

# CILEx Regulation Equality Impact Assessment

## EDUCATION STANDARDS

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Area being reviewed:	Changes to the Education Standards for CILEx Lawyers
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This is a	Function <input type="checkbox"/>	Policy <input checked="" type="checkbox"/>	Strategy <input type="checkbox"/>	Practice <input type="checkbox"/>	Other <input type="checkbox"/>
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Names of Officers completing the assessment:	Vicky Purtill Director of Authorisation and Supervision
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Date of completion of relevance check:	August 2019
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Purpose of policy/function:	To create new education standards for admission as a CILEx Lawyer (i.e. Fellow/CLE and CILEx Practitioner).
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Main activities of policy/function:	Sets the minimum standards for admission as an authorized person.
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Who are the intended beneficiaries of the function/covered in terms of the policy?	<p>The education standards are intended to provide assurance to consumers and the public that all CILEx authorized persons are competent in their specialist area at the point of admission. They also protect the public and consumers by ensuring that all CILEx authorized persons have achieved a minimum standard of competence at the point of admission.</p> <p>The regulated community also benefits as they are able to undertake the assessments in parallel saving time and costs whilst at the same time increasing access to specialist lawyers.</p>
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## Impact on Different Groups

1. Identify the groups that the policy or function is relevant to.
2. Indicate whether the policy or function has a neutral impact, a positive impact or a negative impact on the relevant groups that you have identified.

		Relevant	Neutral Impact	Positive Impact	Negative Impact	Comments
<b>Gender</b>	<i>Women</i>	X	X			<p>The standards are a consolidation of the existing rules with some additions in relation to business skills, management skills, legal technology and emotional competence.</p> <p>Whilst expressed as having a neutral impact, it should be noted that there is some concern in relation to the action of QE on certain protected and other disadvantaged groups such as carers. This continues to be explored to ensure that any adverse action is mitigated. However, in terms of the implementation of the standards, there is no additional detriment to applicants.</p> <p>The application of the EIA to the specific changes is as follows:</p> <p><b>Amalgamation of the process to apply for authorisation as a CLE with independent practice rights:</b></p> <ul style="list-style-type: none"> <li>• Neutral/positive re access to more senior roles to the profession. Noting that the requirement to serve 5 years with 2 years in the specialism for practice rights is an historical anomaly in the standards The reduction in time period from 5 years to 3 years may have a positive impact on part-time employees as they will have to work for at least 20 hours per week wholly in legal work for a shorter period of time prior to qualification, provided they can demonstrate competence.</li> <li>• There are more females in the CILEx profession, but fewer in senior roles (which is a challenge in the legal profession more broadly), the time reduction may allow</li> </ul>
	<i>Pregnant women</i>	X	X			
	<i>Men</i>	X	X			
	<i>Transgender people</i>	X	X			
	<i>Flexible workers</i>	X	X			
	<i>People with caring responsibilities</i>	X	X			
<i>Other:</i>						
<b>Race</b>	<i>Black</i>	X	X			
	<i>White</i>	X	X			
	<i>Asian</i>	X	X			
	<i>Chinese</i>	X	X			
	<i>Mixed heritage</i>	X	X			
	<i>Eastern European</i>	X	X			
	<i>Gypsy/traveller</i>	X	X			
	<i>Asylum Seekers</i>					
<i>Other:</i>	<i>Indian</i>	X	x			

