



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:	Recruitment and Selection Policy and Procedure
Impact Assessed by:	Ralph Burns
Signature(s) of assessor(s):	
Date of Impact Assessment:	June 2021

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

(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?
The policy aims to make clear the colleges approach to recruitment ensure a fair and legal process. By having a policy and procedure it ensures a fair, transparent and consistent approach to recruitment

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

(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?
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

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	12.36% of applicants were disabled and 8.33% were appointed. This was an increase on 3 years ago where 6.19% of appointees declared a disability.	Disabled applicants were covered in a wide variety of posts but certain posts attracted a higher level of applicants. All posts are covered under disability confident commitment and training provided to all staff.
Sex (man or woman)	65% of applicants were female and 62% of females were appointed	We need to do more to attract men to apply for posts and have always ensured administrative and care related posts do not discriminate against them. To reduce bias panels are made up of both men and women
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	BAME groups account for about 6% of applications though are concentrated on fewer roles. In addition to White Scottish other White ethnic groups accounted for 18% of applications.	Data reflects that applications are attracting those from ethnic minority groups but the BAME groups are not being appointed. In reviewing the reasons for this it is clear that failure to meet the criteria for applications are the key reasons with high standards of application meaning successful applicants have extensive experience and skills already in place. Shortlisting focuses on Qualifications, Skills and Experience
Age	Applications and appointment data show a match between applications and appointments	The only area for concern is the low level of applications from those under 24 years old. This is due to the skill set required for the majority of roles and the terms and conditions that make roles competitive. Staff are trained to look at objective criteria and not be influenced by long lengths of service

Gender reassignment (the process of transitioning from one gender to another)	In sufficient data to make any conclusions though figures show positive increase in declarations and appointments	Maintain monitoring and training for recruiters
Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	Recruitment and selection data show little movement on declaration though numbers appointed are slightly down in comparison	Given this category is less visible it is difficult to see where any part of the process may negatively impact on selection here.
Religion and belief (inc. no belief)	Recruitment and selection data	Data on this is limited due to low numbers outside Christianity and none. Equalities training is embedded in all staff development and the development of recruitment and selection training being released as part of this update includes significant aspects of equalities awareness
Pregnancy and maternity	Data is limited on this area with no indication of any negative practices	The college has clear guidelines and policies on this and staff are provided with guidance. Equalities training is embedded in all staff development and the development of recruitment and selection training being released as part of this update includes significant aspects of equalities awareness
Marriage and civil partnership	Recruitment and selection data do not indicate that there is any disadvantage to any group	Equalities training is embedded in all staff development and the development of recruitment and selection training being released as part of this update includes significant aspects of equalities awareness
Other identified groups (e.g. carers)	All groups are relevant to this policy	Equalities training is embedded in all staff development and the development of recruitment and selection training being released as part of this update includes significant aspects of equalities awareness

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

Application data is published as part of our equality review. A further review of application data will be taken following figures for the new academic year

Training available to managers was reviewed and updated and the Central Scotland Regional Equality Council (CSREC) have been contacted for further training and support. The need to be inclusive has been strengthened

Utilising Kickstart and trainee positions will boost a younger demographic

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: 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	<input type="radio"/> No
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? Qualitative data collected and analysed yearly and feedback taken and reviewed from applicants	
Staff member/designation responsible for writing the monitoring report:	Ralph Burns
Monitoring report publication date:	8 March 2021
Review date: (no later than 3 years after the policy/decision has been impact assessed)	March 2024

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