



Glasgow Kelvin College

Equality Impact Assessment

Equality, Diversity and Inclusion Policy – Review 31.07.27

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Title of Policy, Procedure or Practice:

Equality, Diversity and Inclusion Policy

Type of Policy, Procedure or Practice:

New

Existing, Reviewed or Revised

Team Leading Impact Assessment:

People and Culture

Lead Person:

Doreen Shiels

Date of Assessment: Jan – May 2024

Aims and Outcomes

What are the intended aims / outcomes of the policy, procedure or practice? Who is the target audience and who is it intended to benefit?

Equality and Diversity Policy assists the College fulfil its statutory and general duties in Equality Legislation, The Equality Act 2010 (The Act), in carrying out its functions.

To demonstrate the commitment of Board of Management to advancing equality of opportunity and fairness in all areas of learning, employment and service delivery. The policy aims to demonstrate that the Board values the diversity of its learner population, staff, service users and people living in its communities.

The document outlines the main function is to provide teaching and learning. The Equality and Diversity Policy applies to all aspects of the College's functions and identifies particular areas where equality is key to ensure equal access, progression, etc such as student admissions and access; curriculum design and delivery; staff recruitment, selection, employment, career progression and professional development; etc.

The Policy outlines the responsibilities of the Board of Management, management, staff, learners and stakeholders and the role of the Equality and Diversity Committee in meeting the general and specific duties under the Equality Act.

The document details how the Policy will be distributed, monitored, reviewed and publicised.

Evidence and Information

What information has been used as the basis for this EIA?

Equality Act 2010 - legislation
 Public Sector Equality Duty Amendment Regulations 2016
 EHRC
 ACAS
 CIPD
 ECU
 CRER
 BTO
 Education Outcomes for Looked After Children - Scottish Government
 LGBT+ Charter

Which individuals, groups or organisations representing protected characteristics have been involved in the undertaking of this assessment?

Trade Union Unison – Joint Negotiation and Consultation Committee Unison
 Trade Union EIS (FELA) – Joint Negotiation and Consultation Committee EIS/FELA
 College Managers
 Staff – team meetings and manager feedback
 College Legal Advisor
 Learners and Staff – – focus groups
 E and I Lead
 LGBT Youth Scotland

What does the information indicate about potential positive, neutral or negative impacts for each protected characteristic?

Protected Characteristic	Likely Impact
Age	The policy applies to all regardless of age. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College’s commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy.
Disability	The policy applies to all regardless of disability. It is available on intranet and therefore available in different fonts, text size and through assistive technology. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College’s commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy.
Gender	The policy applies to all regardless of gender. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College’s commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy.

Protected Characteristic	Likely Impact
Gender reassignment	The policy applies to all regardless of gender reassignment. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College's commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy.
Marriage and Civil partnership	The policy applies to all regardless of marital status. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College's commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy.
Pregnancy and Maternity	The policy applies to all regardless if the woman is pregnant or is/has been absent previously on maternity leave. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College's commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy.
Racial group	The policy applies to all regardless of race. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College's commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy.
Religion or belief	The policy applies to all regardless of religion or belief. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College's commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy.
Sexual orientation	The policy applies to all regardless of sexual orientation. Positive affect to make sure that all groups are treated consistently and fairly, are aware of the College's commitment to equality and diversity, understand what is expected of them in terms of roles and responsibilities and know how to raise concerns about breaches to the policy.

Are you able to reduce any potential negative impacts identified? If so, how?

N/A

Compliance with General Equality Duty

Does the policy, procedure or practice comply with the three parts of the general duty?

- **Eliminate discrimination, harassment and victimisation and other conduct prohibited by the [Equality Act \(2010\)](#)**
- **Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups**
- **Advance equality of opportunity between people from different groups**

Yes No

If no, what arrangements could be implemented to better comply with the duty?

N/A

What is the EIA outcome?

A positive impact is likely A negative impact is not foreseen

A negative impact is likely A negative impact is probable or certain

Are you able to introduce the policy, procedure or practice without changes? Yes No

If no, what changes will you make before implementation?

N/A

Action and Monitoring

What action will be taken, by whom and when?

Partnership working with the Trade Unions to jointly implement revised policy through an agreed implementation process.

Policy issued to all existing staff to raise awareness

Policy issued to all new staff as part of induction process and added to staff self-service portal;

Policy available on the intranet and internet

Training for managers in equalities legislation

Online training package available to all staff

Equality, Diversity and Inclusion post holder works with managers, teams and learners to raise awareness of policies, processes, practices and meet the three duties

Monitoring and reporting of grievances, commendations and complaints, disciplinaries or issues relating to breaches of the equality policy to the Board of Management and HR Committee;

Partnership working with external bodies such as Advance HE and Glasgow Regional Equality Group

Staff Conference Events

Monitoring of Employee Assistance usage

Launch of the Report It online reporting tool – 01.08.24

Activities which promote equality and diversity

Equality and Diversity questions built into the learner satisfaction survey

Periodic Equality and Diversity Survey for staff

Welcome Back event and SDD

Once implemented how the policy will, procedure or practice be monitored?

Monitoring and evaluation lies with the senior management team. Processes include:

Collection and analysis of statistical data on the age, disability, sex, gender reassignment, race, marital status, religion or belief and sexual orientation of all job applicants, full-time and part-time employees (including Pregnancy and Maternity) and learners

Recorded incidents of bullying, harassment, victimisation or discrimination through policies and procedures such as Code of Learner Behaviour, Commendations and Complaints Procedure, Discipline and Grievance policies

Annual Reports and Action Plans

Information gained from the use of exit Interviews

Feedback from the general staff through the Joint Negotiation and Consultative Committees

Feedback from the Student Association

Review of the annual Student Satisfaction Survey data

Quarterly statistics from the Employee Counselling Service

Information gained from the equal opportunities form used during the recruitment process

Information gained through the annual use of workforce profiles

Information gained from return-to-work interviews after periods of sickness absence

Staff attitude surveys

Recorded incidents of harassment raised through the Complaints Handling Procedure.

Signed: Doreen Shiels

Date: 01.05.24

NB: Finalisation of central monitoring & identification of compound impact will be undertaken within Equalities Management. Please return to the EDI manager for approval by the EDI Committee

Approval –

Signed – Morag Kinnear, Head of HR and OD Date – 09.05.24

Signed - Amrit Bedi, EI Lead Date – 15.05.24

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.