



Glasgow Kelvin College

Equality Impact Assessment
Anti - Fraud and Anti – Corruption Policy

Version 5.
(Abridged)

Contents

Step 1 – Aim, Outcomes and Information

Step 2 – Assessing the Impact

Step 3 – Taking Action

Step 4 – Monitoring and Evaluation

Step 6 – Approval

Appendix

Title of Policy, Procedure or Practice:

Anti - Fraud and Anti- Corruption Policy

Type of Policy, Procedure or Practice:

New

Existing, Reviewed or Revised

Team Leading Impact Assessment:

Corporate Governance

Lead Person:

Lisa Clark

Date of Assessment: 22/11/19

Aims and Outcomes

What are the intended aims / outcomes of the policy, procedure or practice? Who is the target audience and who is it intended to benefit?

The purpose of this policy is to establish a framework within the College that facilitates the prevention, detection, investigation and elimination of fraud. This policy applies to all staff, students, contractors and Board of Management members/trustees. Glasgow Kelvin College is committed to taking all practical steps:

- to prevent being subjected to fraud whether perpetrated by staff, Board of Management members/trustees, students, contractors, suppliers, members of the public, or other public or private sector organisations;**
- to facilitate confidential and protected reporting of known or suspected fraud in association with the College's Public Interest Disclosure ("Whistle-blowing") policy and procedures;**
- to identify and detect any instances of fraud at the earliest opportunity;**
- to investigate any instances of fraud, with police involvement where appropriate;**
- to take appropriate action to deal with any instances of fraud and with any perpetrators after investigation.**

Evidence and Information

What information has been used as the basis for this EIA?

This policy applies to all equally and without bias and due to the nature of this, it does not impact adversely on any individual with protected characteristics

Protected Characteristics	Potential Impact
Age	none
Disability	none
Gender Reassignment	none
Marriage and Civil Partnership	none
Pregnancy and Maternity	none
Race	none
Religion or Belief	none
Sex	none
Sexual Orientation	none

Are you able to reduce any potential negative impacts identified? If so, how?

Compliance with General Equality Duty

Does the policy, procedure or practice comply with the three parts of the general duty?

- **Eliminate discrimination, harassment and victimisation and other conduct prohibited by the [Equality Act \(2010\)](#)**
- **Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups**
- **Advance equality of opportunity between people from different groups**

Yes No

If no, what arrangements could be implemented to better comply with the duty?

What is the EIA outcome?

A positive impact is likely A negative impact is not foreseen

A negative impact is likely A negative impact is probable or certain

Are you able to introduce the policy, procedure or practice without changes? Yes No

If no, what changes will you make before implementation?

Action and Monitoring

What action will be taken, by whom and when?

Once implemented how the policy will, procedure or practice be monitored?

Policies are reviewed every 3 years by the policy lead or earlier if there is a legislative change and are approved by the EDI committee.

NB: Finalisation of central monitoring & identification of compound impact will be undertaken within Equalities Management. Please return to the EDI manager for approval by the EDI Committee

Approval –

Signed –Patricia Currie, EDI Manager

Date – 22/11/19

Signed – Stephen Smith, Acting Director, Curriculum and Quality

Date – 22/11/19

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 students)
- 5. Pregnancy And Maternity
- 6. Race
- 7. Religion Or Belief
- 8. Sex/ Gender
- 9. Sexual Orientation.