

Step 1 - Preparation		
1.	Title of Policy - what are you equality impact assessing?	Academic Malpractice in the Delivery of Credit Based Education Policy
2.	Policy Aims and Brief Description - what are its aims? Give a brief description of the Policy (The What, Why and How?)	<p>The purpose of this policy is to outline to trainers and learners their responsibilities as they pertain to malpractice in credit based learning.</p> <p>As an accredited learning centre responsible for both the delivery and assessment of accredited learning, the UHB has a responsibility to ensure that</p> <ul style="list-style-type: none"> ○ no member of our staff submits any work that is not entirely their own, and ○ no member of the training staff knowingly allows the submission of learners work that is not the learners own work ○ no member of the training staff knowingly passes learners submitted work that has not met the assessment criteria ○ no member of staff responsible for Internal Verification knowingly allows marked work to pass that has not met the assessment criteria <p>If the above criteria are not adhered to the Policy allows that UHB to investigate the malpractice and take appropriate action.</p>
3.	Who Owns / Defines the Policy? - who is responsible for the policy/work?	All trainers delivering, marking and assessing credit based learning, and all learners undertaking such courses. The UHB lead for Credit Based Learning is responsible for the policy and the subsequent actions.
4.	Who is Involved in undertaking this EqlA? - who are the key contributors to the EqlA and what are their roles in the process?	Currently the senior Team in the LED department and staff representation for the organisation.
5.	Other Policies - Describe where this Policy/work fits in a wider context. Is it related to any other policies/activities that could be included in this EqlA?	<p>This policy provides the overarching set of Academic Malpractice principles. It is linked to a wide range of other activities, procedures and policies :-</p> <ul style="list-style-type: none"> • Integrated Education Strategy • Mandatory Training Policy • Talent management/succession planning framework • Study leave guidance document • Preceptorship policy • Clinical Supervision policy

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6.	Stakeholders - Who is involved with or affected by this Policy?	The policy applies to all staff within the UHB undertaking, delivering, assessing or verifying credit based learning.
7.	What factors may contribute to the outcomes of the Policy? What factors may detract from the outcomes? These could be internal or external factors.	<ul style="list-style-type: none">• Good internal dissemination of the principals and importance of good education practice• Commitment to a fair, transparent and robust system of staff engagements allowing access to credit based learning identified through an annual appraisal, with clear objects set. (Prioritising mandatory training first for staff development, then essential skills then professional/personal development).• Commitment to an honest submission and marking process with regards to learners work

Evidence gathering

Equality Strand	Evidence Gathered	Does the evidence apply to the following with regard to this Policy/work? Tick as appropriate.									
All strands: Race Disability Gender Sexual Orientation Age Religion or Belief Welsh Language	<p>The Agored Cymru Academic Malpractice Policy, Centre Recognition Conditions.</p> <p>An internet search of the topic “Academic Malpractice In The Delivery Of Credit Based Education Policy Nhs Equality IMPACT Assessment” was conducted on 20/9/2011 of which I have evidence of.</p> <p>No documented evidence was found from this search to suggest that there are any statements, conditions, rules or requirements of the policy which could potentially exclude or, where applied, could cause an adverse impact against any group of individuals in respect of race.</p> <p>There is no internal data from our complaints team or from Patient Experience service or survey or questionnaire etc.</p> <p>The policy directs staff to provide information in other languages including Welsh making appropriate use of interpreters as required.</p>	Eliminating Discrimination and Eliminating Harassment	✓	Promoting Equality of Opportunity	✓	Promoting Good Relations and Positive Attitudes	✓	Encouraging participation in Public Life	✓	Take account of difference even if it involves treating some individuals more favourably*	✓
People have a human right to: life; not to be tortured or treated in a degrading way; to be free from slavery or forced labour; to liberty; to a fair trial; not to be punished without legal authority; to respect for private and family life, home and correspondence; to freedom of thought, conscience and religion; to freedom of expression and of assembly; to marry and found a family and to not be discriminated against in relation to any of the rights contained in the European Convention.											
Human Rights	The referenced Appraisal guidance from other organisations throughout Wales provides a commentary over time on the applicability of such a policy in the context of both equality and human rights legislation and concludes that the existence and implementation of such a policy is the right process for the UHB to undertake.										

Equality Strand	Evidence: Existing evidence to suggest some groups affected. Gathered from Step 2. (See Scoring Chart A)	Potential Impact: Nature, profile, scale, cost, numbers affected, significance. Insert one overall score (See Scoring Chart B)	Decision: Multiply 'evidence' score by 'potential impact' score. (See Scoring Chart C)
Race	1	0	0
Disability	1	0	0
Gender	1	0	0
Sexual Orientation	1	0	0
Age	1	0	0
Religion or Belief	1	0	0
Welsh Language	1	0	0
Human Rights	1	0	0

Scoring Chart A: Evidence Available

3	Existing data/research
2	Anecdotal/awareness data only
1	No evidence or suggestion

Scoring Chart B: Potential Impact

-3	High negative
-2	Medium negative
-1	Low negative
0	No impact
+1	Low positive
+2	Medium positive
+3	High positive

Scoring Chart C: Impact Decision

-6 to -9	High Impact (H)
-3 to -5	Medium Impact (M)
-1 to -2	Low Impact (L)
0	No Impact (N)
1 to 9	Positive Impact (P)

FORM 4: (Part A) Outcome Report

Policy Title:	Academic Malpractice in the Delivery of Credit Based Education Policy
Organisation:	Cardiff and Vale UHB
Name:	LED Manager – Support Worker Development
Summary of Assessment:	<p>There is no external evidence regarding this type of policy available.</p> <p>It is vital for the NHS to communicate the existence of the policy as widely as possible, to engage with the staff on how it will be applied and to listen and respond to concerns and feedback.</p>
Decision to Proceed to Part B Equality Impact Assessment:	<p>No</p> <p>Given the importance of this policy – and the assessment summary above which indicates the need to ensure that all staff who have been assessed as having certain knowledge and skills, as verified through credit based learning. This will be ensured through the quality monitoring of the education processes.</p>

Action Plan

You are advised to use the template below to detail any actions that are planned following the completion of Part A or Part B of the EqIA Toolkit. You should include any remedial changes that have been made to reduce or eliminate the effects of potential or actual adverse impact, as well as any arrangements to collect data or undertake further research.

	Action(s) proposed or taken	Reasons for action(s)	Who will benefit?	Who is responsible for this action(s)?	Timescale
What changes have been made as a result of the EqIA?	N/A				
Where a Policy may have differential impact on certain groups, state what arrangements are in place or are proposed to mitigate these impacts?	N/A				
Justification: For when a policy may have adverse impact on certain groups, but there is good reason not to mitigate.	N/A				
Describe any mitigating actions taken?	N/A				
Provide details of any actions planned or taken to promote equality .	Ensure that all trainers and learners involved in Credit Based learning are aware of the Academic Malpractice in the Delivery of Credit Based Education Policy and its rationale	To ensure that our staff are able to deliver the service that they have been assessed as competent to deliver. To ensure that the value and standard of the credit awarded is not devalued or	Patients, Staff and all those receiving services from the UHB.	LED manager –Support Worker Development	On-going, together with annual UHB standardisation events. Next event due in July 2012.

		undermined.			
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Date:	Sept 2011
Monitoring Arrangements:	The policy will be reviewed regularly in response to new guidance nationally to ensure its continued relevance and alignment with other organisations.
Review Date:	July 2014
Signature of All Parties:	<i>Tessa Callaghan</i>

