Item 11

For Endorsement

Glasgow Kelvin College

Board of Management

Finance and Resources Committee – 30 November 2021

Revised Policies and Procedures

Report by the Director of Human Resources

1. Introduction

Members will be aware that the College has developed, in partnership with representatives of its recognised Trade Unions, a range of policies and procedures for Glasgow Kelvin College. Four policies and procedures have been reviewed and revised in accordance with the agreed Policy and Procedure Review Schedule.

The purpose of this report is to apprise members of the outcome to the review of these policies and procedures and invite comment prior to the documents being presented to the Board of Management for approval.

2. Policies and Procedures

The policies and procedures have been reviewed and revised where appropriate to take account of legislative or other changes such as operational requirements of practices. The policies include the:

- Lone Working Policy and associated Equality Impact Assessment, Appendix 1
- Professional Learning and Development Policy and associated Equality Impact Assessment, Appendix 2
- Dignity and Respect Policy and associated Equality Impact Assessment, Appendix 3

The policies and procedures were also discussed at the formal Joint Negotiation/Consultative Committee on 25 August 2021 with the EIS/FELA and with Unison on 19 August 2021. A submission was made by EIS/FELA. Unison did not submit feedback.

The College undertook a consultation exercise with staff, students, managers and representatives of its recognised Trade Unions, EIS/FELA and Unison. Consultation began week commencing 04 October 2021 and ended 29 October 2021, feedback form staff and students was gathered through focus groups and MS Forms. A number of focus groups were held with staff and students during that time.

The College made several changes to the documents in direct response to the consultation feedback. The outcome of the consultation process to date is undernoted.

2.1 Lone Working Policy

Several changes were made to this document as a result of the consultation exercise, the key amendments include:

- Section 3.0
  - The Policy is related to 'working' (i.e. employment) as such, students, contractors and visitors and studying does not qualify. The reference to these categories has been removed. The procedures the College has in place for staff vicariously include these categories.
- Section 4.0
  - The definition of lone working has been adjusted to clarify of situations that are NOT lone working.
  - Some college-related lone working examples have been provided.
  - A sentence has been added informing staff to contact the Health and Safety Manager for advice where there is any doubt about whether a role, task or activity is lone working.

2.2 Professional Learning and Development Policy

The Professional Learning and Development Policy has been fully revised and developed further to reflect the requirements of the National Joint Negotiating Committee Circular 03/18, which requires teaching staff to register with the General Teaching Council (Scotland).

It aims to enhance and promote professional learning and development for all staff by setting out clearly how the College will manage professional learning and development in a consistent and fair manner to deliver its ethos, values and strategic aims.

The document now also references and links to the professional learning and development processes and procedures. It is anticipated that the processes and procedures associate with professional learning and development will be reviewed and developed further over academic years 2021/22 and 2022/23.

2.3 Dignity and Respect Policy and Procedure

The main changes to this document relate to: an update in the terminology to reflect a change in role titles; feedback from the consultation process; and the amendments required as a result of the exercise, Assessment of Procedures – Scottish Funding Council - Call For Information. A summary of the amendments include:

- Section 1, Page 1 and throughout the document:
  - the implementation of the College's Report and Support platform. This platform enables staff and students to report an incident(s) and request support from an advisor. It is confidential and does not instigate any kind of formal complaint or appeals process unless the individual wishes to make a formal complaint. The advisor assigned would provide information on how to

do so.

- Section 4.1, page 5:
  - an example has been provided under the bullet point ‘abuse of power’ to reflect the actions agreed as a result of the assessment of Glasgow Kelvin College’s procedures in response to the University of Strathclyde Inquiry Report and Independent Review Report at Heriot-Watt University. Member will recall that this paper was considered at Finance and Resources Committee held on 11 May 2021.
- Section 6.3, page 19:
  - Complaints against the Principal, Vice Principal or Board Member previously directed the complainant to the Director of Human Resources of the Personal Assistant to the Principal the latter has been amended to the Director of Corporate Services.

The attached policies will be reviewed in three years or earlier if there are further developments in legislation, case law or operational requirements.

As part of the implementation of the revised Dignity and Respect Policy and Procedure and the launch of the College’s Report and Support platform training will be provided to staff and managers on harassment. Awareness raising training for staff and how to manage harassment for managers. The training will be provided in the new calendar year.

The revised policies and procedures will be placed on the agenda of the Board of Management being held 07 June 2021 subject to any amendments required following any further comments from the Trade Union representatives or consideration by members.

3. Resource Implications

The cost of the Report and Support platform and the provision of training and development has been included in the College budget for academic year 2021/22.

4. Equality

Staff, students, representatives of recognised Trade Unions and external stakeholders were involved in the review and revision of the policies and procedures contained within this report. The Equality Impact Assessment for each policy has been revised and amended in light of the consultation process in compliance with the Equality Act 2010. The implementation of the Report and Support Tool supports the Board’s commitment to equalities and meet the general duties of The Equality Act 2010 to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by The Act.

5. Risk and Assurance

No risks have been identified as a result of this report.

6. Data Protection

No data protection issues have been identified as a result of this report.

7. Recommendations

Members of the Finance and Resources Committee are recommended to:

i) note the content of this report and its appendices;

ii) provide feedback on the policies;

iii) endorse the revised policies and procedures subject to any amendments required by the Committee; and

iv) note that the revised draft policies and procedures will be placed on the agenda of the Board of Management, 16 December 2021, subject to any amendments required by the Committee.

8. Further Information

Further information on the content of this report can be obtained from Jeanette Evans, Vice Principal, Operations (jevans@glasgowkelvin.ac.uk) or Doreen Shiels, Director of Human Resources (dshiels@glasgowkelvin.ac.uk) or Geoff Lawson, Health and Safety Manager (glawson@glasgowkelvin.ac.uk) Derek Smeall, Principal (dsmeall@glasgowkelvin.ac.uk)

Appendix 1

Glasgow Kelvin College

Lone Working Policy

Document Control Information	
Reviewed by the Finance and Resources Committee:	30 November 2021
Date of Next Review:	
Approved by the Board of Management:	

The Board of Management (or any person/group with delegated authority from the Board) reserves the right to amend this document at any time should the need arise following consultation with employee representatives. **This Policy has been subject to an Equality Impact Assessment this can be accessed on: https://www.glasgowkelvin.ac.uk/equality-diversity/**

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1.0 Introduction

Glasgow Kelvin College is committed to taking all reasonable precautions to secure the health and safety of those carrying out work activities and will ensure, so far as is reasonably practicable, that employees, contractors and anyone else required to work alone or unsupervised for any period of time are protected from risks to their health and safety.

2.0 Purpose and Objectives

This policy and associated procedures have been developed to protect employees and others required to work alone or unsupervised, so far as is reasonably practicable, by controlling the foreseeable risks they may be exposed to.

This policy used together with procedures on lone workers, staff development and training, will enable staff to appreciate the particular risks associated with lone working and to ensure that safety precautions and emergency procedures are understood. It will also assist staff to recognise and respond correctly to hazards arising during lone working.
Lone working could expose employees and others to certain hazards. The College's objective is either to entirely remove the risks from these hazards or, where complete elimination is not possible, to reduce them to an acceptable level.

3.0 Scope

This policy covers:

- all Glasgow Kelvin College employees;
- all sites used by Glasgow Kelvin College; and
- all Glasgow Kelvin College activities being carried out (whether in or out of the College).

This policy and its associated procedures apply to all lone working situations (see definition below) and shall be followed on every occasion where employees and other are required to work alone or unsupervised.

The Health and Safety Executive state that working alone is not in itself against the law and it will often be safe to do so. However, the law requires the College to consider carefully, and then deal with, any health and safety risks for people working alone. The College is responsible for the health, safety and welfare at work of all their employees and also have responsibility for the health and safety of any contractors or self-employed people doing work for them.

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These responsibilities cannot be transferred to any other person, including those people who work alone. College employees have responsibilities to take reasonable care of themselves and other people affected by their work activities and to co-operate with their employers in meeting their legal obligations.

4.0 Definition of Lone Workers

Lone working is NOT where individuals experience brief situations in which they find themselves alone, but where individuals are knowingly placed in circumstances where they work without close or direct supervision, for example:

- during normal working hours at an isolated location within the normal workplace (an office, classroom, workshop or laboratory);
- staff working alone outside normal hours;
- people working alone in premises;
- lone security staff;
- mobile workers who work away from the College on their own (visiting work placements or a students' home alone); and
- delivering one-to-one tutorials or counselling alone.

Lone working can refer to situations where staff in the course of their duties work alone or are physically isolated from colleagues without close or direct supervision or access to immediate assistance. This last situation may also arise where there are other staff in the building but the nature of the building itself may essentially create isolated areas. Likely college-related lone working tasks may include the following:

- Home working;
- Estates staff, when opening up or closing a campus;
- Estates drivers on mail or stores delivery run; and
- Staff working alone in separate building within a campus (science laboratory at East End).

There are already a number of measures in place within the college to protect lone workers and those working in isolation:

- planning journeys and letting someone know the expected return time;
- advising someone before commencing and on completion of a particular task;
- not undertaking a prohibited task;
- protective measures within buildings (controlled entry, CCTV etc.);

- provision of radio or mobile telephone; and
- training in conflict management skills, basic risk assessment training, mobile working awareness, personal travel safety and home working.

Action required, managers should maintain records which identify:

- all persons who are lone workers; and
- the locations and the tasks carried out.

If there is any doubt about whether a role, task or activity is lone working, the individual and line manager should consult with the Health and Safety Manager.

5.0 Controlling the Risks

As required by The Management of Health and Safety at Work Regulations 1999 a suitable and sufficient risk assessment should be carried out to identify the hazards and the level of risk that lone workers are exposed to. This risk assessment will identify suitable controls to manage these risks.

Risk assessments can be task, role or location based depending on the situation and what is deemed most appropriate.

Depending on the level of risk there may be some higher risk activities or areas that due to the level of risk lone working will not be permitted (see below).

5.1 High Risk Activities

Certain tasks and entry into certain areas will be identified by risk assessment as high risk. Where the risk cannot be lowered, conducting these tasks or entering these areas is prohibited.

Those tasks which are deemed unacceptable to be performed by a lone worker under any circumstances must be documented in the written record of risk assessments produced by Departments and Faculties with the support of the Health and Safety Manager.

5.2 Prohibited Activities

There are some situations where lone working is prohibited. These are as follows:

- entry into Confined Spaces;
- use of ladders;
- the erection / dismantling of scaffolding;

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- use of dangerous machinery where there is a risk of entanglement, entrapment, crushing, impact, or injury from cutting or shearing, stabbing or puncture, unless the worker has received sufficient training in work at those machines;
- electrical work involving manipulation of live, uninsulated power conductors; and
- other work on or near bare live conductors where a person working on his/her own would not be capable of undertaking the work safely without assistance in, for example, keeping other persons from the work area.

Action required:

- comprehensive risk assessments on all lone working activities and/or areas;
- control measures to be identified, prioritised and implemented;
- higher risk activities and/or areas identified and a formal decision made on whether lone working is authorised or vetoed; and
- formal systems or procedures developed for particular activities and/or areas, as required.

6.0 Organisation and Responsibilities

The Principal, through the members of the Senior Management Team, is responsible for ensuring that Directors and Managers of support services are made aware of the College policy on lone workers and understand their responsibilities under the policy and its associated procedures. A checklist to assist managers to consider the safety of lone workers is attached as appendix 1, this covers lone working in the workplace, home visits and working with the public.

Directors and Managers of support services (hereafter referred to as managers) are responsible for following this procedure in respect of any lone, solitary and peripatetic workers in their areas of control. Managers must ensure that a risk assessment has been carried out with the individual prior to them working alone. It is the responsibility of managers to:

- implement control measures to eliminate the danger or reduce it to a minimum;
- draw up safe working procedures to include any control measures decided upon;
- ensure all such procedures are communicated to staff and are fully understood;
- check that all the procedures are adhered to;

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- train staff to ensure understanding of control measures and emergency procedures;
- maintain regular contact with the lone worker to ensure they are happy that the safe working procedures are effective; and
- report any incidents or accidents involving lone workers to the College Health and Safety Manager as soon as possible.

