

Glasgow Kelvin College

Equality Impact Assessment - 2021

Equality, Diversity and Inclusion Policy



Contents

| | |
|--|---|
| Step 1 – Identification and Scope | 3 |
| Step 2 – Research and Consultation | 3 |
| Step 3 – Assessing the Impact..... | 5 |
| Step 4 – Taking Action..... | 7 |
| Step 5 – Monitoring and Evaluation | 7 |
| Step 6 – Approval..... | 8 |
| Central Monitoring..... | 8 |
| Appendix | 9 |

| Practitioners conducting assessment | | |
|--|-----------------------------|----------|
| Name | Designation | Date |
| Doreen Shields | Director of Human Resources | 26.04.21 |
| Patricia Currie | EDI Manager | 27.04.21 |

Step 1 – Identification and Scope

Brief description of the decision, policy or practice being assessed

Equality and Diversity Policy assists the College fulfil its statutory and general duties in Equality Legislation, The Equality Act 2010 (The Act), in carrying out its functions.

The EIA has been reviewed and updated in light of the recent consultation process to review and revise the Equality and Diversity Policy now titled Equality, Diversity and Inclusion Policy.

Aims of the decision, policy or practice?

To demonstrate the commitment of Board of Management to advancing equality of opportunity and fairness in all areas of learning, employment and service delivery. The policy aims to demonstrate that the Board values the diversity of its learner population, staff, service users and people living in its communities.

The document outlines the main function is to provide teaching and learning. The Equality and Diversity Policy applies to all aspects of the College's functions and identifies particular areas where equality is key to ensure equal access, progression, etc such as student admissions and access; curriculum design and delivery; staff recruitment, selection, employment, career progression and professional development; etc.

The Policy outlines the responsibilities of the Board of Management, management, staff, learners and stakeholders and the role of the Equality and Diversity Committee in meeting the general and specific duties under the Equality Act.

The document details how the Policy will be distributed, monitored, reviewed and publicised.

Who is affected by the decision, policy or practice?

- Students
- Staff
- Members of the public/Stakeholders

Step 2 – Research and Consultation

Outline evidence / research

Equality Act 2010 - legislation
Public Sector Equality Duty Amendment Regulations 2016
EHRC
ACAS
CIPD
ECU
CRER
BTO
Education Outcomes for Looked After Children - Scottish Government

What consultation has been undertaken on this policy or practices, including consultation with those affected?

Trade Union Unison – Joint Negotiation and Consultation Committee Unison;
Trade Union EIS (FELA) – Joint Negotiation and Consultation Committee EIS/FELA;
College Managers;
Staff – team meetings and manager feedback;
College Legal Advisor;
Learners – focus groups April 2021;
Staff – focus groups April 2021

Research Key Findings

Consultation resulted in a number of changes to the policy document. Students largely found that the policy met their requirements however they felt that there should be more emphasis on the support available.

Managers and staff requested that the policy be strengthened to emphasise a zero tolerance approach to bullying, harassment, victimisation and discrimination and a greater focus on the provision of training and development. The document was updated to inform users of the Report and Support online reporting system which will be launched on 01 August 2021. There is a greater emphasis on GBV, sexual harassment, victimisation and discrimination and the Policy ensures that individuals are fully aware that sexual harassment may amount to both an employment rights matter and a criminal matter. The document is clearer about the expectations of the College from students in terms of their behaviour to advance its equalities agenda and create a positive learning environment and learner journey for all students. Two additional sections were added to ensure that individuals understand that the policy applies to conduct within and out with the workplace. It also sets out specific areas for policy application relating to: recruitment, promotion, and training and during employment; and a further section was incorporated to provide reassurance that non-adherence to or a breach of the Policy will be investigated and managed appropriately and the process for reporting such instances.

These changes were made as a direct feedback from staff and students.

Is there any evidence that different groups have, or may have, different needs, experiences and priorities in relation to this policy or practice?

| Protected Characteristic | Yes (+ or -) | Potentially (+ or -) | Neutral (no impact) | Not known |
|--------------------------------|--------------|----------------------|---------------------|-----------|
| Age | | + | | |
| Disability | | + | | |
| Gender | | + | | |
| Gender reassignment | | + | | |
| Marriage and Civil partnership | | + | | |
| Pregnancy and Maternity | | + | | |
| Racial group | | + | | |
| Religion or belief | | + | | |
| Sexual orientation | | + | | |

Step 3 – Assessing the Impact

What impact could the proposal have on people who share protected characteristics (positive, negative and/or neutral?) Please provide details below.

