

CILEx Regulation Equality Impact Assessment

EXEMPTIONS POLICY

Part One – Relevance Check					
Area being reviewed:		Changes to the Exemptions Policy			
This is a	Function <input type="checkbox"/>	Policy <input checked="" type="checkbox"/>	Strategy <input type="checkbox"/>	Practice <input type="checkbox"/>	Other <input type="checkbox"/>
Names of Officers completing the assessment:		Vicky Purtil Director of Authorisation and Supervision			
Date of completion of relevance check:		June 2020			
Purpose of policy/function:		To separate the joint CILEx/CILEx Regulation Exemptions Policy to create a regulatory document and an operational document for CILEx to use in its role as an Ofqual regulated Awarding Organisation.			
Main activities of policy/function:		Assessment and approval of appropriate exemptions			
Who are the intended beneficiaries of the function/covered in terms of the policy?		The exemptions policy is intended to ensure that the knowledge qualifications recognised to provide admission to the profession are of an equivalent standard, providing assurance to consumers and the public that all CILEx authorized persons are competent in their specialist area at the point of admission. The regulated community also benefits as they are not required to duplicate assessments unnecessarily where these have been completed through an appropriate assessment organization and meet the CILEx Regulation standard.			

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
Gender	<i>Women</i>	X	X			<p>The changes to the exemption policy</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>
	<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>						
Race	<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>Indian</i>	X	x			
<i>Other:</i>						
Faith	<i>Christian</i>	X	X			

<i>Other:</i>	<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		
Disability	<i>Physical</i>	X	X		
	<i>Sensory</i>	X	X		
	<i>Learning</i>	X	X		
	<i>Degenerative</i>	X	X		
<i>Other:</i>					
Sexual Orientation	<i>Lesbian</i>	X	X		
	<i>Homosexual</i>	X	X		
	<i>Heterosexual</i>	X	X		
	<i>Bisexual</i>	X	X		
<i>Other:</i>					
Age	<i>Young people (aged 18 or under)</i>	N/A			
	<i>Older people (aged 65 or above)</i>				
<i>Other:</i>					
Dual Impact					

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>	Yes ✓	No	
<i>Intended?</i>	Yes ✓	No	
<i>Relevance of impact?</i>	Low ✓	Medium	High

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>	Yes ✓	No	
<i>Intended?</i>	Yes ✓	No	
<i>Relevance of impact?</i>	Low	Medium ✓	High

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>	Yes	No	
<i>Intended?</i>	Yes	No	
<i>Relevance of impact?</i>	Low	Medium	High

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?

The central change is to enable non qualifying law degrees to be able to gain equality of recognition for relevant units from their degree for exemption purposes.

The change will also enable CRL to recognise full exemptions directly without the need for CILEx to complete the exemption process, where applicants do not require further academic qualifications. This will become more effective once the requirement to serve 12 months in the Graduate grade of membership is removed from the education standards, this change forms part of a later application to be made to the LSB

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

The impact should be positive/neutral on all groups.

Additional Information

Collection

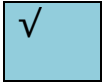
1. What gaps, if any, are there in the information? N/A

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

Action to be Taken

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)

On application for amendment to the education 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:

Name:	Vicky Purtill	Signature:	
Position:	Director of Auth and Sup	Date:	June 2020
Location:	CRL	Tel Ext:	