7.0 Requirements of Lone Workers

It is important that consideration of an individual's declared medical condition is made which may make them unsuitable for working alone. This aspect of the assessment should be coordinated with the Human Resources Department who will consult with Occupational Health specialists.
Consideration will also be given to routine work and foreseeable emergencies which may impose additional or specific risks.

Lone workers must be suitably experienced, have received suitable instructions and if necessary, training on the risks they are exposed to and the precautions to be used.

It is the policy of the College to ensure adequate supervision is provided. The adequacy of the supervision will depend on the level of risk, types of risk and duration of exposure. Adequacy of supervision may involve some of the following:

- periodic checks on lone workers i.e. visual;
- periodic contact with lone worker i.e., telephone;
- contact with other lone workers - records kept;
- automatic warning devices;
- general or specific alarms for emergencies; and
- checks on lone workers to ensure they have returned to the College or home on completion of activities.

Useful pointers for managers who have responsibility for staff who may be considered or are lone workers are outlined in Appendix 2, section 3.

It is the responsibility of the individuals identified as 'lone workers' to:

- not knowingly place themselves in a position of unnecessary risk;
- comply with the safe working procedures and control measures identified; and
- report immediately any incidents or accidents involving lone workers to the Health and Safety Manager. The line manager needs to be kept informed by the employee. Where appropriate the Health and Safety Manager will

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inform a member of the senior management team. The Trade Union will be informed of any incidents through Health and Safety Committee.

Useful pointers for those staff who are identified as lone workers, section 4.0, are outlined in appendix 2.

Action required:

- check and monitor adequacy of supervision; and
- ensure any identified emergency equipment (alarms, mobile phones etc.) are regularly checked and maintained.

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Appendix 1

Glasgow Kelvin College

Lone Working Checklist

1.0 In the Workplace

		Yes	No
1	Does the workplace present a special hazard?		
2	Is the access to, or exit from, the workplace safe?		
3	Is the lighting and ventilation sufficient?		
4	Will other adjacent processes and activities present a risk?		
5	Is equipment safe and regularly maintained?		
6	What risks will the worker be exposed to in the event of equipment failure?		
7	Can substances and goods be handled safely?		
8	Does the worker have the appropriate PPE and is he/she trained in its use?		
9	Has the worker been trained to do the task properly?		
10	Has the worker demonstrated their ability to do the task satisfactorily?		
11	Is the worker medically fit to undertake the task?		
12	Has the worker sufficient information about the job, equipment or substances?		
13	Is cash is being handled, will he/she be at risk of violence?		
14	Is the worker known to be reliable and seek help when they reach the limit of their knowledge or experience?		
15	What is the appropriate level of supervision for the task?		
16	What first aid provision is required?		
17	How will you communicate with the worker to ensure his/her wellbeing?		
18	What are the arrangements for the worker in the event of an emergency?		

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2.0 Home visits and meeting the public

	Have your lone working staff:	Yes	No
1	Been fully trained in strategies for the prevention of violence?		
2	Been briefed about the areas where they work, or will work?		
3	Been made aware of attitudes, traits or mannerisms that can annoy clients?		
4	Been given all available information about the client from all relevant agencies?		
5	Understood the importance of previewing cases?		
6	Left an itinerary?		
7	Made plans to keep in contact with colleagues?		
8	The means to contact you – even when the switchboard may not be in use?		
9	Got your home telephone number (and you theirs)?		
10	A sound grasp of your organisation's preventative strategy?		
11	Authority to arrange an accompanied visit, security escort, or use of a taxi?		

2.1 Do your lone working staff

		Yes	No
1	Carry forms for reporting incidents, including violence or threats of violence?		
2	Appreciate the need for this procedure and use it?		
3	Know your attitude to premature termination of interviews?		
4	Know how to control and defuse potentially violent situations?		
5	Appreciate their responsibility for their own safety?		
6	Understand the provisions for support by your organisation?		

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Appendix 2

Useful Pointers for Managers and Staff

3.0 Some useful pointers for managers

1 Carry out informal inspections of the workplace and access on a regular basis to make sure the workplace is safe and that people are working safely.

2 Ask yourself how you would feel working there - would you feel safe? Check to make sure equipment is being maintained properly and records are kept.

3 Make sure Materials Safety Data Sheets and COSHH assessments are available for all materials used and stored on the premises.

4 Make sure risk assessments of all processes and activities are available for workers to refer to and that Safe Systems of Work are available.

5 Make sure you know workers are fully aware of local rules, especially those related to "working out of hours".

6 Check the "working out-of-hours" signing in book to make sure people are signing in, and that they have the Head of Departments permission.

7 Periodically speak to those who work alone informally to find out if they have any concerns that can be dealt with easily.

8 Make sure they know you do not want them to put themselves at risk. Ask them how the job could be made safer.

9 Make sure you have a reliable system for contacting the lone worker and for establishing he/she is unharmed – this could be by a call-in system, a tracking device, a mobile phone, etc.

10 Consider what emergency situations could arise and make sure you have procedures in place to cover them.

4.0 Useful pointers for staff

1 Make sure someone knows where you are and establish a contact system so that you can tell someone you're at work and when you're leaving.

2 Don't do anything which you feel might put you in danger – report any dangerous incident or situation to your supervisor and ask for advice.

3 Don't "cut corners" or rush the work, set yourself a reasonable target and work towards it – do your best.

4 If you start to feel tired either stop for a short break, take a walk outside in the fresh air, or go home after contacting your supervisor and/or signing out.

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5 Make sure you know, and follow, relevant Safe Systems of Work and guidelines for operating equipment and handling and using substances.

6 If you don't know how to do something – don't do it – leave it until someone is around to help you.

7 If you get injured stay calm, use your training, and if you need assistance contact 7777 or 0141 630 5037.

8 If your situation is more urgent, ring 999 giving clear instructions to them of where you are.

9 Greet customers politely and with eye contact.

10 Be aware of body language, signs of anger, tension, stress, or nervousness, adopting a hostile or aggressive stance. Bear in mind that you may be sending out body language messages.

11 Avoid invading other people's personal space or touching them.

12 If attacked your voice is the best defence – shout a positive command or yell loudly to "Stop".

13 Have a mobile phone for emergencies but keep it secure and out of sight with a number pre-programmed for emergency use.

14 Procedures for call-in of staff should be in place together with those for non-arrival

15 If using car parks in busy areas, use ones which are well-lit at night.

16 Don't leave a brief case or lap top visible in the car. Lock all doors.

17 Trust your intuition – if the situation feels unsafe or makes you uneasy, use a plausible excuse and get out. Consider taking a colleague with you.

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Glasgow Kelvin College

Equality Impact Assessment

Lone Working Policy – 2021

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Practitioners conducting assessment		
Name	Designation	Date
Geoff Lawson	Health & Safety Manager	18.11.21
Doreen Shiels	Director of HR	19.11.21

Step 1 – Identification and Scope

Brief description of the decision, policy *or* practice being assessed

Glasgow Kelvin College is committed to taking all reasonable precautions to secure the health and safety of those carrying out work activities and will ensure, so far as is reasonably practicable, that employees, contractors and anyone else required to work alone or unsupervised for any period of time are protected from risks to their health and safety.

Aims of the decision, policy or practice?

This policy has been developed to protect employees and others required to work alone or unsupervised, so far as is reasonably practicable, by controlling the foreseeable risks they may be exposed to. It aims to provide managers and staff with guidance and advice in addition to the training provided.

Who is affected by the decision, policy or practice?

- [ ] Students
- [x] Staff
- [ ] Members of the public/Stakeholders

Step 2 – Research and Consultation

Outline evidence / research

The Health and Safety at Work Act 1974 etc.
The Management of Health and Safety at Work Regulations 1999
BS OHSAS 18001 Occupational Health and Safety Management
Accident / Incident statistics (Age/Gender)
HSE - Health and safety guidance on the risks of lone working
HSE – Lone Workers
Health Working Lives – Lone Working
TUC – Lone Working – A Guide for Safety Representatives

What consultation has been undertaken on this policy or practices, including consultation with those affected?

Senior Management
Human Resources
Trades Unions
Safety Representatives
HSE
Managers
Staff
F and R Committee – 30.11.18

Research Key Findings

The circumstances of accident/incident reports are confidential; however, the College can confirm that from the data and review there were no equality issues evident in any of the issues which were reported during the timeframe.

The College has a Zero Tolerance approach and incidents are managed through the appropriate staff and student policies.

The College has launched a Report and Support Platform which enables staff (and students) to report incidents of inappropriate behaviour. This system will be incorporated into GKC policies and practices. Online modules for staff are in place including, Personal Travel Safety, Risk Assessment, Home Workers and Mobile Worker Safety Awareness. A risk assessment process is in place for pregnant workers.

Is there any evidence that different groups have, or may have, different needs, experiences and priorities in relation to this policy or practice?

Protected Characteristic	**Yes (+ or -)**	**Potentially (+ or -)**	**Neutral (no impact)**	**Not known**
Age			X	
Disability		X		
Gender		X		
Gender reassignment				X
Marriage and Civil partnership			X	
Pregnancy and Maternity		X		
Racial group			X	
Religion or belief			X	
Sexual orientation			X	

Step 3 – Assessing the Impact

What impact could the proposal have on people who share protected characteristics (positive, negative and/or neutral?) Please provide details below.

Protected Characteristic	**Likely Impact – state why impact is positive, negative and/or neutral**
Age	No impact. A generic health and safety risk assessment for each faculty and departmental area.
Disability	Potentially an impact for Lone Working as emergency evacuation provisions would need to be reviewed and adapted or working areas specifically defined to allow for solo evacuation. A PEEP system is in place for staff (and students) which is arranged and agreed with the line manager.
Gender	No impact. A generic health and safety risk assessment for each faculty and departmental area.
Gender reassignment	There is insufficient evidence to assess the impact. No impact. A generic health and safety risk assessment for each faculty and departmental area.
Marriage and Civil partnership	No impact. A generic health and safety risk assessment for each faculty and departmental area.
Pregnancy and Maternity	Potentially an impact for Lone Working as emergency evacuation provisions would need to be reviewed and adapted or working areas specifically defined to allow for solo evacuation. A PEEP system is in place for staff (and students) which is arranged and agreed with the line manager. In addition, a Pregnancy Risk Assessment is undertaken by the Health and Safety Manager.
Racial group	No impact. A generic health and safety risk assessment for each faculty and departmental area.
Religion or belief	No impact. A generic health and safety risk assessment for each faculty and departmental area.
Sexual orientation	No impact. A generic health and safety risk assessment for each faculty and departmental area.

Step 4 – Taking Action

Detail the actions you would take to remove or minimise any actual or potential negative impacts identified, and to build positive impacts.

PEEP considerations are reviewed or adapted to enable disabled and pregnant staff to conduct lone working by the staff member and manager. A pregnancy risk assessment is in place and a generic health and safety risk assessment for each faculty and departmental area. Staff undertaking lone working will be provided with additional safety awareness training and provided with equipment (such as mobile phone). Appropriate measures are in place to ensure the safety of staff such as panic buttons at each reception area on campus. Managers and staff issued with pointers and checklist.

Step 5 – Monitoring and Evaluation

Identify how this policy will be monitored and any areas of concern reported.

Incident statistics are reviewed annually by the Health and Safety Committee, SMT and the Board of Management to assess impact on lone workers and appropriate steps taken where required. Reports made through Report and Support are monitored and reported.

Please present your EIA with recommendations for endorsement. All EIAs will be published on the Portal and added to the current record of EIAs.

<u>Step 6 – Approval</u>
Identify outcome

A. Proceed – • no potential identified for discrimination or adverse impact, and: • all opportunities to advance equality have been taken.	yes
B. Proceed with adjustments to: • remove barriers identified or • better advance equality.	
C. Stop and rethink as actual *or* potential unlawful discrimination has been identified.	

Approved	**Yes**
*Not Approved and Requires Further Information	

**Please add Comments*

Person(s) responsible

Name	Designation	Date
Monica McKerlie	Head of Student Support Services	22.11.21

Central Monitoring

Once your EIA is complete:

1. add it to the EIA monitor on the Equalities Section of the Intranet
2. In Col A. Insert Title **and** Hyperlink Doc

NB: Finalisation of central monitoring & identification of compound impact will be undertaken within Equalities Management.

