

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 Policy/Decision/Change Considered:	Employee Disciplinary and Dismissal Policy and Procedure
Impact Assessed by:	Ralph Burns
Signature(s) of assessor(s):	Ralph Burns
Date of Impact Assessment:	Nov 2024

Step 1: (a) Identify the aims of the policy/decision/change.

- (i) What is the purpose of the policy/decision/change?
- (ii) Why has this policy/decision/change been come about?
- (iii) How does the policy/decision/change seek to achieve its purpose?

To support and provide clarity to employees to ensure they achieve and maintain standards of conduct and capability required by the College and to make all staff aware of the action that will be taken when standards are not met. In particular it details examples of when the procedures will apply; the steps involved in dealing with disciplinary issues; the modified formal procedure for dismissal; and the appeals process.

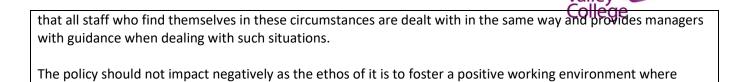
The policy applies to all employees. The college applies the procedure if it proposes or contemplates taking disciplinary action against an employee or dismissing an employee.

IT should be noted that due to National Bargaining agreements changes are limited to legal and structural changes only

Step 1: (b) Identify who is affected by the policy/decision.

- (i) Who benefits from this policy/decision/change?
- (ii) How does the group of people benefit from the policy/decision/change?
- (iii) Who does not benefit from the policy/decision/change? Is anyone disadvantaged either directly or indirectly?
- (iv) If so, how is the group of people disadvantaged by this policy/decision/change?

It benefits all staff by ensuring they are aware of the standards expected of them. It explains the investigatory process that will be followed and actions that may be taken if disciplinary action is taken. The procedure ensures



Step 2: Consultation

discrimination is not tolerated.

Where a policy, decision or change 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?		
X Yes	o No	
Policies require consultation from staff representatives	to ensure fairness and transparency	
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		
Union representatives are offered the opportunity to conational agreements	onsult on changes, in this case changes are limited due to	



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 policy/decision/change 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 policy/decision/change?

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Protected	Evidence	Impact	Action Required
Characteristic			
Disability	The policy supports adjustments and considerations of staff with a disability to ensure fairness. This can include the option to reschedule, or record meetings and also in mitigation considered as part of decision making processes	Positive	
Sex (man or	There is no evidence to suggest	No	
woman)	any disadvantage or negative impact based on this characteristic	Impact	
Race (refers to a	There is no evidence to suggest	No	
group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	any disadvantage or negative impact based on this characteristic	Impact	
Age	There is no evidence to suggest any disadvantage or negative impact based on this characteristic	No Impact	
Gender Reassignment (the process of transitioning from one gender to another)	There is no evidence to suggest any disadvantage or negative impact based on this characteristic	No Impact	



Orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	There is no evidence to suggest any disadvantage or negative impact based on this characteristic	No Impact	
Religion and Belief (including no belief)	There is no evidence to suggest any disadvantage or negative impact based on this characteristic	No Impact	
Pregnancy and Maternity	There is no evidence to suggest any disadvantage or negative impact based on this characteristic	No Impact	
Marriage and Civil Partnership	There is no evidence to suggest any disadvantage or negative impact based on this characteristic	No Impact	
Other Identified Groups (e.g. carers, care experienced students)	There is no evidence to suggest any disadvantage or negative impact based on this characteristic	No Impact	

(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;

In order to reduce the risk of discrimination based on protected characteristics, all staff have been required to complete mandatory training. This will help ensure that employees involved in the disciplinary process are aware of their potential biases and how their actions and words may impact on others. Those subject to disciplinary actions are also entitled to support from a colleague or trade union representative; this can help them during stressful situations, and also ensure there is someone else with them to help them understand what is going on, and aid their communication if needed by reading statements or helping them understand the questions



Step 4: Decision Making

Select an option below that identifies the next stage of the implementation stage;	
No amendment to the policy/decision/change is required. It has been concluded that the	
policy/decision/change is robust with no negative impact.	х
Adjustments the policy/decision/change 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	
policy/decision/change without adjustment.	
Adverse effects have been identified and the impact cannot be justified or be considered reasonable	
or proportionate. The policy/decision/change will not proceed.	

Step 5: Publication:

	Does this group need to be aware of this EqIA?	How will information be shared with this group?
Students	No	
Employees	Yes	
Partner organisations & stakeholders	No	
Other - please state:	N/A	
Are there any barriers to communicating with the groups identified?	No	
If yes, how will any barrie	rs to communication be overcor	me?



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 date be collected? Survey, Student Council, Listening to Learners sessions?	Data from instances where the policy is enacted will be reviewed both statistically and through feedback
Staff member/designation responsible for ensuring monitoring/review takes place:	Ralph Burns
Review date:	Aug 2027

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