do you recommend to include or increase potential positive impact?**

To be considered as a result of the consultation.

### **Step 6: Monitoring, evaluation and review**

**How will you monitor the impact/effectiveness of the policy/activity?**

This will be monitored as part of the implementation process. It is proposed that from January 2023, we begin working with each provider of GCC-approved qualifications. We anticipate most providers will work towards admitting students to approved qualifications that meet the 2024/25 academic year standards.

We will continue to monitor equality and diversity issues from education providers in the annual monitoring reviews.

**What is the impact of the policy/activity over time?**

The impact of the updated Education Standards and Quality Assurance procedures will be monitored over time through our quality assurance process.

**Where/how will this EIA be published and updated?**

The EIA will be published on our website alongside the updated Standards and guidance.

### **Step 7: Action planning**

**Please detail any actions that need to be taken as a result of this EIA**

<b>Action</b>	<b>Owner</b>	<b>Date</b>
Review in relation to the consultation process and its outcomes.	Education & Standards Officer	Aug 2022

**Dated: July 2022**