

Equality Impact Assessment (EqIA)

The purpose of this document is to ensure that decision makers consider the impact of their policies and procedures on those who share protected characteristics. An EqIA should be undertaken for new practices or changes to current practices that could directly or indirectly affect staff, students and stakeholders.

Title of the Action Considered:	Induction Procedure
Impact Assessed by:	Kerry Maguire
Signature(s) of assessor(s):	
Date of Impact Assessment:	January 2024 and ongoing

Step 1: (a) Identify the aims of the action.

<ul style="list-style-type: none"> (i) What is the purpose of the action? (ii) Why has this action been come about? (iii) How does the action seek to achieve its purpose?
<p>The aim of the above procedure is to ensure new employees and employees in new roles benefit from a formal induction programme, ensuring a planned approach to understanding their new role and fitting in with the team, the department and the wider college culture.</p> <p>The programme has recently been revised to update and reflect best practice, and now includes:</p> <ul style="list-style-type: none"> • A College induction event: an overview of the college's culture, strategy and values and key information for new employees. • Departmental induction: team introductions, building orientation, mandatory training, department overview and role requirements. • Additional requirements for lecturing staff including mentor support, quality session, GTCS registration and professional standards and professional development pathways. • Additional sessions for managers including HR and Finance overviews, health, safety and risk and relevant management/leadership training. • Interim and final induction reviews for all staff to ensure satisfactory completion.

Step 1: (b) Identify who is affected by the action.

<ul style="list-style-type: none"> (i) Who benefits from this action? (ii) How does the group of people benefit from the action? (iii) Who does not benefit from the action? Is anyone disadvantaged either directly or indirectly? (iv) If so, how is the group of people disadvantaged by this action?
<p>All staff newly appointed to the college and employees moving to a new role benefit from an induction programme. All staff will benefit from an induction programme, tailored to their role and experience, to ensure they have the information, support and training required to adapt to and become effective in their new role as soon as possible. All staff will benefit from Induction.</p>

Discrimination during the induction period could occur in various ways including:

- unconscious bias leading to unfair assessment by line managers
- inconsistent assessment during induction, such as holding certain groups to a higher standard
- inadequate training or support to meet job requirements, resulting in discriminatory outcomes
- inadequate support may make it difficult for certain employees to succeed.

To prevent such discrimination, clear and consistent reviews should be implemented Any decision to extend induction must be taken following HR advice.

In particular, staff on very fractional part time contracts may be disadvantaged due to fewer working hours in which to complete the induction programme. Staff with sickness absence during the induction period may also be disadvantaged, and this has the potential to adversely effect staff with disabilities. In such cases an extension to the 13-week induction period is available to allow additional time for support and completion.

Step 2: Consultation

Where an action is organisation specific, it can be useful to consult those that will be directly impacted. This may not always be appropriate or proportionate. It may useful to explore other types of information available such as college data, Listening to Learners, cultural surveys etc.

Is a consultation required for any stage of this process?

Yes

No

Consultation with recognised trade unions.

Where a consultation was identified as being proportionate and appropriate

- (i) Outline the analysis of the data gathered during the consultation
- (ii) The recommendations identified following this analysis

The procedure is consulted with via trade union representatives. Data on number of new starts by protected characteristics provides a base line on new staff numbers, however data on successful completion of induction will be required to be collected and analysed after the introduction of the procedure.

Step 3: Consider the evidence and assess impact by protected characteristic.

- (i) What data or evidence have you used to consider the impact of the action on each protected characteristic? For example student/staff demographic data; consultation responses; national data/reports. If you lack data/evidence, where else could you look for/gather data? Is this reasonable/proportionate to the change proposed?
- (ii) Referring to the evidence you do have available, would this policy positively or negatively impact on those who share protected characteristics?
- (iii) If there is an identified impact, where negative, detail the action required to mitigate this impact. Where positive or no impact, are there any other actions that could be identified to further enhance the positive impacts of the action?

