

Glasgow Kelvin College

Equality Impact Assessment - 2018

Equality and Diversity Policy



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

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.

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
XpertHR
CRER
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 Consultation Committee and Unison college representatives;
Trade Union EIS (FELA) – Joint Consultation Committee and EIS/FELA officials and EIS Branch;
College Managers;
Staff – team meetings and manager feedback;
College Legal Advisor;
Learners – focus groups January 2018;
CRER – 10.04.18;
Equate Scotland; and
Close the Gap.

Research Key Findings

When reviewing the policy document it was found to be fit for purpose. No changes are required as a result of legislation or developments in case law. However the College is aware that the status of looked after children or care leavers is currently under consideration for being regarded as a Protected Characteristic. The College Policy has a range of areas not currently regarded in law as a protected characteristic however discrimination for individuals who fall within the definition is very real. Therefore in agreement with recognised Trade Unions the College added the status of looked after or care leavers to its policy.

The policy document was considered by the College legal advisors two years ago and the recommendations put forward were incorporated into the document at that time. Consultation with Trade Union representatives, Unison and EIS (FELA), learners and key personnel did not result in any amendments. The Policy is evaluated on an annual basis based on the monitoring and evaluation processes established within the College and published in the College's Mainstreaming Report. The policy will be reviewed and revised again in two years or earlier if required as a consequence of legislative or operational requirements.

One further amendment related to the amendment of the section relating to the processing and use of personal and personal sensitive data in accordance with the College Data Protection Policy and the addition of the this Policy in the supporting Policies and Procedures section.

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.
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;
Policy available on the intranet and internet;
Training for managers in equalities legislation;
Online training package available to all staff;
Equality, Diversity and Inclusion Manager 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 Equality Challenge Unit and Glasgow Regional Equality Group;
Staff Conference Events;
Monitoring of Employee Assistance usage;
Dedicated email address for staff and learners to raise concerns relating to equality and diversity direct with HR Director and Equality, Diversity and Inclusion Manager;
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 Consultative Committee;
- 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 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
Audrey Miller	Vice Principal, HR and OD	24.05.18
Arlene Sweeney	Learner Engagement Officer	24.05.18

Signed Date

Signed DateCentral

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.