| Protected Characteristic | Likely Impact |
|--------------------------|--|
| Age | The policy applies to all regardless of age. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College’s commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy. |
| Disability | The policy applies to all regardless of disability. It is available on intranet and therefore available in different fonts, text size and through assistive technology. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College’s commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy. |
| Gender | The policy applies to all regardless of gender. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College’s commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy. The Policy specifically addresses GBV and sexual harassment. |

| Protected Characteristic | Likely Impact |
|---------------------------------|---|
| Gender reassignment | The policy applies to all regardless of gender reassignment. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College's commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy. |
| Marriage and Civil partnership | The policy applies to all regardless of marital status. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College's commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy. |
| Pregnancy and Maternity | The policy applies to all regardless if the woman is pregnant or is/has been absent previously on maternity leave. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College's commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy. |
| Racial group | The policy applies to all regardless of race. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College's commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy. |
| Religion or belief | The policy applies to all regardless of religion or belief. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College's commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy. |
| Sexual orientation | The policy applies to all regardless of sexual orientation. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College's commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy. |

Step 4 – Taking Action

Detail the actions you would take to remove or minimise any actual or potential negative impacts identified, and to build positive impacts.

Partnership working with the Trade Unions to jointly implement revised policy through an agreed implementation process.
Policy issued to all existing staff to raise awareness;
Policy issued to all new staff as part of induction process and added to staff self-service portal;
Policy available on the intranet and internet;
Training for managers in equalities legislation;
Online training package available to all staff;
Equality, Diversity and Inclusion post holder works with managers, teams and learners to raise awareness of policies, processes, practices and meet the three duties;
Monitoring and reporting of grievances, commendations and complaints, disciplinaries or issues relating to breaches of the equality policy to the Board of Management and HR Committee;
Partnership working with external bodies such as Advance HE and Glasgow Regional Equality Group;
Staff Conference Events;
Monitoring of Employee Assistance usage;
Launch of the Report and Support online reporting tool – 01.08.21
Activities which promote equality and diversity;
Equality and Diversity questions built into the learner satisfaction survey; and
Periodic Equality and Diversity Survey for staff.

Step 5 – Monitoring and Evaluation

Identify how this policy will be monitored and any areas of concern reported.

Monitoring and evaluation lies with the senior management team. Processes include:

- collection and analysis of statistical data on the age, disability, sex, gender reassignment, race, marital status, religion or belief and sexual orientation of all job applicants, full-time and part-time employees (including Pregnancy and Maternity) and learners;
- recorded incidents of bullying, harassment, victimisation or discrimination through policies and procedures such as Code of Learner Behaviour, Commendations and Complaints Procedure, Discipline and Grievance policies;
- Annual Reports and Action Plans;
- information gained from the use of exit Interviews;
- feedback from the general staff through the Joint Negotiation and Consultative Committees;
- feedback from the Student Association;
- review of the annual Student Satisfaction Survey data;
- quarterly statistics from the Employee Counselling Service;
- information gained from the equal opportunities form used during the recruitment process;
- information gained through the annual use of workforce profiles;

- information gained from return to work interviews after periods of sickness absence;
- staff attitude surveys; and
- recorded incidents of harassment raised through the Complaints Handling Procedure.

Please present your EIA with recommendations for endorsement. All EIAs will be published on the Portal and added to the current record of EIAs.

Step 6 – Approval – Equalities Committee

Identify outcome

| | |
|---|--|
| A. Proceed – <ul style="list-style-type: none"> • no potential identified for discrimination or adverse impact, and: • all opportunities to advance equality have been taken. | |
| B. Proceed with adjustments to: <ul style="list-style-type: none"> • remove barriers identified or • better advance equality. | |
| C. Stop and rethink as actual <i>or</i> potential unlawful discrimination has been identified. | |

| | |
|--|------------|
| Approved | Yes |
| *Not Approved and Requires Further Information | |

**Please add Comments*

Person(s) responsible

| Name | Designation | Date |
|-----------------|----------------------------|-------------|
| Moinca McKerlie | Head of Learner Services | 29.04.21 |
| Arlene Sweeney | Learner Engagement Officer | 29.04.21 |

Signed Date

Signed Date Central

Monitoring

Once your EIA is complete:

1. add it to the EIA monitor on the Equalities Section of the Intranet
2. In Col A. Insert Title **and** Hyperlink Doc

NB: Finalisation of central monitoring & identification of compound impact will be undertaken within Equalities Management.

Appendix

Equality Act General Duty requires colleges to have **due regard** to the need to:

1. **Eliminate**
 - a) discrimination,
 - b) harassment,
 - c) victimization; or
 - d) any other prohibited conduct
2. **Advance** equality of opportunity by
 - a) removing or minimising disadvantage
 - b) meeting the needs of particular groups that are different from the needs of others
 - c) encouraging participation in public life
3. **Foster** good relations – tackle prejudice, promote understanding

Protected Characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage And Civil Partnership (applies only in relation to (1a) discrimination in *employment*, not to learners)
5. Pregnancy And Maternity
6. Race
7. Religion Or Belief
8. Sex/ Gender
9. Sexual Orientation.