Protected Characteristic	Evidence	Impact	Action Required
Disability	<p>19.81% of staff declared a disability.</p> <p>Adjustments can be put in place for disabled staff where required.</p>	Positive	<p>Continued Monitoring will take place to ensure no disadvantage to new staff with disabilities.</p> <p>The procedures have been created with the purpose of ensuring that a fair, structured approach to supporting new staff. Any additional support for disabled employees will be identified through induction review meetings, this may include an extension to the induction period where required, and reasonable adjustments if required. The Disability Passport scheme could also be used.</p>
Sex (man or woman)	The college is 58% female and 42% male.	Neutral	Continued Monitoring will take place to ensure no disadvantage in terms of successful completion of induction.
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	The college has a diverse range of nationalities and background. There is no evidence to indicate race would impact on successful completion of induction.	Neutral	Continued Monitoring will take place to ensure race does not impact on successful completion of induction.
Age	The majority of staff are split almost evenly in the three age groups encompassing 35 to 64 age groupings (80%)	Neutral	<p>Continued Monitoring will take place to analyse any impact of age on successful completion of induction.</p> <p>Induction support will be individual, so any additional support required, eg for very young staff in a first role, will form part of the induction plan.</p>
Gender Reassignment (the process of transitioning from one gender to another)	There is no substantive data available on this characteristic to reach any conclusions	Neutral	<p>Continued Monitoring will take place.</p> <p>Any additional support will be identified through formal induction review meetings.</p>
Sexual Orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	There is no evidence to indicate sexual orientation would impact on successful completion of induction periods.	Neutral	Continued Monitoring will take place.

Religion and Belief (including no belief)	There is no evidence to indicate religion would impact on successful completion of induction periods.	Neutral	Continued Monitoring will take place.
Pregnancy and Maternity	There is no data available on this characteristic in relation to newly appointed staff.	Positive	Continued Monitoring will take place. Any additional support will be identified through formal induction review meetings. For example, pregnant staff or recent maternity returners may need additional time for induction if the time period is interrupted by maternity leave.
Marriage and Civil Partnership	55% of staff are married and 25% are not with non-declared or other accounting for the remaining %.	Neutral	Continued Monitoring will take place.
Other Identified Groups (e.g. carers, care experienced, SIMD10 and 20)	There is no data available on this characteristic to reach any conclusions.	Neutral	Continued Monitoring will take place.

(iv) If it has been identified that more evidence is required, detail the action plan to collect that evidence and identify the timescale for this;

Data on outcomes of probationary periods for new staff will be collected and analysed annually to assess any impact on groups with protected characteristics. Ongoing monitoring will allow assessment of any disadvantage resulting from a probationary period.

Step 4: Decision Making

Select an option below that identifies the next stage of the implementation stage;	
No amendment to the action is required. It has been concluded that the action is robust with no negative impact.	x
Adjustments the action are required to take steps to meet the general duty and reduce negative impact on those who share protected characteristics.	
Adverse impact has been identified but a decision has been made to implement the action without adjustment.	
Adverse effects have been identified and the impact cannot be justified or be considered reasonable or proportionate. The action will not proceed.	

Step 5: Publication:

It is best practice to publish Equality Impact Assessments. It may not always be appropriate to publish EqlAs at the time of development.

	Does this group need to be aware of this EqlA?	How will information be shared with this group?
Students	No	
Employees	Yes	This is shared and published on the college site.
Partner organisations & stakeholders	No	
Other - please state:	No	
Are there any barriers to communicating with the groups identified?	No	
If yes, how will any barriers to communication be overcome?		

Step 6: Monitoring and Review

Is monitoring required as part of the process of implementation?	Yes
If yes, 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?	Ongoing data is collected and analysed
Staff member/designation responsible for ensuring monitoring/review takes place:	HR
Review date:	2026

Please send the completed EqlA to equality@forthvalley.ac.uk

If you require any assistance in completing an EqlA, please contact equality@forthvalley.ac.uk