Appendix

Equality Act General Duty requires colleges to have **due regard** to the need to:

1. **Eliminate**
a) discrimination,
b) harassment,
c) victimization; or
d) any other prohibited conduct

2. **Advance** equality of opportunity by
a) removing or minimising disadvantage
b) meeting the needs of particular groups that are different from the needs of others
c) encouraging participation in public life

3. **Foster** good relations – tackle prejudice, promote understanding

Protected Characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage And Civil Partnership (applies only in relation to (1a) discrimination in employment, not to students)
5. Pregnancy And Maternity
6. Race
7. Religion Or Belief
8. Sex/ Gender
9. Sexual Orientation.

Appendix 2

Glasgow Kelvin College

Professional Learning and Development Policy

Document Control Information	
Reviewed by the Finance and Resources Committee:	30 November 2021
Date of Next Review:	
Approved by the Board of Management:	

The Board of Management (or any person/group with delegated authority from the Board) reserves the right to amend this document at any time should the need arise following consultation with employee representatives. **This Policy has been subject to an Equality Impact Assessment this can be accessed on: https://www.glasgowkelvin.ac.uk/equality-diversity/**

Glasgow Kelvin College

Professional Learning and Development Policy

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1. Purpose

Glasgow Kelvin College is committed to providing ongoing professional learning and development opportunities for all staff to develop their skills and knowledge, with the aim of enhancing the services that we provide, job satisfaction and commitment and improving productivity. All professional learning and development activities will be open equally to all staff.

The purpose of this Policy is to provide a framework in which all professional learning and development and associated review, planning, decision-making, activities and procedures will be managed for College staff.

This Policy aims to ensure that:

- Standards of professional performance are maintained and enhanced in all roles[1]
- All staff will discuss and review their training, professional learning and development needs withtheir line manager in relation to College objectives
- All staff are encouraged and, where appropriate, assisted in the enhancement of their role or their careers
- All staff have an opportunity to contribute positively to the identification of development needs for individuals, teams and the College
- The College maintains an effective balance between achieving strategic aims and meeting the needs of individuals and teams
- There is effective promotion and achievement of College strategies
- Benefits are maximised to the College, teams and individual members of staff by creating access to prioritised, evaluated professional learning activities which are relevant, effective and efficient
- We meet the needs of employers by ensuring staff have access to industry-relevant experience and opportunities, therefore effectively preparing learners for the workplace

2. Scope

This Policy applies to all staff employed by the Board of Management of Glasgow Kelvin College.

3. Principles

Glasgow Kelvin College is committed to developing a workforce of effective professionals, with a depth of related skills and expertise in their own field along with the broader abilities to respond to a rapidly changing environment, to

[1] Professional Standards for Lecturers in Scotland's Colleges | General Teaching Council for Scotland (gtcs.org.uk)

collaborate across disciplines working with experts in other areas and to contribute their knowledge in areas of expertise other than their own.

The College will provide professional learning and development opportunities, both internally and in collaboration with a range of partners, to cultivate a creative and innovative mindset within our workforce. Staff will be encouraged, through professional learning and development activities, to reflect upon their own practices and to implement new and innovative approaches to the delivery of our services.

Priorities for professional learning and development activity will be aligned with and determined by strategic priorities of Glasgow Kelvin College. These priorities, along with our commitment to equality and inclusion, underpin the decision-making criteria to be applied in reaching decisions about the allocation of our resources for professional learning and development opportunities.

The ongoing development of staff is a joint responsibility shared by individual staff members, line and senior managers in conjunction with the College. As professionals, individual staff should seek out appropriate professional learning and developmental opportunities and managers are expected to facilitate access to relevant and high-quality professional learning and development opportunities for both individuals and groups of staff. Trade Union representatives (and where appointed Learning Representatives) from EIS/FELA and Unison work collaboratively with the College to inform and support professional learning and developing expectations and opportunities in the interest of our staff and students.

4. Professional Learning and Development

The professional learning and development needs of staff will be appropriately reviewed, planned, prioritised and met in line with the strategic and operational objectives and needs of the College. Key College development priorities will generally be identified on an annual basis to inform and guide centrally provided development activities.

The professional learning and development approach supports the College's strategic aims and its People Strategy through the targeted development of people by:

- Formulating and informing strategy regarding people development across the College
- Promoting best practice in leadership and management in people development
- Helping leaders and managers to enhance team, departmental and operational effectiveness
- Enabling individuals to take charge of their own development through self-directed learning

- Supporting targeted development initiatives for under-represented groups
- Promoting equality, diversity and inclusive management practice through our work

The sources used to compile development activities organised by the College, include:

- College ambitions and vision
- Key strategies (including digital, learning and teaching, People, ICT and others)
- The College Regional Outcome Agreement
- Needs of learners, employers, partners and our communities
- Classroom observation feedback
- Team meeting discussions and outcomes
- Curriculum development, pedagogical innovation and quality Enhancement
- Reflection and evaluation activities and outcomes
- Individual and team feedback
- Education Scotland reviews and audit / aspect reports
- Professional Development Review feedback and output
- Developments in legislation/practice
- Joint Negotiation and Consultation Committee

Identification of individual and team training needs will take place primarily through the CPD systems and processes, with other opportunities considered through centrally devised professional learning and development priorities in discussion with relevant College staff.

To ensure delivery of excellent College services for our students, partners and communities, a number of key professional learning themes, strands and activities are considered essential components of the CPD process. These include:

- **Induction processes** which ensure that new staff, including existing staff taking on new responsibilities, receive effective induction to their job role and to Glasgow Kelvin College
- **Teaching Qualification** delivery and support, ensuring all full time and part time staff arequalified to teach through the teacher training pathway (which culminates with TQFE or equivalent)
- **Ongoing teaching development** supporting high quality and innovative teaching and expertise in vocational specialisms
- **Leadership development** to ensure that all people managers are adequately trained and supported, enabling them to lead their teams effectively and to ensure that all managers are well-briefed in Policies and Procedures, Agreements, employment legislation and people related issues

DRAFT

- **Improving existing qualifications** where appropriate, to meet changes in market demand, and/or to aid individual career development, ensuring staff are well trained for the roles that they undertake, providing access to professional qualifications, skills development and legislative training
- **Improvement of technical, commercial or professional expertise**, focusing on supporting industry engagement and work experience
- **Equality and Inclusion** within the College community

4.1 Professional Development Review Process

The annual Development Review Process supports professional learning and development across the College. All staff have at least one formal professional development review, and in practise this should be supported by ongoing one-to-one meetings and discussions with the line manager.

The ethos around professional learning and development at the College gives individuals the power to identify development opportunities through the Professional Development Review framework on an ongoing basis, or to create opportunities, focusing on what is right for the individual in relation to their role, needs and aspirations. Professional learning is not necessarily attending a training course, it can be any kind of professional learning and/or development, formal or informal.

If any individual believes there is something that will really support their professional and/or personal development, will have a positive impact on their work performance and will, in turn, contribute to the College, the College will endeavour to support it.

Information on Professional Development Reviews can be found of the Staff Intranet.

4.2 Commitment to Support Professional Learning Activities

College believes that effective and wide-ranging professional learning activity underpins our values, and people strategy, and is essential to meet our ambitions whilst ensuring job satisfaction and continuing commitment. The College is committed to providing support, opportunities and arrangements necessary to ensure that staff can undertake and benefit from professional learning and development opportunities on an ongoing basis throughout their careers.

The following is an example of the types of activities that support professional learning and development:

- Experiential, action or enquiry-based learning.

- Professional dialogue with colleagues, other professionals, and learners.
- Focused professional reading and research.
- Leading or engaging in practitioner enquiry/action research.
- Critical analysis of reading, learning and impact on professional practice.
- Learning about aspects of the curriculum or pedagogical practice.
- Peer support e.g. coaching or mentoring.
- Classroom visits/peer observation.
- Self-evaluation and critical reflection processes.
- Online learning/blogs.
- Work shadowing.
- Industrial placements and work experience.
- Co-operative or team teaching.
- Participation in collaborative activity e.g. inter-college activity.
- Leading or participating in a working or task group.
- Planning learning which is inter-disciplinary or cross-sector, industrial experience.
- Volunteering activities, internal or external.
- Employer engagement.
- Project based learning.
- Participation in activities relating to assessment and moderation (e.g. IV, EV, standardisation meetings, SQA or other awarding body meetings/training).
- Secondments, acting posts and placements.
- Post-graduate study and qualifications.
- Vocational skills study and qualifications.
- Updating skills in implementing learning technologies.
- Accredited courses or activity related to achieving national professional standards for teachers.
- Professional/ Academic conferences.
- Staff Development Days.

4.3 Line Manager Expectations

Line managers have a key role to play in the development of staff and should:

- Hold regular Development Review and one-to-one conversations with members of their team.
- Expect staff members to ask for any additional one-to-one meetings required to discuss their individual learning and development.
- Promote Professional Standards (for Lecturers and requirements regarding GTCS Registration for academic staff, and any other relevant standards for academic and support staff)

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- Encourage participation in professional learning and development activity for all team members.
- Support staff development by ensuring suitable time is available to staff to undertakeprofessional learning and development activities as appropriate.
- Ensure staff complete CPD logs/records and reflect on their learning and practice.
- Develop their own practice through regular professional learning and development andengagement with relevant standards associated with their role (Professional Standards for Lecturers and GTCS Registration for academic managers)

4.4 Staff Expectations

Staff at Glasgow Kelvin College staff should expect to:

- Be inducted into the College and assisted in understanding its processes and how they are expected to contribute.
- Be supported to develop and maintain the competence and capability for which they have been employed.
- Have the opportunity to develop new competencies and capabilities of relevance to their employment in the College, or which enhance career prospects and lifelong learning opportunities (subject to the constraints of resource allocation).
- Participate in the Professional Development Review process, which will provide opportunities for reflection upon success / individual targets and identification of future plans for developmentaligned to strategic and / or operational plans.
- Maintain an individual record of professional learning and development activity (CPD Log) which is of benefit to the individual (engaging with PDR processes for academic staff through GTCS registration and with relevant GTCS systems).

4.5 College Expectations

In meeting the expectations of this Policy, the College expects that each member of staff (with support from the College, where appropriate) will:

- Develop their competence and capability aligned to College strategy at operational, service, team or individual level.
- Actively participate in the Professional Development Reviews process and engage with opportunities for reflection upon success / individual targets and identification of future plans for development aligned to operational and strategic needs.

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- Take professional responsibility for updating specific expertise on a regular basis including any agreed outcomes as appropriate to the nature of the individual's post.
- Take professional responsibility for engaging with Professional Standards, Industry Standards, etc, relevant to the role (specifically Professional Standards for Lecturers and GTCS Registration for academic staff).
- Contribute to team / College professional learning and development opportunities when appropriate.
- Maintain and reflect upon their own professional learning and development record (CPD Log) (including meeting awarding body guidelines relevant to course delivery).
- Must ensure that they participate in any professional updates and maintain membership/recognition with appropriate regulatory bodies in line with their professional role. It is the responsibility of individual staff members to comply with the requirements of professional registration associated with their role and to meet the costs of all professional association membership fees and subscriptions.

5. Compliance Training

All staff will be required to undertake mandatory professional learning activities, which will be predominately required by statute or as required by the College.

The modules available on WorkRite are compulsory for all staff, these are listed below:

- health and safety – Assess Rite (Display Screen Equipment) and FireRite;
- health and safety – specific to role or personal circumstances – Asbestos Awareness; Working at Height and New and Expectant Mother);
- equality and diversity;
- safeguarding and corporate parenting;
- GDPR;
- Coronavirus Awareness & Homeworking Essentials
- Home Workers – this will assist the College to identify the equipment you need to work from home;
- Risk Assessment Course;
- Cyber Awareness; and
- any other training or instruction relevant to the role.

By the special nature of their duties, some staff will require to undertake specific mandatory training in order to evidence their continuing professional competency. In such instances, it is the responsibility of individual member of staff to ensure that their qualifications and training are current.

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6. Digital Literacy

Digital Literacy is the interest, attitude and ability of individuals to use digital technology and communication tools within learning, teaching and assessment. This includes how to access, manage, integrate, analyse and evaluate information, construct new knowledge, and create and communicate with learners.

