

Equality Impact Assessment: Guidelines and Procedure

This formal procedure is intended to enable us to ensure that the way we operate (particularly as expressed through policies and procedures) does not adversely impact on particular groups in a way that is not justified or unavoidable. It should complement and underpin our attempts to promote equal opportunities, promote good relations between different groups and to eliminate discrimination. For everything we do we should ask the question: 'How is this likely to impact on people?'

Equality Impact Assessment (EqIA) should be used as an integral part of policy development and to assess existing policies. Once we have assessed all existing policies the assessment process will be embedded as part of policy and procedure development.

Title of Policy or Procedure	Staff Development Policy
Responsible Officer	<i>The above policy was constructed by the Professional Development Officer with the support of the Head of HR:</i>
1. Is the policy or procedure rated as high/medium/low in terms of its potential impact? Please note that this may vary according to the group being considered.	<i>The above policy is rated as HIGH because at the point of consideration of applications for support for staff development there is considerable potential for discrimination, for example where part time staff are concerned.</i>
2. What does the policy or procedure aim to do?	<i>The policy aims to ensure that the College has a fair, clear and equitable policy in terms of what is expected of staff in relation to undertaking staff development, contractual obligations, what is considered essential and desirable. Also in terms of the opportunities made available to staff in terms of support for staff development they may wish to apply for that will enhance their career.</i>
3. Who is affected by the policy?	<i>All staff are affected by the policy in that all staff are expected to engage in continuous professional development throughout their careers.</i>

4. What do we know about the needs of the various groups and how the policy or procedure may impact on them? At the moment race, gender, disability, age, sexual orientation and religion or belief are covered by legislation. ¹	<p><i>Evidence suggests that some part time workers may be excluded from certain staff development activities. For example the College has a Friday Afternoon Staff Development Programme and part time workers may be unable to attend sessions on a Friday if they do not normally work. Part time workers are very often female as working part time often fits in with family commitments and lifestyle.</i></p> <p><i>Conversely, some staff are on very low part time hours or on temporary contracts and to expect them to undertake the same level of commitment to staff development might be unreasonable. Therefore some degree of flexibility in implementing the 'Essential' elements identified in the Professional Development Priorities document in terms of timescales will be necessary by the Line Manager.</i></p> <p><i>On the other hand, some part-time and temporary staff demonstrate a strong desire to undertake CPD and Line Managers and Staff Development need to ensure that these staff are afforded adequate opportunities when considering applications to undertake CPD.</i></p>
5. How might the policy or procedure impact on different groups? Are there any particular concerns at the moment?	<p><i>A few part time workers highlighted the need to offer training at times other than Fridays as they were often excluded because of their normal working hours.</i></p> <p><i>Where possible closure days are organised mid week – avoiding Mondays and Fridays.</i></p>
6. Do we need to change the policy or procedure in any way to remove barriers to access?	<p><i>Where individuals or groups are unable to attend sessions organised on Fridays, these individuals can contact the Professional Development Officer who will arrange for small group or individual training on a one to one basis at a time that better suits them. A statement to this effect is circulated along with the Staff Development Friday Programme.</i></p>

¹ The intention of equality impact assessment is to create a situation whereby wherever possible barriers to access for any group are removed

	<p><i>The Teacher Education strand of the policy was changed recently in that it removed the need for staff embarking on a teaching qualification to undertake the PDA Teaching in FE: An Introduction before embarking on TQFE. One of the main reasons for this was that expecting staff, especially part time staff to undertake the PDA first was seen as a considerable barrier to part time staff as they could take longer to achieve and also the classes to support the PDA took place on a Friday. There was also some inconsistency in terms of expectations; some staff being expected to undertake the PDA whilst others could go straight to TQFE. Removing the need to undertake the PDA should avoid any unintentional discrimination to staff.</i></p>
<p>7. If changes are considered necessary when are we going to implement them? It may not, for example, be appropriate to make changes during an academic session.</p>	<p><i>The Teacher Education strand of the policy was altered at the start the current session 2011-12.</i></p>
<p>8. As well as attempting to mitigate any potential adverse impact does the policy or procedure allow for the promotion of equality of opportunity and good relations between different groups?</p>	<p><i>Many staff development activities during College closure days bring cross college groups together that allows staff who would not normally meet to have the opportunity to participate in group work.</i></p> <p><i>Other activities are specifically aimed to promote good relations such as Developing Interpersonal Skills and Team Work.</i></p>
<p>9. How will the policy or procedure be monitored in terms of its impact?</p>	<p><i>The College carries out annual monitoring of statistics of staff accessing staff development opportunities. This has not really demonstrated any surprising statistics in that the numbers of staff accessing staff development opportunities are broadly in alignment with the numbers employed eg in terms of gender. One statistic that may merit some further investigation is that the highest number of staff accessing opportunities to undertake staff development is in the age bracket 45-64 which would not be</i></p>

	<i>what one would expect. This could be explained by the fact that many part time workers in College are females in the age bracket 25-44.</i>
10. Where will results of monitoring be reported? Which is the relevant Committee/Group?	<i>The results of monitoring will be reported to the Staffing Committee</i>
11. Where will the EqIA be published? As a minimum all assessments will be published on the Internet.	<i>The Equality Impact Assessment will be published on the Internet.</i>
12. Date of next review:	<i>April 2016</i>
13. Summary of changes recommended	<i>Changes have been implemented as stated under item 6 and 7.</i>
Policy ratified by:	<i>Staffing Committee</i>
Date:	<i>November 2011</i>