



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:	Redeployment and Redundancy Policy and Procedure
Impact Assessed by:	Ralph Burns
Signature(s) of assessor(s):	
Date of Impact Assessment:	February 2025

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 redeployment and redundancy to ensure a fair and legal process. By having a policy and procedure it ensures a fair, transparent and consistent approach to managing this process across the organisation. We also have a robust consultation process that complies with legislation and trained union representatives are consulted with.</p> <p>Data analysis is difficult in that there were no compulsory redundancies in recent years and each consultation is itself subject to an EQIA with no adverse findings to date.</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 staff benefit through having clarity of what will happen and consistency in the application of decisions made. It is not anticipated that anyone with a particular characteristic 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	We know that those with a disability face challenges. As a Disability Confident employer, we are supportive of those with a disability and those who are carers of those with a disability. This is evidenced by the number of staff who have disclosed that they have a disability through the Equalities Monitoring process.	To ensure fair treatment of our staff with disabilities, adjustments to the processes are undertaken as appropriate including ensuring disability related absence are not used in any part of the decision or selection process criteria. An extensive Health and Wellbeing service has been developed in the college over the years and there is a high declaration of disability at around 16% of staff. Work will continue on this and rationale for post removal requires robust justification.
Sex (man or woman)	The college is 57% female and 43% male. We do know that there is a gender imbalance in some areas in the college and in some job roles.	Gender imbalance in roles creates the risk of a higher percentage of one sex than another being placed at risk. An individual EQIA is done for each consultation process where staff are potentially placed at risk. Robust justification is needed for roles placed at risk.
Race (refers to a group of people defined by their race, colour and nationality (including citizenship))	As an organisation, we are mostly representative of the general population, in terms of our BAME staffing numbers.	Forth Valley College is committed to being an inclusive employer and has signed up to a sector-wide anti-racism commitment. An individual EQIA is done for each consultation process where staff are potentially placed at

ethnic or national origins)	In terms of the policy, there is no evidence to indicate any disadvantage to anyone in this category.	risk. Robust justification is needed for roles placed at risk. With low numbers of ethnic representation in some roles and higher representation in others, this justification and an individual EQIA for each consultation is required.
Age	<p>The majority of the staff at the college are in the 40+ age grouping. FVC is aware of the disadvantages those who are perceived to be 'older' face finding suitable employment should they be selected for redundancy. These staff may also have been longer in post and therefore may have limited interview skills should this be used to support selection.</p> <p>It is also recognised that older staff may benefit from higher redundancy payment however this is through statutory payments.</p>	Interview skills training is available to staff and criteria is aimed to be as objective as possible so this for example may be a presentation or practical demonstration as part of the selection criteria. Any enhanced payment such as through voluntary severance is impact assessed to ensure that there is limited disparity. It is notable that the average length of service is 10 years and VS is limited in the years of service needed to obtain the maximum payment
Gender reassignment (the process of transitioning from one gender to another)	FVC acknowledges that those who fall under the LGBTQIA+ umbrella still face barriers and prejudice in wider society.	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category. Gender transition and mental health will be supported in line with the college's inclusive approach and in recognition of the challenges those in this category face.
Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	FVC acknowledges that those who fall under the LGBTQIA+ umbrella still face barriers and prejudice in wider society.	In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category

Religion and belief (Inc. no belief)	In terms of the policy, there is no evidence to indicate any disadvantage to anyone in this category.	No Impact
Pregnancy and maternity	Those who are on maternity leave or pregnant can face discrimination or disadvantage because of this status.	Those who are pregnant or on maternity leave receive statutory protection during redundancy processes and these rights are followed. Pregnancy and maternity related absences are not used in the absence selection criteria where absence is used as a category.
Marriage and civil partnership	In terms of the absence policy there is no evidence to indicate any disadvantage to anyone in this category by the process itself.	No impact
Other identified groups (e.g. carers)	Carers can face barriers to accessing fair and flexible work because of the nature of their responsibilities. Carers are often women so there is an intersectional nature to caring that FVC is aware of. In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category.	Adjustments are made to support those with caring responsibilities to allow appropriate support through flexibility in areas such as meeting times. The college is seeking to improve its records on those with caring responsibilities to better understand the impact.

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

Data will be continually gathered and methods of analysis reviewed and developed.

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="radio"/> Yes	<input type="radio"/> No
Please provide reasons why you did/did not offer a consultation:	
<i>If 'yes', please complete the following sections.</i>	
Analysis of the views/evidence gathered from the consultation:	
Managers and staff feedback is used as well as information from the LNCC/JCC discussions with union representatives	
Recommendation(s):	

Step 4: Decision Making

<p>Select an option to summarise how the IA has informed your decision-making:</p> <p>4.1 No amendment to the policy/decision is required (policy/decision is robust, with no negative impact);</p> <p>4.2 Adjust the policy/decision (take steps to meet the general duty and reduce negative impact);</p> <p>4.3 implement the policy/decision without adjustment (continue despite the potential for adverse impact);</p> <p>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).</p>
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)	No	
Employees	Yes	
Partner organisations & stakeholders	No	
Other - please state:	No	

Are there any barriers to communication?	<input type="radio"/> Yes	<input checked="" 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?	
Staff member/designation responsible for writing the monitoring report:	Ralph Burns
Monitoring report publication date:	
Review date: (no later than 3 years after the policy/decision has been impact assessed)	Feb 2028

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