In this digital age staff are expected to develop their literacy skills in line with current and future learners' expectations in order to both support and enhance the student experience.

The College will provide ongoing professional learning and development activities for staff through its Digital Services Team. Activities and events will be delivered at Staff Development Days and throughout the academic year. The College's commitment to digital transformation is demonstrated in its Digital Transformation Strategy.

7. Funding for Professional Learning and Development Activities

The professional learning and development budget is established to support a wide range of activities across the College, including professional learning and development activity.

All teams requesting support from this budget should be aware that decision regarding funding will be made on:

- Value for money
- Strategic and operational planning targets and outcomes
- Prioritised needs discussed with relevant College teams and line managers

7.1 Professional Learning Application Procedure

When a member of staff wishes to attend an external professional learning event, they should submit a Professional Learning Application in accordance with the Professional Learning Application Procedure.

Where a member of staff has received support from the College to attend an external professional learning event, they may be required to provide an evaluation of the event and/or requested to share their learning an knowledge in dissemination activities with their Team or wider staff, when requested to by College managers.

All staff undertaking recognised teacher training qualifications will sign a relevant learning agreement. This agreement will specify the support

entitlements provided by the College along with the commitments and expectations of staff in undertaking the qualification. Through this agreement the College will waive the relevant fees associated with the qualification.

7.1.1 Professional Development Activity Bookings

Development requests and associated requests for travel, accommodation and subsistence should be made as far in advance of the event as possible.

The College reserves the right to refuse applications submitted less than 10 working days prior to an event, taking into account the considerable additional cost this can add to rates, travel and accommodation.

The budget may cover:

- Course / workshop / seminar fees / attendance cost / tickets for approved developmentactivity (or part thereof)
- Travel to and from the approved development activity where the mode of transport is bus,train or flight using the most suitable mode of transport, reserving the right to select the mode of transport to ensure best value for money. **NB:** If staff choose to use their own vehicle, fuel costs should be claimed via department budgets using the monthly online mileage claim process
- Overnight accommodation, where required to attend an approved professional learning / development activity, reserving the right to select the accommodation which ensures bestvalue for money

For all approved activity, the Organisational Development Lead and the Administration Team will work with individuals and teams to arrange any necessary tickets, booking confirmation/s, currency etc. to the appropriate individuals. The responsibility to ensure receipt of tickets / currency etc. lies with the requestor.

7.1.2 Travel, Accommodation and Subsistence Claims

The College will endeavour to meet all reasonable expectations and requests regarding travel, accommodation and subsistence relating to approved development activity, however they also reserve the right to make final decisions based on value for money.

Staff within the Administration Team are responsible for booking travel and accommodation relating to approved professional learning and development activity only. Rules and regulation regarding subsistence payments relating to professional learning and development activity are the same as those laid out in the Travel and Subsistence Procedure.

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Cost of travel related to attendance at meetings or similar operational activity should be claimed via department / team budgets using the monthly online mileage claims process.

This includes and is not limited to:

- Travel between campuses for operational matters and meetings
- Travel between campuses to attend internal training courses
- Attendance at operational SQA (and other awarding body) meetings and events, i.e.markers' meetings, updates to qualifications and anything else relating to day-to-dayoperational delivery of a course / unit / qualification etc.
- Other enquiries arising as a matter of course

When considering development activity, a case can often be made that an event or activity could be a classed as either or both operational and developmental. However, to ensure best use of and value for money from the centralised budget, other budget holders are asked to act in accordance with this Policy and sign off monthly travel claims including the above activity.

Enquiries can be made to the Human Resources and Payroll Team for further discussion if required.

7.2 Teaching Qualification in Further Education (TQFE)

The College will support an agreed number of teaching staff annually to undertake the Teaching Qualification in Further Education at one of the approved Initial Teacher Training providers.

The College has established and will maintain a waiting list for teaching staff who do not yet possess a TQFE based on two criteria:

- Start date in a teaching role with Glasgow Kelvin College.
- Date Professional Development Award: Developing Teaching Practice in Scotland's Colleges achieved either with Glasgow Kelvin College or another teaching institution.

The College may have to adjust the waiting list due to operational requirements however where the College is unable to release a member of staff in one academic year they will be provided support

TQFE is delivered externally by a University as agreed by the College and supported internally by a member of teaching management.

Staff with degree level qualifications, or equivalent, may join either the undergraduate (SCQF Level 9) orpostgraduate (SCQF Level 11) programme.

Each staff member must undertake a minimum of 120 hours of teaching for the academic session in which they will be completing the TQFE qualification. All

other necessary entry requirements (as stipulated by the university provider) must be met to gain entry to the qualification. The College will support staff in meeting the entry requirements for TQFE.

In accordance with the National Working Practices Agreement (NWPA) there is a contractual requirement for any lecturer commencing employment on or after 1 April 2019 who does not hold a recognised lecturing qualification to successfully complete such a qualification within two years of taking up a position in any Scottish college, subject to local operational requirements. Local operational requirements will take account of factors such as the ability of the College to release the lecturer for the period of study, the abilities of providers to accommodate the number of lecturers seeking to obtain a recognised lecturing qualification and any extenuating personal circumstances of the lecturer.

From 1 April 2019, the College will facilitate opportunities for all lecturers not holding a recognised lecturing qualification to complete such a qualification after commencing employment within the resources available. Equally, there is an expectation that lecturers will commit to successfully completing the qualification within the provider's stipulated timeframe.

150 hours of remission will be provided to each lecturer undertaking the TQFE qualification during theiryear of study.

Where lecturers face barriers to completing the qualification within the provider's stipulated timeframe (e.g. part time staff, staff with extenuating personal circumstances), this may be reasonably adjusted to allow completion over a longer period of time in consultation with the staff member, the provider, EIS and the College.

Where the College is unable to facilitate a lecturer completing a recognised lecturing qualification within the NWPA twoyear timeframe (either due to local operational factors, extenuating personal circumstances of the lecturer or as a result of limited availability from providers), the individual lecturer will not be subject to an artificial barrier to progression on the pay scale, will be entitled to progress to the next point on the NSP (professional gateway) on an annual basis and will be supported to complete the qualification as soon as is practicable.

The recognised lecturing qualification will be TQFE or equivalent to a minimum SCQF level 9. 'Recognised'lecturing qualifications for this purpose will be those recognised by GTCS for the purpose of registration in colleges or schools in Scotland or otherwise agreed by the NJNC.

Timetabled Support for TQFE

Lecturers participating in TQFE are entitled to access the guidance and support provided for them through the College.

Staff are available at a designated point each week, designed to complement the workshops offered by the TQFE provider. All candidates' timetables (whether part time or full time) should make it possible for staff undertaking TQFE to attend. 150 hours of remission across the course of study will be clearly marked on the member of staff's timetable and will be applied equitably irrespective of hoursworked.

Managers putting together timetables must give early consideration to the timetables of lecturers completing their TQFE to ensure that they are compiled in such a way that allows the lecturer to regularlyattend TQFE classes and support sessions as outlined by the Human Resources.

The TQFE programme runs from September to May each academic session. The times and locations of each of the sessions will be advised no later than the beginning of June preceding the following academic session.

7.3 Professional Development Award: Teaching Practice in Scotland's Colleges

Staff who do not already hold an initial teaching qualification, must undertake the Professional Development Award: Developing Teaching Practice in Scotland's Colleges (Group Award Code: GG87 49). On completion of this programme, staff will be eligible to progress onto the TQFE waiting list.

Staff will be required to complete this within the first 18 months of employment.

7.4 Learning & Development Units

Staff may register for Learning and Development units when this has been agreed by their line manager. The Learning and Development units will be delivered internally, and priority will be given to staff where these qualifications have been identified key for their work area. Teaching staff who wish to undertake these qualifications will be invited to apply for sponsorship in May of each academic year for the following session. The selection of candidates will be made by the Senior Management Team in consultation with the Directors of Curriculum based on College priorities.

7.5 Professional Development Fund

An employee who wishes to seek support from the College for a professional qualification may apply for financial or other assistance from through the

Professional Development Fund Procedure. The Fund will be opened on an annual basis and staff who wish to seek financial support will be invited to apply.

Employees are responsible for ensuring that the course is at the right level for them and that they have the resources and the commitment to succeed.

In most cases, successful applicants will be expected to undertake their studies outside normal working hours. If it is not possible to do so, the time should be made up in agreement with their line manager.

Staff undertaking a professional qualification will be required to sign a Learning Agreement. This is an agreement between the staff member and the College and shall be signed, when appropriate, and submitted with the PDR1 Application Form seeking support from the College. Applications for the Professional Development Fund should be submitted to the Organisational Development Lead.

7.6 Peer Review Process

The College has a voluntary peer classroom/workshop review process for teaching staff to support professional development.

The Quality of Learning Experience: Peer Review develops classroom practice and teaching as a reflective and enquiring profession supported by your peers. The voluntary peer classroom/workshop review process for teaching staff aims to support professional development.

A team of reviewers will be trained annually by the College HMI to conduct the reviews. The outputs from the peer reviews will be confidential however a College-wide summary of the key points will be used to inform professional learning priorities, along with the outputs from observations conducted through TQFE and PDA delivery.

7.7 Programmes Offered by Glasgow Kelvin College

Employees wishing to register on a course offered by Glasgow Kelvin College must first discuss this with their line manager.

If this is agreed, then a CPD application form must be completed and sent to the Organisational Development Lead. The Organisational Development Lead will arrange for staff records to be updated and for a fee waiver to be granted by the College.

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7.8 Examination/Formal Assessment and Study Leave

In accordance with the College's Family Friendly and Flexible Working Policy leave with pay will be granted to employees for the purpose of studying, sitting appropriate examinations or formal assessments. Time off for one resit of a formal assessments or examination may be granted. Each case will be dealt with on its own merits.

8. Evaluation

The quality and effectiveness of professional learning and development activities can be assessed formally and informally to show alignment to organisational performance.

Evaluation of professional learning and development activities may involve systems and processes that assess:

Impact – demonstrates how the interventions have impacted on performance – this can include financial or operational performance indicators.

Transfer – demonstrate how any learning undertaken has been transferred back into the staff role and team – these can include performance goals and how new skills and knowledge have been used.

Engagement – demonstrate how staff are engaged with learning, this can be at organisational level where a positive learning environment is the goal, at individual or at team level – evaluation of learning and development events and individual reaction to an individual events.

The College will utilise a range of evaluation approaches to assess the quality and effectiveness of its professional learning and development provision to ensure return on investment for staff and the College.

8.1 Monitoring

The overall Policy and the effectiveness of its implementation will be reviewed regularly in line with the College planning cycles in a number of ways:

- At an individual level using professional learning and development activity logs (CPD logs), including reporting of Professional Development Review activities and outcomes.
- At a departmental level using operational plans, and the inputs of appropriate managerial staff.
- Through structured evaluation of impact and reflection / evaluation on outcomes and relevant metrics.

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- At a strategic level using the College's Regional Outcome Agreement and input from the Senior Management Team and the Finance and Resources Committee of the Board of Management.

As well as internal monitoring, every college's performance is also measured via audits and reviews, such as the Education Scotland (HMI) reviews and other activities.

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Glasgow Kelvin College

Equality Impact Assessment

Professional Learning and Development Policy - 2021

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Practitioners conducting assessment		
Name	Designation	Date
John Gallagher	Quality Enhancement Manager	17.11.21
Doreen Shiels	Director of HR	18.11.21

Step 1 – Identification and Scope

Brief description of the decision, policy or practice being assessed

Glasgow Kelvin College is committed to providing ongoing professional learning and development opportunities for all staff to develop their skills and knowledge, with the aim of enhancing the services provided by the College, provide job satisfaction and commitment and improving productivity. All professional learning and development activities are open equally to all staff.

Aims of the decision, policy or practice?

This policy sets out the College approach and organisational commitment to professional learning and development. It outlines the support available to staff and the procedures for requesting, approving and managing applications for internal and external training. Anticipated outcomes of the policy are to provide staff with access to learning and development activities to ensure that our workforce and competent and confident.

It aims to ensure that all employees are aware of the professional learning and development opportunities, understand how to access them. This will ensure we apply a fair and consistent approach when offering learning and development opportunities.

