



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:	Recruitment and Selection – Overseas Workers Policy
Impact Assessed by:	Gill Donald
Signature(s) of assessor(s):	
Date of Impact Assessment:	November 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 the employment of overseas workers 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 and ensure it is in line with current legislation.</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>The policy affects everyone involved in recruitment and employment at the college—current staff, future applicants, managers, HR, and especially overseas workers and those with protected characteristics.</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. This is evidenced by the number of staff who have disclosed that they have a disability through the Equalities Monitoring process.	<p>Disabled people may experience barriers due to increased reliance on digital systems, which can limit access for those with visual, cognitive, or physical impairments.</p> <p>To reduce barriers for disabled people under the Employment of Foreign Workers Policy, the college will provide clear support and guidance, ensure reasonable adjustments are made throughout the recruitment process, and actively monitor outcomes to strengthen inclusion</p>
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.	The college must adhere to legislation, the points based system evaluates applicants on skills and qualifications rather than nationality, gender, or background. This merit-based approach can benefit women by reducing bias and promoting equal opportunity for skilled female workers globally

<p>Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)</p>	<p>As an organisation, we are mostly representative of the general population, in terms of our BAME staffing numbers.</p>	<p>People from different racial and ethnic backgrounds may face barriers due to language, cultural differences, or systemic inequalities, which can affect access to visa routes, job opportunities, and support services.</p> <p>We will provide clear, accessible information when necessary and offer support for language and cultural needs, and monitor outcomes to ensure fair access for people from all racial and ethnic backgrounds.</p> <p>Workers who come through the points based system are employed legally, which gives them access to UK employment rights and anti-discrimination laws (under the Equality Act 2010). This protects workers of all races from unequal treatment, exploitation, or harassment at work.</p>
<p>Age</p>	<p>The majority of the staff at the college are in the 40+ age grouping.</p>	<p>We will offer support for those less confident with digital systems, review criteria that may disadvantage younger applicants, and ensure fair access across age groups.</p>
<p>Gender reassignment (the process of transitioning from one gender to another)</p>	<p>FVC acknowledges that those who fall under the LGBTQIA+ umbrella still face barriers and prejudice in wider society.</p>	<p>We will ensure inclusive practices in recruitment and visa support and offer clear guidance and assistance to trans individuals throughout their employment journey.</p>
<p>Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)</p>	<p>FVC acknowledges that those who fall under the LGBTQIA+ umbrella still face barriers and prejudice in wider society.</p>	<p>We will ensure inclusive practices in recruitment and visa support and offer clear guidance and assistance to trans individuals throughout their employment journey.</p>
<p>Religion and belief (Inc. no belief)</p>	<p>In terms of the policy, there is no evidence to indicate any disadvantage to anyone in this category.</p>	<p>No Impact</p>

Pregnancy and maternity	Those who are on maternity leave or pregnant can face discrimination or disadvantage because of this status.	No impact
Marriage and civil partnership	In terms of the overseas worker policy there is no evidence to indicate any disadvantage to anyone in this category by the process itself. Under the points based system, a skilled worker can bring their spouse or civil partner (and children) to the UK as dependants. This means married people do not have to live apart from their partners when moving for work.	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. In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category.	No 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

<p>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?</p> <p>This will be monitored through our recruitment processes and statistics</p>	
<p>Staff member/designation responsible for writing the monitoring report:</p>	Gill Donald
<p>Monitoring report publication date:</p>	25/11/25
<p>Review date: (no later than 3 years after the policy/decision has been impact assessed)</p>	25/10/2028

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