

# 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.

<b>Title of the Action Considered:</b>	Recruitment and Selection Policy and Procedure
<b>Impact Assessed by:</b>	Karina Buchanan
<b>Signature(s) of assessor(s):</b>	
<b>Date of Impact Assessment:</b>	October 2024

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

<ul style="list-style-type: none"> <li>(i) What is the purpose of the action?</li> <li>(ii) Why has this action been come about?</li> <li>(iii) How does the action seek to achieve its purpose?</li> </ul>
<p>The policy aims to make clear the colleges approach to recruitment ensure a fair and legal process. By having a policy and procedure it ensures a fair, transparent and consistent approach to recruitment.</p> <p>This review is timely due to the introduction of iTrent and the associated recruitment module which has changed some procedures.</p>

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

<ul style="list-style-type: none"> <li>(i) Who benefits from this action?</li> <li>(ii) How does the group of people benefit from the action?</li> <li>(iii) Who does not benefit from the action? Is anyone disadvantaged either directly or indirectly?</li> <li>(iv) If so, how is the group of people disadvantaged by this action?</li> </ul>
<p>All current and potential future staff benefit through having clarity of what will happen and consistency in the application of decisions made. It is not anticipated that anyone will be disadvantaged by this policy.</p> <p>It is noted that data contained in this EQIA is based on 4 full months of applicant/recruitment data received through the new iTrent Recruitment module which just went live in June 2024.</p>

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## Step 2: Consultation

*Where a 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?	
<input checked="" type="radio"/> <b>Yes</b>	<input type="radio"/> <b>No</b>
<p>Detail why there is a need or no need for a consultation.</p> <p>Standard practice to gain input from staff via their representatives.</p>	
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
<p><b>TO BE UPDATED AFTER CONSULTING WITH UNIONS.</b></p>	

### 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>	Since June 2024, 5.19% of applicants considered themselves disabled. We can't compare directly against previous data due to new system integration.	No Impact	Disabled applicants were covered in a wide variety of posts but certain posts attracted a higher level of applicants. All posts are covered under disability confident commitment and training available to all staff.
<b>Sex (man or woman)</b>	Since June 2024, 44.06% applicants were male and 55.94% female. We can't compare directly against previous data due to new system integration.	No Impact	We must continue to consider strategies to attract men to apply for more administrative and care related posts and also strategies to attract woman to apply for more STEM & Construction orientated roles. To reduce bias, panels are made up of both men and women.
<b>Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)</b>	Since June 2024, BAME groups accounted for 11.9% of applications. We can't compare directly against previous data due to new system integration.	No impact	Data reflects that we are attracting applicants from ethnic minority groups and some of these applicants have been successful – mainly within STEM & Construction. We would like to see an increase in these figures though college wide. Some of these individuals are failing to meet the shortlisting criteria for roles and other applicants have more extensive experience and skills. Shortlisting focuses on qualifications, skills and experience.

<b>Age</b>	Since June 2024, the split across the age bands is approximately the same until we get to age 56 and over where we see the start of decline which is to be expected as people start to consider phased/full retirement. The 24 and under category is higher in comparison to previous years due to a modern apprenticeship opportunity.	No impact	If we did not have the modern apprenticeship opportunity, the % of applicants within the 24 and under category would have been lower. This is due to the skill set required for the majority of roles and the terms and conditions that make roles competitive. Staff are trained to look at objective criteria and not be influenced by long lengths of service.
<b>Gender Reassignment</b> (the process of transitioning from one gender to another)	Insufficient data to make any conclusions though figures show positive increase in declarations and appointments.	No impact	Maintain monitoring and training for recruiters.
<b>Sexual Orientation</b> (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	Since June 2024, 11.49% of applicants identified as Lesbian, Bisexual or Gay. 10.34% preferred not to say. We can't compare directly against previous data due to new system integration.	No impact	Given this category is less visible, it is difficult to see where any part of the process may negatively impact on selection here. Recruiting managers do not get to see any sensitive information of this nature.
<b>Religion and Belief</b> (including no belief)	Since June 2024, 55.9% of applicants declared they have no religion. 9.32% are Church of Scotland with Roman Cathloc at 5.59% and Muslim, Other Christian, Hindu and Sikh lower than that.	No impact	Data is limited due to low number outside None and Church of Scotland. Recruiting managers do not get to see any sensitive information of this nature.

	6.83% preferred not to say. We can't compare directly against previous data due to new system integration.		
<b>Pregnancy and Maternity</b>	This information is not collected during the application process.	No impact	Equalities training is available to all staff.
<b>Marriage and Civil Partnership</b>	Since June 2024, 44.16% of applicants are Married and 31.82% are Single. 9.09% are Co-Habiting. Data does not indicate there is any disadvantage to this group. We can't compare directly against previous data due to new system integration.	No impact	Equalities training is available to all staff.
<b>Other Identified Groups</b> (e.g. carers, care experienced, SIMD10 and 20)	All groups are relevant to this policy and procedure.	No impact	Equalities training is available to all staff.

**(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;**

Application data will be more established from June 2025 when we will have a whole year of data in the new recruitment module. We will be able to track at that point the different stages the different protected characteristics reach in the process e.g. reject after shortlisting, reject after assessment centre, offer, withdrawals.

#### 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	Policy and procedure will be updated on SharePoint with promotion via internal channels.
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
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<b>If yes, how will this policy/decision be monitored to assess its impact on protected characteristics groups?</b> E.g. will qualitative/quantitative data be collected? Survey, Student Council, Listening to Learners sessions?	Qualitative data will be collected and analysed yearly from the new recruitment module and appropriate action will be taken at that point.
<b>Staff member/designation responsible for ensuring monitoring/review takes place:</b>	Ralph Burns
<b>Review date:</b>	October 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)