Who is affected by the decision, policy or practice?

- [ ] Students
- [x] Staff
- [ ] Members of the public/Stakeholders

Step 2 – Research and Consultation

Outline evidence / research

Equality Act 2010 - legislation;
Scottish Government – Professional Standards for Lecturers in Scotland's Colleges;
General Teaching Council (Scotland) – Professional Update materials; and
Internal trends and operational requirements.
Industry practice.
Other colleges.

What consultation has been undertaken on this policy or practices, including consultation with those affected?

Unison – JN/CC
EIS (FELA) – JN/CC - Written feedback was incorporated within this policy.
College Managers - discussed with their teams and feedback has been received from both mangers and individual members of staff which have been taken into account.
Staff – focus group and MS Teams Form
Senior Management Team

Research Key Findings

The feedback received and the implementation of GTCS registration led to the Policy being updated in several areas. The Professional Learning and Development Policy has been fully revised and developed further to reflect the requirements of the National Joint Negotiating Committee Circular 03/18, which requires teaching staff to register with the General Teaching Council (Scotland).

It aims to enhance and promote professional learning and development for all staff by setting out clearly how the College will manage professional learning and development in a consistent and fair manner to deliver its ethos, values and strategic aims.

The document now also references and links to the professional learning and development processes and procedures. It is anticipated that the processes and procedures associate with professional learning and development will be reviewed and developed further over academic years 2021/22 and 2022/23.

Public Sector Equality Duty (PSED) monitors the take up of professional learning and development by College staff, these statistics demonstrate that staff across the protected characteristics equally access professional learning and development activities.

Is there any evidence that different groups have, or may have, different needs, experiences and priorities in relation to this policy or practice?

Protected Characteristic	**Yes (+ or -)**	**Potentiall y(+ or -)**	**Neutral (no impact)**	**Not known**
Age		X		
Disability		X		
Gender		X		
Gender reassignment		X		

Marriage and Civil partnership		X		
Pregnancy and Maternity		X		
Racial group		X		
Religion or belief		X		
Sexual orientation		X		

Step 3 – Assessing the Impact

What impact could the proposal have on people who share protected characteristics (positive, negative and/or neutral?) Please provide details below.

Protected Characteristic	**Likely Impact**
Age	The policy applies to all regardless of age. There is a low risk that some staff may not access professional learning and development opportunities. Learning and development opportunities are available for all employees and should not discriminate against any group. Staff are responsible for ensuring they access professional learning and development opportunities. Managers will monitor and support staff as appropriate
Disability	The policy applies to all regardless of disability. All College buildings are accessible and venues for external events are considered by the individual employees. A range of activities are offered, and reasonable adjustment made if required. The College makes available online learning opportunities which are fully accessible. Additional support is available to staff on request and reasonable adjustments made where appropriate. The College holds the Disability Confident accreditation.
Gender	The policy applies to all regardless of gender. Part-time staff are invited to attend professional learning and development activities and receive payment or time back if the event does not fall on their working day.
Gender reassignment	The policy applies to all regardless of gender reassignment.
Marriage and Civil partnership	The policy applies to all regardless of marital status or civil partnership.
Pregnancy and Maternity	The policy applies to all regardless of pregnancy or if on maternity leave. Part-time staff are invited to attend Staff Development activities and receive payment or time back if

	the event does not fall on their working day. Staff on maternity leave are actively encouraged to join internal events through kit days.
Racial group	The policy applies to all regardless of race or nationality.
Religion or belief	The policy applies to all regardless of religion or belief.
Sexual orientation	The policy applies to all regardless of sexual orientation.

Step 4 – Taking Action

Detail the actions you would take to remove or minimise any actual or potential negative impacts identified, and to build positive impacts.

The policy will be made available to all staff to raise awareness.

The policy will be outlined by the Organisational Development Lead during staff induction.

Managers are trained in the processes and procedures supporting this policy.

Annual monitoring of staff accessing and utilising professional development is reported as part of the PSED Report.

The Policy and associated procedures are available to all staff on the Intranet.

The policy covers all employees across the organisation and aims to treat everyone fairly regardless of any protected characteristic. It seeks to ensure that there are no barriers to anyone accessing and making use of the policy and related procedures.

Step 5 – Monitoring and Evaluation

Identify how this policy will be monitored and any areas of concern reported.

This policy is monitored by regular reports to the F and R Committee of the Board of Management and by periodic reports to the Senior Management Team.

Statistics are reported in the College's PSED report as required under the PSED Regulations.

The College will continue to monitor learning and development by protected characteristic to assess if there are any particular issues or patterns.

The HR Team and OD Lead will monitor PC of staff accessing professional learning and development and the application of the professional development review process.

Please present your EIA with recommendations for endorsement. All EIAs will be published on the Portal and added to the current record of EIAs.

Step 6 – Approval – Equalities Committee

Identify outcome

A. Proceed – • no potential identified for discrimination or adverse impact, and: • all opportunities to advance equality have been taken.	Yes
B. Proceed with adjustments to: • remove barriers identified or • better advance equality.	
C. Stop and rethink as actual *or* potential unlawful discrimination has been identified.	

Approved	**Yes**
*Not Approved and Requires Further Information	

**Please add Comments*

Person(s) responsible

Name	**Designation**	**Date**
Monica McKerlie	Head of Student Support Services	22.11.21

Central Monitoring

Once your EIA is complete:

1. add it to the EIA monitor on the Equalities Section of the Intranet
2. In Col A. Insert Title **and** Hyperlink Doc

NB: Finalisation of central monitoring & identification of compound impact will be undertaken within Equalities Management

Appendix

Equality Act General Duty requires colleges to have **due regard** to the need to:

1. **Eliminate**

a) discrimination,
b) harassment,
c) victimization; or
d) any other prohibited conduct

2. **Advance** equality of opportunity by

a) removing or minimising disadvantage
b) meeting the needs of particular groups that are different from the needs of others
c) encouraging participation in public life

3. **Foster** good relations – tackle prejudice, promote understanding

Protected Characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage And Civil Partnership (applies only in relation to (1a) discrimination in *employment*, not to learners)
5. Pregnancy And Maternity
6. Race
7. Religion Or Belief
8. Sex/ Gender
9. Sexual Orientation.

Appendix 3

Dignity and Respect Policy and Procedure

Document Control Information	
Reviewed by the Finance and Resources Committee	30 November 2021
Date of Next Review:	
Approved by the Board of Management:	

The Board of Management (or any person/group with delegated authority from the Board) reserves the right to amend this document at any time should the need arise following consultation with employee representatives. **This Policy has been subject to an Equality Impact Assessment this can be accessed on: https://www.glasgowkelvin.ac.uk/equality-diversity/**

Glasgow Kelvin College

Dignity and Respect Policy and Procedure

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Dignity and Respect Policy and Procedure Policy

1. Introduction

Glasgow Kelvin College ("the College") is committed to promoting equality and diversity and promoting a culture that actively values difference and recognises that people from all backgrounds and experiences can bring valuable insights to the workplace and learning environment to enhance College life. The College promotes, and is committed to providing, an environment where all employees and students are treated with dignity and respect, free of any form of harassment, victimisation or bullying.

The College aims to create an environment that is conducive to study and work in which students and staff can realise their full potential free from all forms of bullying, harassment and victimisation. The College values the contribution of all staff, students, partner organisations and members of its communities.

The College and its recognised Trades Unions (TU) understand the potential problem of bullying or harassment in the workplace. Bullying or harassment has serious consequences for students and employees and the College alike. It can cause personal distress, stress and anxiety, loss of confidence, low morale and illness. It can also lead to absence and interfere with work or academic performance.

The College is committed to compliance with relevant equality legislation, current Codes of Practice and relevant best practice guidance. This Policy builds on the statutory provisions to help the College promote equality, diversity and well-being for all.

The purpose of this document is to set out the College's policy and procedures for dealing with issues of bullying, harassment and victimisation to ensure that all those involved with the College are treated fairly irrespective of any protected characteristic (see below).

Students and staff can use our Report and Support platform to report an incident(s) and request support from an advisor, who will be able to provide you with what options are available. This is confidential and does not instigate any kind of formal complaint or appeals process. Should you wish to make a formal complaint you will be given the information on how to do so from the advisor assigned to you.

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2. Scope

This Policy covers:

- students, employees, visitors, service users, external contractors/suppliers, agency staff, members of the Board of Management, the recruitment and selection of applicants for jobs and anyone else engaged to carry out work at the College whether under a contract with the College or otherwise; and.
- harassment, bullying or victimisation in the workplace or learning environment and in any study or work-related setting outside the College such as business trips and work-related social events, student placements or trips.

The College is committed to the prevention of harassment, bullying or victimisation and to the appropriate management of such should it arise. Such behaviour is unacceptable and will not be tolerated. The College will treat acts of harassment by staff or students as misconduct that may lead to disciplinary action using the appropriate procedure and may lead to dismissal or expulsion.

To ensure the prevention and cessation of harassment, bullying or victimisation should it occur, the College will promote and raise awareness of policies and procedures which ensure that:

- all staff and students understand that harassment, bullying or victimisation is unacceptable;
- individuals are confident enough to bring complaints without fear of ridicule or reprisal; and
- incidents are dealt with quickly and positively as close to the point of origin as possible.

3. Principles

In this Policy and also in the Procedure, we use the following terms to describe the individuals involved:

The Complainant is the reporting Party – the individual(s) who is / are raising allegations of bullying, harassment, discrimination and / or victimisation against another individual or individuals for their behaviour against them. Other organisations may refer to individuals in this situation as the alleged victim or complainant.

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The Perpetrator is the respondent – the individual(s) against whom allegations have been raised. Other organisations may refer to individuals in this situation as the alleged perpetrator.

The Witness - the individual(s) who has witnessed the behaviour of one individual towards another (or others) that may be described as bullying and harassment, discrimination and / or victimisation or other related evidence.

- All of those involved in the College must recognise their own responsibilities (be it as an employer, employee, student, contractor, agency worker, Board Member, representative of another organisation or any other person who has access to College premises) to be alert to the fact that bullying, harassment and victimisation is unacceptable behaviour which must be prevented and, if it does occur, is not allowed to continue unchecked.

- The College's Board of Management accepts that the College has a duty of care to protect members of its Board of Management and its staff from the potentially detrimental impact of vexatious or malicious allegations made by its staff, students or members of the public.

- Making a complaint about inappropriate behaviour can be daunting. Therefore, this policy aims to ensure that any such complaints and subsequent actions are dealt with sensitively and appropriately for all concerned.

- The College will treat complaints of harassment, bullying or victimisation sensitively and maintain confidentiality as far as reasonably possible. Everyone involved in the operation of the policy must observe the need for confidentiality. Details of the investigation of any allegations and the names of the persons involved will normally require limited disclosure. Information concerning a complaint made by or about an employee may be retained by the Human Resources Department for the sole purpose of monitoring, i.e. establishing a pattern of behaviour. Any information held will be processed in accordance with the College's Data Protection Policy.

- If an individual makes a complaint of harassment, bullying or victimisation steps will be taken to investigate the matter. The College will take reasonable precautions to ensure that while the matter is under investigation the reporting party, is not subjected to any further bullying, harassment or victimisation. This may involve one person being temporarily moved to a different part of the College. This will normally be the alleged perpetrator

however depending on the circumstances and operational requirements it may be the reporting party. The necessity to move one person will depend upon the specific circumstances of the case (including but not being limited to the severity of the allegation(s) that have been made). The College will ensure that the decision to do so is reasonable and proportionate given the circumstances.

- In cases where the alleged perpetrator makes a counter-accusation this will be dealt with Procedure in Section 6 but will form part of a separate set of interviews.

- Employees and students shall be protected from intimidation and/or victimisation for filing a complaint or assisting in an investigation. Retaliation against an employee for complaining about or assisting in an investigation of an allegation of bullying or harassment is a disciplinary offence and will be managed in accordance with the College's Disciplinary Policy and Procedure.

