

## 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:	Managing and Supporting Performance Policy and Procedure
Impact Assessed by:	Kerry Maguire
Signature(s) of assessor(s):	
Date of Impact Assessment:	November 2024

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

- (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?

The purpose of the Managing and Supporting Performance Policy and Procedure is to provide all employees with guidance on the development and career progression opportunities within the College and the support which will be put in place to help them achieve their development goals and career ambitions, which will in turn improve the performance of the College as a whole.

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

- (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?

All current staff members within the College benefit from this policy as it is aimed at supporting employees to make the most out of everyday occurrences through reflective practice which enhances the development of employees and helps the College achieve its overall objectives.

It is not envisaged that anyone or any group would be disadvantaged by this policy.

## 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 be 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?	
<input checked="" type="radio"/> <b>Yes</b>	<input type="radio"/> <b>No</b>
Detail why there is a need or no need for a consultation.	
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
Data from college stats, consultation with recognised unions, changes to legislation. Data is limited to GDPR restrictions on data retention.	

## 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										
<b>Disability</b>	<table border="1"> <thead> <tr> <th colspan="2">Disability</th> </tr> </thead> <tbody> <tr> <td>No known disability</td> <td>76.55%</td> </tr> <tr> <td>Disability declared</td> <td>20.19%</td> </tr> <tr> <td>Information refused</td> <td>3.26%</td> </tr> <tr> <td colspan="2"><b>100.00%</b></td> </tr> </tbody> </table> <p>Some disabilities may impact on performance or role fulfilment, resulting in the need to use the informal or formal procedure, although there is no evidence for this within the college. This procedure will ensure opportunities for discussion and support are explored at an early stage where difficulties arise.</p>	Disability		No known disability	76.55%	Disability declared	20.19%	Information refused	3.26%	<b>100.00%</b>		Positive	<p>Managers responsible for the implementation of this policy should take HR advice on reasonable adjustments for staff with disabilities, which may include additional support, longer review periods and ongoing support/adjustments via the Reasonable Adjustment Passport process.</p> <p>Improved data collection around development and performance via iTrent will allow more detailed analysis in relation to disability and performance.</p>
	Disability												
No known disability	76.55%												
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<b>100.00%</b>													

<b>Sex</b> (man or woman)	<table><tr><th colspan="2">Sex</th></tr><tr><td>Female</td><td>57.52%</td></tr><tr><td>Male</td><td>42.48%</td></tr><tr><td colspan="2">100.00%</td></tr></table> <p>There is no evidence to indicate sex impacts on development or performance within the college.</p>	Sex		Female	57.52%	Male	42.48%	100.00%		Neutral	Improved data collection around development and performance will allow more detailed analysis in relation to sex.  This policy and its associated procedures have been created to ensure that all staff have access to development and support to achieve personal and professional targets, irrespective of sex.								
Sex																			
Female	57.52%																		
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100.00%																			
<b>Race</b> (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	<table><tr><th colspan="2">Ethnicity</th></tr><tr><td>Scottish</td><td>78.34%</td></tr><tr><td>Other British</td><td>11.56%</td></tr><tr><td>Any other white background</td><td>3.42%</td></tr><tr><td>BAME</td><td>1.79%</td></tr><tr><td>Any other background/Mixed</td><td>1.30%</td></tr><tr><td>Prefer not to say</td><td>3.58%</td></tr><tr><td colspan="2">100.00%</td></tr></table> <p>We support a culture that actively values difference, recognising that people from different backgrounds and experiences can bring valuable insights and enhance the way we work. There is no evidence to indicate race impacts on development or performance within the college.</p>	Ethnicity		Scottish	78.34%	Other British	11.56%	Any other white background	3.42%	BAME	1.79%	Any other background/Mixed	1.30%	Prefer not to say	3.58%	100.00%		Neutral	Improved data collection around development and performance will allow more detailed analysis in relation to race.  This policy and its associated procedures have been created to ensure that all staff have access to development and support to achieve personal and professional targets, irrespective of race.
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<b>Age</b>	<table><tr><th colspan="2">Age Band</th></tr><tr><td>16-24</td><td>4.38%</td></tr><tr><td>25-34</td><td>8.93%</td></tr><tr><td>35-44</td><td>24.03%</td></tr><tr><td>45-54</td><td>27.92%</td></tr><tr><td>55-64</td><td>28.25%</td></tr><tr><td>65+</td><td>6.49%</td></tr><tr><td colspan="2">100.00%</td></tr></table>	Age Band		16-24	4.38%	25-34	8.93%	35-44	24.03%	45-54	27.92%	55-64	28.25%	65+	6.49%	100.00%		Neutral	Improved data collection around development and performance will allow more detailed analysis in relation to age.  The policy and its associated procedures have been created to ensure that all staff have access to development and support to achieve personal and professional targets, irrespective of age.
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<b>Gender Reassignment</b> (the process of transitioning from one gender to another)	There is no relevant data to make any conclusion in this area.	Neutral	The College will continue to collect and monitor data in this area. Improved data collection in relation to development and performance, as well as gender reassignment, will allow improved analysis.																