						<p>for progression to more senior roles for those who can demonstrate competence more quickly.</p> <p><b>The changes to the technical knowledge and competence requirements including the introduction of the new competences for legal technology and emotional competence</b></p> <p>Neutral/positive as it enables everyone to be able to provide improved services and become a more rounded and competent professional, including being proofed for the future.</p> <p><b>Removal of the graduate grade of membership</b></p> <ul style="list-style-type: none"> <li>• This shifts the emphasis from being a Graduate member of CILEx, to the more relevant assessment of underpinning knowledge, experience and competence of the individual, which will ensure that those who have these competencies are able to qualify as lawyers without unnecessary additional expenditure in a grade of membership which does not add value to competence of the individual. This may benefit more diverse applicants.</li> <li>• Individuals can become qualified more quickly and this have a positive impact on women who are seeking to start a family to enable them to qualify prior. (There is some evidence in our(yet to be published) EDI survey this year.</li> </ul> <p><b>The replacement of the QASA with the pre-existing quality assurance requirements</b></p> <ul style="list-style-type: none"> <li>• The removal of QASA is neutral as this is a removal from the rules and a reversion to the previous but similar requirements of CRL. Therefore there is no change to the substantive requirements for applicants</li> </ul>
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						<p><b>The changes to the exemption policy</b></p> <p>Neutral, but impacts all applicants positively in that they will now be required to rely on their knowledge and competence to qualify even if they do not have the 'right' named qualification under the existing exemptions policy.</p>
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<b>Faith</b>	<i>Christian</i>	X	X			
	<i>Sikh</i>	X	X			
	<i>Muslim/Islam</i>	X	X			
	<i>Hindu</i>	X	X			
	<i>Buddhist</i>	X	X			
	<i>Jewish</i>	X	X			
	<i>No religion</i>	X	X			
<i>Other:</i>						
<b>Disability</b>	<i>Physical</i>	X	X			
	<i>Sensory</i>	X	X			
	<i>Learning</i>	X	X			
	<i>Degenerative</i>	X	X			
	<i>Other:</i>					
<b>Sexual Orientation</b>	<i>Lesbian</i>	X	X			
	<i>Homosexual</i>	X	X			
	<i>Heterosexual</i>	X	X			
	<i>Bisexual</i>	X	X			
	<i>Other:</i>					
<b>Age</b>	<i>Young people (aged 18 or under)</i>	N/A				
	<i>Older people</i>					

<i>Other:</i>	(aged 65 or above)					
<b>Dual Impact</b>						

### **Assessing Impact - Neutral Impact**

If you have indicated that there is a neutral impact on any group, is that impact:

*Tick one of the following*

<i>Legal?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<i>Intended?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<i>Relevance of impact?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If the neutral impact is not legal and not intended and/or of high impact you must complete section two of this form. If not, complete the rest of section one below and consider if completing section two would be helpful in making a thorough assessment.

### **Assessing Impact - Positive Impact**

If you have indicated that there is a positive impact on any group, is that impact:

*Tick one of the following*

<i>Legal?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<i>Intended?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<i>Relevance of impact?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If the positive impact is not legal and not intended and/or of high impact you must complete section two of this form. If not, complete the rest of section one below and consider if completing section two would be helpful in making a thorough assessment.

### **Assessing Impact - Negative Impact**

If you have indicated that there is a negative impact on any group, is that impact:

*Tick one of the following*

<i>Legal?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<i>Intended?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<i>Relevance of impact?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If the negative impact is not legal and not intended and/or of high impact you must complete section two of this form. If not, complete the rest of section one below and consider if completing section two would be helpful in making a thorough assessment.

## Data Collection

1. What existing information and/or data has been obtained to assess the impact of this function, policy, strategy or practice?

2. What does this information tell you about the likely impact on particular groups?

## Additional Information

### Collection

1. What gaps, if any, are there in the information?

2. What additional information do you need to know to understand the diverse needs/experiences of your target audience?

**Full EqA not required:**

Based on the findings of this preliminary audit, it is concluded that a full Equality Assessment is not required



*This is because:*

<input type="checkbox"/>	The policy or function is statutory, non-negotiable or non-discretionary
<input type="checkbox"/>	The policy or function purpose is directly concerned with the promotion of equality
<input checked="" type="checkbox"/>	The policy of function has no significant impact

In order to justify not undertaking a full EqA, you will need to provide evidence that your policy or function is inclusive and non-discriminatory.

Even if you feel that a full EqA is not required, you should consider an Improvement Plan (see page 16).

This decision should be reviewed on (date)

At the point of implementing QE element of the standards

**Full EQA required:**

It is concluded that a full Equality Assessment should be carried out  
This should be completed by



This Equality Assessment screening form was completed by:

<b>Name:</b>	Vicky Purtill	<b>Signature:</b>	
<b>Position:</b>	Director of Auth and Sup	<b>Date:</b>	August 2019
<b>Location:</b>	CRL	<b>Tel Ext:</b>	748