- The use of this procedure does not preclude any employee from exercising his/her right to take legal action under any of the Acts outlined below:

    i. The Equality Act 2010
    ii. Protection from Harassment Act 1997
    iii. Health and Safety at Work Act 1974

4. The Legislation

The Equality Act prohibits three types of harassment. The legislation defines this as:

a. harassment related to a 'relevant protected characteristic' (i.e. age, disability, gender reassignment, race, religion or belief, sex, sexual orientation);
b. sexual harassment; and
c. less favourable treatment of a person because they submit to or reject sexual harassment or harassment related to sex or gender reassignment

In each case harassment occurs when a person engages in unwanted conduct which has the purpose or effect of violating another person's dignity or of creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Pregnancy and maternity and marriage and civil partnership are not protected directly under the harassment provisions of The Equality Act. However, pregnancy and maternity harassment would amount to harassment related to sex. Harassment related to civil partnership would amount to harassment related to sexual orientation.

Unwanted conduct 'related to' a protected characteristic has a broad meaning under the Act. Someone can be harassed even if they are not the person who was the direct subject of the behaviour complained about. If the behaviour creates an offensive environment for him/her, this can still amount to harassment.

4.1 Harassment

Harassment may involve an inappropriate abuse of power. It may be against one or more people. A single incident may constitute harassment if it is sufficiently serious or it may involve repeated incidents ranging from extreme forms of intimidating behaviour, such as physical violence, to more subtle forms, such as ignoring someone. It often occurs without witnesses.

The College recognises that harassment can occur between parties at all levels such as staff and students can be harassed by colleagues or subordinates as well as by managers and supervisors and managers and supervisors can be harassed by staff or students. Customers, students, clients and contractors may be involved, either as perpetrators or recipients.

It may be intentional or not, it may be obvious or not but if the behaviour of one person humiliates, ridicules, causes discomfort to or embarrasses and/or generally undermines another person, it is likely to amount to harassment. It is the unwanted nature of the conduct which distinguishes harassment from friendly behaviour which is welcome and mutual.

Examples include:

- unwelcome remarks about a person's age, dress, appearance, race or marital status, jokes at personal expense, offensive language, gossip, sectarian songs and letters;
- socially inappropriate comments, attention, suggestions;
- physical contact ranging from touching to serious assault;
- verbal and written harassment;
- inappropriate use of e-mail or the internet (for further information see the

College's ICT Acceptable Use Policy and Social Media Procedures);

- passive visual harassment through the display of posters, graffiti, obscene gestures, flags, bunting and emblems;
- isolation or non-co-operation at work;
- exclusion from College sponsored social activities;
- pressure to participate in political/religious groups and Trades Unions;
- intrusion by stalking;
- insensitive jokes and pranks;
- insulting words and behaviour, including non-verbal harassment such as staring or gestures;
- comments about appearance;
- intimidation for example (i.e. threat of dismissal, loss of promotion, a poor reference or threat of failure if the victim complains);
- spreading malicious rumours/making malicious allegations;
- online trolling and/ or cyber bullying; and
- abuse of authority, for example where there is an implied or expressed, threat by a staff member that they have the power to influence the academic career of a student or the career of another staff member who raises a complaint against them.

These examples (and the examples below) are not exhaustive examples of the behaviour, in terms of the legislation, which may constitute unacceptable harassment. The essence of harassment is that the conduct is unwanted, unreasonable and offensive to the recipient and each individual can determine what behaviour is acceptable to him/her and what he/she regards as offensive.

Harassment related to Sex

Sexual harassment is the conduct directed towards an employee by another employee or a group of employees which is of a sexual nature or which is based on a person's sex or sexual orientation and which is regarded as unwanted or offensive by the recipient. Sexual harassment is defined as any unwanted conduct of a sexual nature that makes a person feel intimidated, degraded, humiliated or offended.

Examples of sexual harassment include:

- unwelcome physical contact
- lewd, suggestive or over-familiar behaviour;

- persistent unwelcome sexual advances or attention;
- propositions, suggestions or pressure for sexual activity at or outside work, where it has been made clear that this is not welcome;
- speculation about a person's private life;
- display or circulation of sexually explicit material in the workplace;
- conduct which is intimadatory or physically or verbally abusive (including non-verbal harassment, such as staring or gestures);
- derogatory or demeaning remarks based on gender; and
- suggestions that sexual favours may further an employees' or student's career or that refusal may hinder it.

Harassment related to Race

Examples of racial harassment include:

- conduct that denigrates or ridicules a colleague or student because of his or her race, such as derogatory remarks, graffiti or jokes;
- the display or sending of offensive letters or publications;
- threatening behaviour;
- being "frozen out" of conversations;
- jostling or assault, or other non-accidental physical contact; and
- derogatory nicknames or racial name calling.

Harassment related to Disability

Examples of disability harassment include:

- mimicking the effect of a disability or speech impairment;
- ostracising, "freezing out", ignoring and staring;
- making fun of a disability;
- use of inappropriate terms;
- inappropriate personal questions/comments about a disability; and
- belittling or patronising comments/nicknames.

Harassment related to Age

Ageism can affect anybody regardless of their age. Examples of harassment related to age include:

- assumptions regarding the individual's inability to learn;
- offensive remarks; and
- exclusion on the basis of age.

Harassment related to Gender Re-assignment

The Equality Act makes it unlawful to harass a person because they are proposing to undergo, are undergoing or have undergone gender reassignment.

The Act defines gender reassignment as ‘where a person has proposed, started or completed a process (or part of a process) for the purpose of reassigning the person’s sex by changing physiological or other attributes of sex’. A person does not have to be under medical supervision to be protected by the law. A transsexual person also has the protected characteristic of gender reassignment.

Examples include:

- suggestive remarks or sounds;
- unwanted comments on dress and appearance; and
- verbal threats.

Harassment related to Sexual Orientation

Homophobia is a term used to describe an irrational hatred, disapproval or fear of homosexuality and gay and lesbian people. However any unwanted conduct related to a person’s sexual orientation which violates a person’s dignity, or creates an intimidating, hostile, degrading, humiliating or offensive environment can amount to harassment. It may be directed against individuals or groups of people who are, or are thought to be lesbian, gay, bisexual or transgender,

Examples include:

- offensive jokes;
- ridicule;
- verbal threats;
- derogatory comments;
- intrusive questioning about a person's domestic circumstances;
- innuendo;
- gossip;

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- physical attack;
- unfair allocation of work;
- exclusion from normal work place / class conversation or activities; and
- incitement of others to commit any such acts.

Harassment related to Religion or Belief or lack thereof

Examples include:

- offensive jokes
- ridicule
- displaying offensive material

Harassment via the Medium of Email

The College's ICT Acceptable Use Policy and Social Media Procedures prohibits the creation, transmission or receipt of material which is intentionally designed or likely to cause annoyance, inconvenience or anxiety. This includes online trolling, cyber-bullying, harassment in any form, or using College computing facilities to actively engage in procuring or transmitting material that constitutes sexual or other harassment. Copies of the College's policies are available on the Intranet or from Human Resources Department.

The above lists are not exhaustive.

Microaggressions

Microaggressions are brief, everyday interactions that send denigrating messages to people, which are subtle and insidious, often leaving the victim confused, distressed and frustrated and the perpetrator oblivious of the offense they have caused. Microaggressions can be intentional or unintentional.

Microaggressions is not a legal term and such behaviour will not necessarily amount to harassment under the Equality Act (2010). This will depend on the facts of each case. As the definition of microaggressions suggests, the perpetrator of the microaggression may not have any harassing intent. Therefore, whether their behaviour amounts to harassment is likely to depend on the effect it had on the victim. However, microaggressions that do not meet the Equality Act (2010) definition of harassment could lead to behaviour which does meet the definition through repetition or escalation of the behaviour.

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Intent is not the same as impact, and a throw-away comment or joke can have a huge impact on another person. It is everyone's responsibility to think about the impact that their words might have on someone else.

Examples of microaggression include:

- Backhanded compliments
- Avoiding or turning one's back on certain people
- Being misgendered (especially after sharing one's pronouns)
- Asking someone "Where are you really from?".
- Referring to a professional woman as a 'girl'.
- Asking a black person if that is their 'natural' hair.
- Catcalling or sexual objectification.
- Assuming intellectual inferiority based on race.
- Endorsing religious stereotypes.
- Casual use of derogatory slurs.

Microaggressions can slip under the radar because they're subtle, staff and students may not know if they should be reported. For the College, the first step in addressing microaggressions is to be aware that they're happening. We need to be vigilant and create an awareness of implicit bias among staff and students.

4.2 Forms of Bullying

Bullying is not specifically defined in law, but ACAS characterises bullying as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Bullying is a form of harassment but does not need to be related to any protected characteristic.

Statements made online can make claims or allegations that are potentially damaging because they lower the person in the minds of those reading the content. Examples can include criticisms of a person's actions or character, or unsupportive statements regarding a business's services or ethos. The establishment of a fake social media profile in someone else's name, purporting to be written by and about that person, might be defamatory.

Where someone is subjected to a course of conduct that causes them distress or alarm this may give rise to a cause of action under the law of harassment, one

which could result in a civil claim but also potentially a criminal one. Online acts such as trolling or cyber-bullying may fit into this category.

Bullying is most commonly associated with an abuse of power most typically by a line manager or supervisor over subordinate staff. However, other power relationships may equally lead to bullying by colleagues or a group of people who may target one individual.

The College recognises that appropriate and fair people management does not constitute bullying and harassment. Managers and supervisors who carry out appropriate and fair people management and follow the College's policies and procedures should not fear claims of harassment and bullying by other staff/students. The College also recognises that it is possible for staff/students to harass and bully their manager/supervisor as well as for a manager/supervisor to harass and bully their staff/ students.

Whilst managers and supervisors may use other processes to deal with this situation they may make an allegation against a member of staff/student under this Policy. For the avoidance of doubt, where the term "student" "staff" or "staff member" is used this includes a manager or supervisor.

Examples of bullying include:

- overbearing supervision.
- inappropriate remarks about someone's performance.
- deliberately excluding someone from meetings or communications without good reason.
- shouting at or being sarcastic towards someone or demeaning them.
- threatening behaviour.

4.3 Victimisation

The Equality Act prohibits victimisation (as defined by the Act). It is victimisation for an employer to subject an employee to a detriment because they have done what the Act refers to as a 'protected act' or because the employer believes that they have done or may do a protected act in the future.

Protected acts are:

- bringing proceedings under the Act
- giving evidence or information in connection with these proceedings

- doing any other thing for the purpose or in connection with the Act
- making an allegation that another person has contravened the Act

Victimisation can include treating someone less favourably than others because he or she has, in good faith, complained (whether formally or otherwise) that someone has been bullying or harassing him or her or someone else or supported someone to make a complaint or given evidence in relation to a complaint. Victimisation could include isolating someone because he or she has made a complaint or giving him or her less responsible work.

Provided an employee/student acts in good faith, i.e. they genuinely believe that what they are saying is true, they have a right not to be victimised for making a complaint or doing anything in relation to a complaint of bullying or harassment. If a complaint of victimisation is substantiated after a thorough investigation under the appropriate procedure, the College will take appropriate disciplinary action to deal with any act of victimisation.

Making a complaint which is known to be untrue or giving evidence which is known to be untrue, may lead to disciplinary action being taken against the individual making the complaint.

It is unlawful to instruct someone to discriminate against, harass or victimise another person because of a protected characteristic or to instruct a person to help another person to do an unlawful act. Such an instruction would be unlawful even if it is not acted on.

5 Roles and Responsibilities

5.1 Responsibility of the College as an Employer

Responsibility for the application of this policy lies with all managers and supervisors.

The College has made the commitment to:

- provide training and guidance for all managers to ensure that they understand the position in law, their responsibilities and duties under this Policy;
- make recognised Trades Unions and the Student Association aware of the policy content and implementation procedures;
- ensure the policy is made known to all employees, students, agency

workers and external contractors;

- investigate complaints of harassment, bullying or victimisation whether formal or informal quickly and with sensitivity;
- monitor complaints, disciplinary action and grievances related to harassment, bullying or victimisation, and report these on an annual basis to members of the Strategic Management Team and appropriate committees; and
- examine and regularly review policies, procedures and practices.