<b>Sexual Orientation</b> (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	<table><tr><th colspan="2">Sexual orientation</th></tr><tr><td>Heterosexual or straight</td><td>86.11%</td></tr><tr><td>Bisexual</td><td>2.47%</td></tr><tr><td>Gay Man</td><td>0.93%</td></tr><tr><td>Gay Woman/Lesbian</td><td>0.77%</td></tr><tr><td>Other sexual orientation</td><td>0.15%</td></tr><tr><td>Prefer not to say</td><td>9.57%</td></tr><tr><td colspan="2">100.00%</td></tr></table> <p>There is no data to indicate any impact of this characteristic on development or performance.</p>	Sexual orientation		Heterosexual or straight	86.11%	Bisexual	2.47%	Gay Man	0.93%	Gay Woman/Lesbian	0.77%	Other sexual orientation	0.15%	Prefer not to say	9.57%	100.00%		Neutral	<p>There is nothing to suggest that anything in the policy or procedure will have an adverse impact on sexual orientation.</p> <p>The policy and its associated procedures have been created to ensure that all staff have access to development and support to achieve personal and professional targets, irrespective of sexual orientation.</p>		
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<b>Religion and Belief</b> (including no belief)	<table><tr><th colspan="2">Religion</th></tr><tr><td>No Religion</td><td>50.65%</td></tr><tr><td>Christianity</td><td>36.48%</td></tr><tr><td>Muslim</td><td>0.81%</td></tr><tr><td>Buddhist</td><td>0.16%</td></tr><tr><td>Hinduism</td><td>0.33%</td></tr><tr><td>Other Belief</td><td>0.81%</td></tr><tr><td>Prefer not to say</td><td>10.75%</td></tr><tr><td colspan="2">100.00%</td></tr></table>	Religion		No Religion	50.65%	Christianity	36.48%	Muslim	0.81%	Buddhist	0.16%	Hinduism	0.33%	Other Belief	0.81%	Prefer not to say	10.75%	100.00%		Neutral	<p>There is nothing to suggest that anything in this policy or procedure will have an adverse impact on this characteristic.</p> <p>The policy and its associated procedures have been created to ensure that all staff have access to development and support to achieve personal and professional targets, irrespective of religion or belief.</p>
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<b>Pregnancy and Maternity</b>	<p>There are normally small numbers of women pregnant or on maternity leave at any time and employed at the college. Women recently returned from maternity leave may feel disadvantaged in terms of access to development during periods of leave, however this can be addressed on return to work.</p>	Neutral	<p>Continued Monitoring will take place. Managers should take advice from HR to ensure no discrimination in access to staff development or assessment of role fulfilment in relation to pregnant employees or those recently returned from maternity leave, in line with discrimination legislation.</p> <p>The policy and its associated procedures have been created to ensure that all staff have access to development and support to achieve personal and professional targets, irrespective of pregnancy or maternity leave.</p>																		
<b>Marriage and Civil Partnership</b>		Neutral	<p>There is nothing to suggest that anything in the policy or procedure will have an adverse impact on staff of particular marital status.</p>																		

	<b>Marital Status</b> Civil Partnership 2.14% Married 52.47% Not Married/Civil Partnership 27.47% Other 10.03% Prefer not to say 7.89% <b>100.00%</b>		
<b>Other Identified Groups</b> (e.g. carers, care experienced, SIMD10 and 20)	There is limited evidence on which to determine impact.	Neutral	The college is supportive of staff with caring responsibilities and this area will be monitored as more data becomes available.

**(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 monitoring and capturing processes will continue to be used to review the impact of the policy. For the areas that have been identified as having no data or limited data, these areas will be addressed during the next data capturing exercise. In general, informal performance support data is not currently recorded, therefore further data is required to monitor staff development activity and informal and formal performance support. This data will be better captured in future iTrent modules allowing further analysis in the longer term.

#### 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.	<b>x</b>
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	Published on SharePoint
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?	Data will be collected in the forthcoming iTrent modules, allowing performance and development data to be reported on and analysed, including in reference to equality data
Staff member/designation responsible for ensuring monitoring/review takes place:	HR Business Manager
Review date:	December 2027

Please send the completed EqlA to [equality@forthvalley.ac.uk](mailto:equality@forthvalley.ac.uk)

If you require any assistance in completing an EqlA, please contact [equality@forthvalley.ac.uk](mailto:equality@forthvalley.ac.uk)