



Equalities Impact Assessment (EQIA)

revised 10/17

The purpose of this template is to ensure that decision makers consider impacts on equality when making decisions which may impact on people in some way, or develop new - or revise existing - policies, practices or operating guidelines. This EQIA template should be completed in conjunction with the Guidance Notes.

Title of the Policy/Decision considered:	Employment References Policy and Procedure
Impact Assessed by:	Ralph Burns
Signature(s) of assessor(s):	
Date of Impact Assessment:	October 2022

Step 1: (a) Identify the aims of the policy/decision

<ul style="list-style-type: none"> (i) What is the purpose of the policy/decision? Why has this policy/decision been developed/reached? (ii) How does the policy/decision seek to achieve its purpose? (iii) How do the aims of the policy/the decision relate to equality?
<p>The policy aims to make clear the colleges approach to the provision of employee references to ensure a fair and legal process. By having a policy and procedure it ensures a fair, transparent and consistent approach and thus ensures equality within the actions of staff. Provision of more data than currently given may or may not disadvantage certain groups however the limited data given is seen to be neutral</p>

Step 1: (b) Identify who is affected by the policy/decision

<ul style="list-style-type: none"> (i) Who benefits from this policy/decision? (ii) How does the group of people benefit from the policy/decision? (iii) Who does not benefit from the policy/decision? Is anyone disadvantaged? (iv) If so, how is the group of people disadvantaged by this policy/decision?
<p>All current and potential future staff benefit through having clarity of what will happen and consistency in the application of decisions made. It is not anticipated that anyone will be disadvantaged by this policy</p>

Step 2: (a) Consider the evidence and impact assess

- (i) What data or evidence have you used to consider the impact of the policy/decision on each Protected Characteristic group? E.g. student/staff demographic data, consultation responses, national data.
- (ii) If you lack data/evidence, please outline your plan for obtaining up-to-date data/evidence e.g. consultation, survey, focus group responses, national research.
- (iii) Referring to the evidence you have available, would this policy positively or negatively impact on the following Protected Characteristics groups? If so, then how? Detail how it would be possible to minimise negative impact (an action plan may be required to ensure minimal negative impact in practice/change an aspect of the policy). Refer to the following Duties where possible: **elimination of discrimination; advancing equality of opportunity; and fostering good relations.**

Protected Characteristic	Evidence	Impact (and how to minimise negative impact).
Disability	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself or any associated outputs.	This policy has no bearing on any protected characteristic and information provided has no impact on this characteristic More data given such as absence data may disadvantage disabled staff without context or even with context
Sex (man or woman)	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself or any associated outputs.	This policy has no bearing on any protected characteristic and information provided has no impact on this characteristic
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself or any associated outputs.	This policy has no bearing on any protected characteristic and information provided has no impact on this characteristic
Age	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself or any associated outputs.	This policy has no bearing on any protected characteristic and information provided has no impact on this characteristic.

Gender reassignment (the process of transitioning from one gender to another)	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself or any associated outputs.	This policy has no bearing on any protected characteristic and information provided has no impact on this characteristic
Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself or any associated outputs.	This policy has no bearing on any protected characteristic and information provided has no impact on this characteristic
Religion and belief (inc. no belief)	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself or any associated outputs.	This policy has no bearing on any protected characteristic and information provided has no impact on this characteristic
Pregnancy and maternity	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself or any associated outputs.	This policy has no bearing on any protected characteristic and information provided has no impact on this characteristic
Marriage and civil partnership	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself or any associated outputs.	This policy has no bearing on any protected characteristic and information provided has no impact on this characteristic
Other identified groups (e.g. carers)	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category by the process itself or any associated outputs.	This policy has no bearing on any protected characteristic and information provided has no impact on this characteristic

(ii) Action Plan to obtain data and evidence for impact assessment:

The output of this policy and procedure is neutral and feedback from staff over the years this has been in place has not indicated any discrimination or disadvantage to the practice which is now being transferred into policy and procedure.

Step 3: Consultation

Is a consultation required? Are the views of other people required to be sought, in case they may highlight issues arising from the implementation of this policy?	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Please provide reasons why you did/did not offer a consultation: Input from various stakeholders on policy and procedure and standard practice to gain input from staff via their representatives	
<i>If 'yes', please complete the following sections.</i>	
Analysis of the views/evidence gathered from the consultation:	
Recommendation(s):	

Step 4: Decision Making

Select an option to summarise how the IA has informed your decision-making: 4.1 No amendment to the policy/decision is required (policy/decision is robust, with no negative impact); 4.2 Adjust the policy/decision (take steps to meet the general duty and reduce negative impact); 4.3 implement the policy/decision without adjustment (continue despite the potential for adverse impact); 4.4 Stop and remove the policy/do not proceed with decision (where adverse effects are not justified and cannot be mitigated or where the policy leads to unlawful discrimination).
4.1

Step 5: Publication:

Equality Impact Assessments must be published.

	Does this group need to be aware of this EQIA? (tick if applicable)	How to inform this group:
Students (service users)		
Employees	Y	

Partner organisations & stakeholders		
Other - please state:		
Are there any barriers to communication?	<input type="radio"/> Yes	xNo
If 'yes', how will barriers to communication be overcome?		

Step 6: Monitoring and Review

How will this policy/decision be monitored to assess its impact on protected characteristics groups? E.g. will qualitative/quantitative data be collected? Survey, Student Council, Listening to Learners sessions?	
Feedback will be monitored	
Staff member/designation responsible for writing the monitoring report:	Ralph Burns
Monitoring report publication date:	01 October 2022
Review date: (no later than 3 years after the policy/decision has been impact assessed)	July 2025

Please send the completed EQIA to equality@forthvalley.ac.uk

If you require any assistance in completing an EQIA, please contact equality@forthvalley.ac.uk