5.2 Responsibility of Employees/Students of the College

Although the primary responsibility for providing an environment free from bullying and harassment rests with the College, individual employees at all levels and students have a responsibility to assist in the prevention of such acts and help protect themselves and the College from allegations of bullying or harassment by:

- co-operating with measures introduced by the College to ensure equal opportunity and non-discrimination (see the College's Equality, Diversity and Inclusion Policy);
- drawing the attention of management/staff and where appropriate Trade Unions/Student Association to suspected acts of harassment verbal or visual or other practices which do not adhere to this policy or the College's Equality, Diversity and Inclusion Policy;
- refraining from harassment, victimisation or intimidation of others on any grounds;
- not being involved in behaviour, verbal statements and/or physical actions which are unwelcome and/or undermine fellow employees/students or any other person;
- being supportive of individuals who have made allegations or complaints of harassment or who have provided information about incidents;
- encouraging those individuals to seek help from an appropriate source;
- refraining from participating in, encouraging or condoning gossip related to cases of bullying or harassment;
- taking appropriate steps to prevent or stop gossip in their area of work/learning; and
- attending training sessions or participating in activities arranged to increase awareness of the issues involved in harassment, bullying, or victimisation.

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5.3 Role of Managers/Supervisors

Managers/supervisors have a duty to implement this Policy and to make every effort to ensure that harassment does not occur, particularly in the areas for which they are responsible. Managers/supervisors should explain the policy of the College to their staff/students and take steps to promote awareness of the procedure for dealing with complaints.

Managers/supervisors need to be alert to unacceptable behaviour, take appropriate action and ensure that staff/students know how to raise concerns relating to bullying or harassment.

Within the College it is necessary for managers/supervisors to be able to manage/supervise their staff/students. This will involve:

- issuing reasonable instructions and expecting them to be carried out;
- setting and publicising expected standards of performance;
- managing/supervising staff /students fairly and in line with all policies and procedures of the College;
- taking action to ensure that the working/studying environment free from harassment and bullying is maintained;
- helping resolve issues informally wherever possible or in line with the formal processes where required.

Managers/supervisors will be expected to carry out these functions in a fair, firm and consistent manner. Carrying out these functions does not constitute an act of bullying or harassment. However, the possible abuse of these procedures may constitute bullying or harassment.

It is important to differentiate between firm, fair management and harassing behaviour. It is in the interests of the College that managers/supervisors should be able to carry out their duties without the threat of ill-intentioned malicious or vexatious complaints. Legitimate, justifiable, appropriately conducted monitoring of an employee/student's behaviour or performance does not constitute bullying or harassment.

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5.4 Role of Director of Human Resources

It is the role of the Director of Human Resources to:

- develop and implement appropriate policies and procedures to support the College's Dignity and Respect Policy and Procedure;
- offer advice and guidance to managers/supervisors on the application and implementation of the Policy and Procedure;
- monitor and report on the usage of the Report and Support platform; and
- record any instances of harassment involving staff for reporting purposes;
- progress any formal complaints in relation to staff as quickly as possible.

5.5 Trades Union Representation

The College encourages staff who are concerned about harassment, bullying or victimisation to speak to their Trades Union representative. The College will support the Trade Union activities on raising awareness and tackling the issue of harassment, bullying or victimisation amongst their members.

5.6 Students Association

The College encourages students who are concerned about harassment, bullying or victimisation to speak to the Students Association. The College will work in partnership with the Students Association to raise awareness and tackling the issue of harassment, bullying or victimisation amongst their members.

5.7 Support and Counselling

5.7.1 Staff

At any stage before, during or after the procedure for dealing with harassment an employee may need support, informed advice and/or counselling. Incidents should be reported through the Colleges' Report and Support site, you may make a report anonymously or by making a named report. The College would encourage you to make a named report which will enable the College to provide support/direction and where required take appropriate action. Advice may be sought from:

- Human Resources – hrstaff@glasgowkelvin.ac.uk
- Employee Counselling Service

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- Trade Union Representatives – unison@glasgowkelvin.ac.uk and EIS/FELA
- Equality and Inclusion Lead
- Equality Advisory and Support Service
- Health and Safety Executive

The College affiliates to an Employee Counselling Service (ECS*).* The ECS is an independent and confidential service. Staff can arrange an appointment direct and further information about the service is available through the College website. In addition, leaflets and posters are displayed throughout each campus.

5.7.2 Students

Students who feel that they have been bullied, harassed or victimised or have been accused of bullying, harassing or victimising others can seek support and advice from the following contacts and services:

- Students Association
- Course Tutor
- Equalities and Inclusion Lead
- Head of Student Support Services

Before taking personal action you may wish to seek advice or support from those outlined above. Incidents should be reported through the Colleges' Report and Support site, you may make a report anonymously or by making a named report. The College would encourage you to make a named report which will enable the College to provide support/direction and where required take appropriate action. You may find further advice and information on bullying, harassment and victimisation on the Equality and Human Rights Commission website or contact the Equality Advisory and Support Service.

6 Procedure for Dealing with Bullying or Harassment

It is preferable for all concerned if complaints are dealt with within the Faculty/Department in the first instance and informally wherever appropriate. However informal solutions should not be used to discourage employees/students from recourse to formal procedures. A copy of the Dignity and Respect Policy and Procedure shall be issued to all staff/students during the induction process.

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The College will treat complaints of bullying or harassment seriously and all complaints will be investigated when a member of staff or student or any other person complains of harassment whilst in the employment, studying or visiting the College. Individuals should report incidents to provide the College with the opportunity to deal with complaints and eradicate harassment.
Confidential advice is also available to individuals who themselves may not be the subject of bullying or harassment but are concerned about the bullying or harassment of others.

Any employee/student who believes that he/she has suffered any form of bullying or harassment is entitled to raise the matter through the following procedure.

The College will, as far as possible, respect a complainant's wish for confidentiality, but where a complaint identifies unlawful discrimination, a safety concern or a potentially criminal act, the College has a legal responsibility to take appropriate action which might mean confidentiality cannot be preserved.

A high degree of discretion and sensitivity must be exercised by all those involved at any stage of dealing with a complaint, although this must not act as a barrier to the thorough investigation of complaints where that is required; nor should it be used to undermine the right of staff/students to be treated fairly.

6.1 Informal Procedure

This stage of the procedure is appropriate where an employee/student would prefer to try to resolve matters without having to invoke the formal procedure.
The employee/student should make it clear to the harasser that their conduct is unwelcome and offensive. They should be polite but firm and explain what conduct was unacceptable and unwanted. This may be done verbally or in writing.

If the individual finds this too difficult or embarrassing they could ask a colleague, line manager/supervisor or nominated representative to speak to the perpetrator on their behalf. The individual may also seek advice from a nominated Dignity and Respect Adviser or from the Trade Union or Student Association.

The employee/student should keep a record of any incidents, which should include the following information:

- name of perpetrator (the person who is alleged to have committed an act of bullying, harassment or victimisation);

- nature of behaviour complained of;
- date(s) of and time(s) when bullying or harassment is alleged to have taken place;
- names of witnesses (if any); and
- any action already taken by the complainant to stop the conduct complained of.

To provide assistance a Record Log is contained in Appendix 1. This is helpful to support their case should evidence be required at a later date if the bullying or harassment continues or subsequently recurs.

If an employee/student raises the matter with a manager/supervisor, the manager/supervisor may, with the permission of the individual, advise the perpetrator informally of the individual's concerns.

Alternatively, the complaint may be raised with the Human Resources Department or with a more senior member of management within the College, so that an informal solution can be achieved. Such approaches may be particularly helpful, for example where the complaint is about an employee/student's direct manager/supervisor.

The general principle is that the decision to progress a complaint rests with the individual when they believe they are being bullied or harassed.

There may however be situations in which that principle has to be balanced against the manager's/supervisor's responsibility to ensure the general welfare of employees/students particularly where serious complaints are made which the complainant is unwilling to pursue or where two or more complaints may have been received about the same individual.
The College reserves the right to proceed with an investigation if such a situation arises. The reason for this decision will be fully explained to the employee/student.

Where the informal approach is unsuccessful or the individual has chosen to go directly to the formal procedure, the following section explains the appropriate process.

6.2 Formal procedure

Formal procedure will be necessary where the informal route proves ineffective, for more serious and/or repeated instances of harassment or where an individual

prefers to use the formal procedure. An employee/student who is considering following the formal procedure may obtain advice from their Trade Union representative or Student Association.

A formal complaint should be made as follows:

- Staff should follow the College's Grievance Procedure, a copy of which is available from the Intranet or Human Resources.

- Student should follow the Commendations and Complaints Procedure a copy of which is available from the Intranet or Advice, Guidance and Admissions.

If following investigation of a complaint if harassment it appears that the matter raised by an employee/student against another employee of the College may be a breach of the College's Code of Conduct then the matter shall be investigated and dealt with in accordance with the College's Disciplinary Procedure for staff or students.

6.3 Formal Complaints

Formal Complaints against a Vice Principal, Principal or a Board Member

If a complaint relating to harassment, bullying or victimisation is made against a Vice Principal, Principal or Board Member, the College's Grievance Procedure should be followed. The following exceptions to the procedure however will apply:

- any allegation should be made directly to the Director of Human Resources or Director of Corporate Services who will advise the Secretary to the Board the nature of the complaint;
- the Secretary to the Board will meet with the complainant and, if he/she believes there to be a substantive allegation, he/she will raise the matter at a quorate meeting of Finance and Resourcing (F and R) Committee of the Board, excluding the Principal, Staff Representatives, Student Representatives and co-opted members. An investigation of the circumstances will be carried out by an ad hoc committee of the F and R Committee, established for this purpose and appointed at that meeting. The ad hoc Committee will comprise of three (3) members including the Chair of the Finance and Resources Committee. Members of the Board who are representatives of staff or students shall not be included in such a committee.
- a Vice Principal shall not be included;

- the Chair of the Finance and Resources Committee may recommend to the Executive Committee administrative leave with pay in appropriate circumstances to permit investigation of an alleged offence. No inference shall be drawn from such a course of action; and
- the findings of the investigation shall be reported to a quorate meeting of HR Staffing Committee which shall decide whether the complaint should be upheld or not and if so, whether the matter should be formally advanced and dealt with in accordance with the College's Disciplinary Procedures. The Principal shall be advised appropriately.

Board Member Complaint against an Employee

- if a Board Member wishes to make a complaint against an employee of the College, with exclusion of the Principal, related to harassment, bullying or victimisation, the Board Member should raise the complaint with the Principal.
- the procedure for dealing with a complaint against a Board Member shall be the same as that outlined in relation to the Principal only the matter will be raised with the Executive Committee.

Complaint against Contractor/agency/partnership organisation

In cases where the harassment involves contractors or staff from other agencies the informal procedure referred to above should be applied. However, due to the nature of the relationship between the College and these individuals/organisations the following additional steps should be included in the informal stage.

- if the alleged harasser is a contractor or staff member from another agency/partnership organisation the Director of Human Resources will contact the appropriate senior person within the organisation/agency concerned to advise them that this type of behaviour is unacceptable and that if it is repeated then the individual concerned may be refused entry to College premises. Contractors shall be advised that the provisions of this Policy will apply to them in advance of a contract being awarded for services under which they are operating. Agency staff will be issued with the College's Equality, Diversity and Inclusion Policy and Dignity and Respect Policy when they take up their appointment. Also Partnership Organisations will be made aware that whilst on College premises or dealing with College staff/students, they will be expected to behave in an acceptable manner.

- should the matter not be resolved informally the Principal / Vice Principal will write to the appropriate senior person within the agency/organisation/partnership organisation concerned to advise them that this type of behaviour is unacceptable and that if is repeated then the individual concerned may be refused entry to College premises or contact with College staff.

Complaint raised by Contractor/agency/partnership organisation/visitor against a College employee/student

- in cases where the harassment involves contractors or staff from other agencies raising a complaint against an employee/student of the College the stages as detailed under the informal procedure should be applied.
- should the matter not be resolved informally the formal stage would require the person within the agency/organisation/partnership organisation concerned to raise their complaint through the College's Complaints Handling Procedure. A copy of the Procedure may be obtained from the College's Human Resources Department or Administration Department.

