

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.

<ul style="list-style-type: none"> (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?
<p>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.</p> <p>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.</p> <p>IT should be noted that due to National Bargaining agreements changes are limited to legal and structural changes only</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/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?
<p>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</p>

that all staff who find themselves in these circumstances are dealt with in the same way and provides managers with guidance when dealing with such situations.

The policy should not impact negatively as the ethos of it is to foster a positive working environment where discrimination is not tolerated.

Step 2: Consultation

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 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"/> Yes	<input type="radio"/> 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 consult on changes, in this case changes are limited due to national agreements	

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?

Protected Characteristic	Evidence	Impact	Action Required
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 woman)	There is no evidence to suggest any disadvantage or negative impact based on this characteristic	No Impact	
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	There is no evidence to suggest any disadvantage or negative impact based on this characteristic	No 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	

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 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.	x
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 EqlA?	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 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 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 EqlA to equality@forthvalley.ac.uk

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