Complaints against Students raised by a College employee

In cases where the harassment involves a student:

- attempts should be made to address the matter informally in the first instance if appropriate. The appropriate Head of Faculty will contact the student concerned to advise them that this type of behaviour is unacceptable and that if it is repeated then the individual concerned will be subject to the provisions of the Student Code of Behaviour and may be refused entry to College premises pending the outcome of this process. Students shall be advised that the provisions of the Policy will apply to them during the induction process. A copy of the Policy and Procedure will be issued.
- should the matter not be resolved informally the complaint will be dealt with formally in accordance with the Student Code of Behaviour.

Complaints raised by Students against a College employee

In cases where the harassment is raised by a student, where appropriate the informal procedure referred to above should be applied.

- should the matter not be resolved informally the formal stage would

require the student concerned to raise their complaint through the Commendations and Complaints Procedure. A copy of the Procedure may be obtained from the College's Human Resources Department or Administration Department.

- in cases where the harassment involves a complaint raised by a student against a contractor or staff from other agencies the matter will be dealt as outlined above.

The College, staff and students have recourse to other College policies and procedures to pursue matters further where appropriate including the:

- Disciplinary Policy and Procedure (staff);
- Grievance Policy and Procedure (staff); and
- Commendations and Complaints Procedure (students)

7 Information and Training

All new employees/students will be informed at induction training of the College's Equality, Diversity and Inclusion Policy, ICT Acceptable Use Policy, Dignity and Respect Policy, Social Media Procedures and any other relevant Policies, of the serious view taken by the College of in appropriate behaviour and of the procedures in place for dealing with allegations of harassment, bullying and victimisation.

Ongoing awareness and equality training will be provided throughout the College. This will include information on what constitutes harassment and for managers/supervisors, what their responsibilities are. Information and training about challenging and managing incidents relating to harassment, bullying and victimisation will be provided as part of the College's rolling training and development programme.
The Dignity and Respect Policy and Procedure will be communicated in the following ways:

- during staff and student induction processes;
- MyKelvin;
- Staff Intranet;
- College website;
- Staff Newsletter; and
- staff/student noticeboards.

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The staff newsletter will refer to the Policy and its aims on a regular basis. The Policy will be brought to the attention of contractors and agency staff. Outside contractors will be required to comply with the Policy as part of their contract. Managers/supervisors will receive specific training in identifying and managing harassment in the workplace and how to conduct investigations.

8 Review and Monitoring

The content, effectiveness and operation of this policy and procedure will be audited on an annual basis at the end of each academic session and reported to Equality and Diversity Committee. Any changes in legislation or case law will require the policy and procedure to be updated in partnership with the Trades unions, Student Association and staff representatives.

The evaluation and assessment of impact of this policy will include information taken from the following sources:

- recorded incidents of harassment through discipline and grievance policies;
- reported incidents through the Report and Support platform;
- information gained from the use of Exit Interviews;
- feedback from the general staff through the Joint Forums;
- staff attitude surveys;
- student satisfaction surveys;
- recorded incidents of harassment raised through the Complaints Handling Procedure;
- quarterly statistics from the Employee Counselling Service; and
- information gained from return to work interviews after periods of sickness absence.

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9 Supporting Policies

- Equality, Diversity and Inclusion Policy
- Grievance Policy and Procedure
- Disciplinary Policy and Procedure
- Commendations and Complaints Procedure
- Public Interest Disclosure Policy
- ICT Acceptable Use Policy
- Social Media Procedures
- Complaints Handling Procedure
- Safeguarding, Children, Young People and Vulnerable Adults
- Menopause Policy

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Appendix 1

Glasgow Kelvin College

Dignity and Respect Policy and Procedure

Official Record of Complaint

Name of alleged harasser	Nature or behaviour complained of	Date(s) and Time(s) of alleged harassment	Names of witnesses (if any)	Any action taken to date to stop alleged harassment

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Appendix 2

External Agencies

For advice on equal opportunities contact:

Equality Advisory Support Service

The Equality Advisory and Support Service (EASS) was commissioned by Government in 2012 to replace the EHRC Helpline. Contact the EASS if you need expert information, advice and support on harassment, discrimination and human rights issues and the applicable law, especially if you need more help than advice agencies and other local organisations can provide.

The contact details for the EASS are:

Phone: 0808 800 0082
Textphone: 0808 800 0084

Website: http://www.equalityadvisoryservice.com/

Post: FREEPOST Equality Advisory Support Service FPN4431

Opening hours:

09:00 to 20:00 Monday to Friday
10:00 to 14:00 Saturday
Closed on Sundays and Bank Holidays

Local Citizens Advice Bureau (CAB) can provide free and impartial advice. You can find your local CAB office in the phone book or online at www.citizensadvice.org.uk/

ACAS (Advisory, Conciliation and Arbitration Service) has produced a guidance leaflet on bullying and harassment. Employees can also obtain advice via their helpline.

Telephone: 08457 47 47 47
Minicom: 08456 06 16 00

For further support agencies please refer to the **Report and Support** platform.

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Glasgow Kelvin College

Equality Impact Assessment

Dignity and Respect Policy and Procedure

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Step 2 – Research and Consultation 4
Step 3 – Assessing the Impact 5
Step 4 – Taking Action 6
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Practitioners conducting assessment		
Name	Designation	Date
Doreen Shiels	Director of HR	17.11.21
Elaine Mitchell	Senior HR Business Partner	18.11.21

Step 1 – Identification and Scope

Brief description of the decision, policy *or* practice being assessed

Dignity and Respect Policy and Procedure revised in accordance with the Policy Review Schedule.

Glasgow Kelvin College ("the College") is committed to promoting equality and diversity and promoting a culture that actively values difference and recognises that people from all backgrounds and experiences can bring valuable insights to the workplace and learning environment to enhance College life. The College promotes, and is committed to providing, an environment where all employees and students are treated with dignity and respect, free of any form of harassment, victimisation or bullying. The aim of the policy is to support it to create an environment that is conducive to study and work in which students and staff can realise their full potential free from all forms of bullying, harassment and victimisation. The College values the contribution of all staff, students, partner organisations and members of its communities.

Aims of the decision, policy or practice?

The revised document continues to seek to promote a culture of dignity and respect within the learning and working environment, to eliminate bullying, harassment and victimisation. It seeks to prevent bullying, harassment and victimisation and appropriately manage allegations if they arise. To build capacities of staff and leaners to respond effectively and quickly to potential incidents.

It also provides a source of support and avenues of redress for anyone who feels that their dignity has been violated through bullying, harassment, victimisation, discrimination or in any other way.

Who is affected by the decision, policy or practice?

- [x] Students
- [x] Staff
- [x] Members of the public

Step 2 – Research and Consultation

Outline evidence / research

Equality Act 2010 – legislative requirements
ACAS - Bullying and Harassment at work: a guide for managers and employees
CIPD – recommended best practice
Case law and case studies
Bullying at work UNISON guidelines
EIS - Managing Bullying and Harassment Guidelines
EAP website
ECU – Dignity at work: a good practice guide for higher education institutions
Culture Shift – Fearless Glasgow Group

What consultation has been undertaken on this policy or practices, including consultation with those affected?

Trade Union representatives - Unison – JNCC
Trade Union representatives – EIS/FELA – JNCC
Students Association
College Legal Advisors
Staff – focus groups and MS Forms
Health and Safety Manager
Finance and Resources Committee – 30.11.21

Research Key Findings

The revision of the policy considered and reconsidered a number of key documents which outline best practice. The document was also considered in light of case law and legislation.

The document was amended to reflect the:

- implementation of the College's Report and Support platform. This platform enables staff and students to report an incident(s) and request support from an advisor. It is confidential and does not instigate any kind of formal complaint or appeals process unless the individual wishes to make a formal complaint. The advisor assigned would provide information on how to do so. The R and S site provides advice and support.
- actions agreed as a result of the assessment of Glasgow Kelvin College's procedures in response to the University of Strathclyde Inquiry Report and Independent Review Report at Heriot-Watt University. Member will recall that this paper was considered at Finance and Resources Committee held on 11 May 2021.
- Section at 6.3, page 19: Complaints against the Principal, Vice Principal or Board Member previously directed the complainant to the Director of Human Resources of the Personal Assistant to the Principal the latter has been amended to the Director of Corporate Services.

Is there any evidence that different groups have, or may have, different needs, experiences and priorities in relation to this policy or practice?

Protected Characteristic	Yes	Neutral	Potentially	Not known
Age		x		
Disability		x		
Gender		x		
Gender reassignment		x		
Marriage and Civil partnership		x		
Pregnancy and Maternity		x		
Racial group		x		
Religion or belief		x		
Sexual orientation		x		

Step 3 – Assessing the Impact

What impact could the proposal have on people who share protected characteristics (positive, negative and/or neutral?) Please provide details below.

Protected Characteristic	Likely Impact
Age	The policy applies to all regardless of age and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.
Disability	The policy applies to all regardless of disability and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable. Policy is available on intranet and therefore available in different fonts, text size and through assisted technology.
Gender	The policy applies to all regardless of gender and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.
Gender reassignment	The policy applies to all regardless of gender reassignment and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.
Marriage and Civil partnership	The policy applies to all regardless of marital status and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.
Pregnancy and Maternity	The policy applies to all regardless if the woman is pregnant or on maternity leave and classifies characteristics protected from unlawful harassment and gives examples of types of harassment that are unacceptable .

Racial group	The policy applies to all regardless of race and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.
Religion or belief	The policy applies to all regardless of religion or belief and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.
Sexual orientation	The policy applies to all regardless of sexual orientation and classifies characteristics protected from unlawful discrimination and gives examples of types of harassment that are unacceptable.

Step 4 – Taking Action

Detail the actions you would take to remove or minimise any actual or potential negative impacts identified, and to build positive impacts.

Policy will be reissued to all existing staff to raise awareness.
Policy is issued to all new staff as part of induction process.
Policy is issued to learners as part of induction process.
Policy is issued to contractors, service providers and partners.
Policy available on the intranet and internet.
Training by legal adviser for managers.
Briefings for staff on raising awareness.
Monitoring and reporting of incidents.
Employee Assistance Programme – external provider in place.
Promotional Activities.
Monitoring of policies and procedures and reporting data.
Workrite modules on Equality and Diversity.

Step 5 – Monitoring and Evaluation

Identify how this policy will be monitored and any areas of concern reported.

Informal and formal allegations, incidents or concerns are recorded through:

Students:

- Commendations and Complaints Procedure
- general feedback through the Students Association
- general feedback from Student Engagement Officers
- ILP's
- Student Satisfaction Survey
- Stop and Check
- Reports from R and S platform

Staff:

- recorded incidents of bullying, harassment, victimisation or discrimination through dignity and respect, discipline and grievance policies

• Self-Evaluation Reports • Exit Interviews • Staff Survey • HSE Stress Survey • general feedback through the Trade Union representatives • quarterly from the Employee Assistance Service • information gained from sickness absence procedures • reports from R and S platform

Please present your EIA with recommendations for endorsement. All EIAs will be published on the Portal and added to the current record of EIAs.

Step 6 – Approval
Identify outcome

A. Proceed – • no potential identified for discrimination or adverse impact, and: • all opportunities to advance equality have been taken.	Yes
B. Proceed with adjustments to: • remove barriers identified or • better advance equality.	
C. Stop and rethink as actual *or* potential unlawful discrimination has been identified.	

Approved	**Yes/No**
*Not Approved and Requires Further Information	

**Please add Comments*

Person(s) responsible

Name	**Designation**	**Date**
Monica McKerlie	**Head of Student Support Services**	**22.11.21**

Central Monitoring

Once your EIA is complete:

1. add it to the EIA monitor on the Equalities Section of the Intranet
2. In Col A. Insert Title **and** Hyperlink Doc

NB: Finalisation of central monitoring & identification of compound impact will be undertaken within Equalities Management.

Appendix

Equality Act General Duty requires colleges to have **due regard** to the need to:

1. **Eliminate**

a) discrimination,
b) harassment,
c) victimization; or
d) any other prohibited conduct

2. **Advance** equality of opportunity by

a) removing or minimising disadvantage
b) meeting the needs of particular groups that are different from the needs of others
c) encouraging participation in public life

3. **Foster** good relations – tackle prejudice, promote understanding

Protected Characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage And Civil Partnership (applies only in relation to (1a) discrimination in *employment*, not to learners)
5. Pregnancy And Maternity
6. Race
7. Religion Or Belief
8. Sex/ Gender
9. Sexual Orientation.