

**Equality Impact Assessment (EIA) Recording Form**

Please refer to the notes and examples in the EIA Guidelines to help complete this record.

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| Title of Activity/Proposal/Policy/Practice | Lecturer Training Policy | | EIA Team and Lead Member of Staff (names of all people involved in this EIA) | Director of HR & OD  Projects and HR Systems Assistant  OD Manager | Date | December 2024 |
| Type of Policy/Practice/ (tick box) | New | X |
| Existing |  |
| Revised |  |

**Step 1 – Plan your process**

Considering the aims of the policy/proposal and the people will be involved.

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| What are the aims and purposes of the activity/ decision/ new or revised policy or procedure?  See Note 1 | All employees are expected to participate in learning and development activities. This Policy outlines CPD and NWPA Provisions and guidance so that all applicable employees and managers are aware of the requirements. |
| Who will be affected?  See Note 2 | All lecturers, curriculum managers and the Organisation Development (OD) team will benefit from having clear guidance and instruction in terms of training. |
| Who will be consulted?  See Note 3 | This Policy is between EIS-FELA and the Board of Management of the College. |

**Step 2 – Consider the Evidence**

What are the evidence we need and how we can gather them?

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| What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups?  Evidence could be quantitative, qualitative or anecdotal.  Do we have enough evidence to judge what the impact may be?  See note 4 | As this is a new Policy it is not possible to gain specific evidence of the impact on specific groups on training. Although, we could potentially review training and qualification data, for instance, PDA training attendance list, GTCS registration report, or TQFE completion report for an indication of whether specific groups are disproportionally affected.  Additionally, the mandatory training completion report is sent to managers on a monthly basis, so if there are any issues, managers should be able to pick up this with their HR Partners for support.  Ongoing review and discussion with EIS-FELA on the implementation of this Policy may provide evidence, where feedback has been received, or support has been given.  Ensure updated policy is available on the intranet and circulated to all academic employees so they are aware of the framework and support available. |

**Step 3 – Assessing the impact**

This involves:

* Considering relevant evidence relating to people who share a protected characteristic
* Assessing the impact of applying a decision of a new or revised policy or practice against the needs of the Public Sector Equality Duty (PSED) and each protected characteristic.

How will the policy / decision help the College to comply with the Public Sector Equality Duty?

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| **Eliminating discrimination, harassment, and victimisation** | **Advancing equality-**   * **Removing disadvantage** * **Meeting different needs** * **Encouraging participation** | **Fostering good relations**   * **Tackling prejudice** * **Promoting understanding** |
| Provides a consistent, supportive and transparent framework to support ALL academic employees for their training perspective.  The EIS Learning Representative may also identify specific or appropriate training needs and will work in conjunction with the Organisation Development team to establish the most appropriate methodology of delivering those needs. | This Policy clarifies CPD and NWPA provisions, that helps all lecturing employees to understand the expectations of their training activities. | This Policy will be well publicised to all lecturers and outlines the overview of their training requirements.  This Policy should enable a more consistent approach being taken across the College. |

See Note 5

Key Questions to ask:

1. What potential positive/neutral/negative impacts can be identified?
2. What does evidence demonstrate about positive/neutral/negative impacts for different protected characteristic groups? E.g. statistics on participation, progression or outcomes, feedback or complaints
3. Does the policy/procedure/practice/decision take account of the needs of people with different protected characteristics? How is this demonstrated?
4. Does it affect some groups differently? Is this proportionate?

See Note 6

| **Protected characteristic** | **Potential**  **Positive Impact Y/N** | **Details of Expected Positive Impact** | **Potential Negative Impact Y/N** | **Details of Expected Negative Impact** |
| --- | --- | --- | --- | --- |
| Age | Yes | OD team provides any additional support if required. | Yes | Experienced employee may be reluctant to take required training such as PDA or TQFE. |
| Disability | Yes | Where employees have registered a barrier to learning or disability which could hamper progression, additional time can be requested and should be granted. For online mandatory training, the Compliance Booklet may be used as a substitute. | Yes | Disabled employees may have a difficulty completing required training/qualification within the provider’s stipulated timeframes. |
| Gender reassignment | Yes | This may be reasonably adjusted to allow completion over a longer period of time in consultation with the staff member, the provider, the EIS and the college. | Yes | During the transitional period, affected employee may have a difficulty for committing to complete the required training/qualification within the provider’s stipulated timeframes. |
| Marriage/civil partnership (relevant in employment law) | Yes | This Policy and Procedure applies fairly to all employees regardless they are in marriage or in civil partnership. | No | No negative impact has been identified. |
| Pregnancy and Maternity | Yes | This may be reasonably adjusted to allow completion over a longer period of time in consultation with the staff member, the provider, the EIS and the college. | Yes | During pregnancy or after returning work from maternity, employee may have a difficulty for committing to complete the required training/qualification within the provider’s stipulated timeframes. |
| Race | Yes | On starting employment all lecturers are also required to undertake a Quality Induction Programme (QIP), and also attain the Assessor Award if it is required for their role. | Yes | Employees from outside of UK may have a different teaching qualification system. |
| Religion or belief | Yes | On starting employment all lecturers are required to undertake a Quality Induction Programme (QIP).  Through Leave of Absence policy, the College offers a flexible approach in occasion, such as religious festivals. | Yes | Due to their belief or religion, they may be reluctant to take certain type of training. |
| Sex | Yes | This may be reasonably adjusted to allow completion over a longer period of time in consultation with the staff member, the provider, the EIS and the college | Yes | Women tend to take more domestic responsibility, as a result, they may have a difficulty for committing to complete expected training. |
| Sexual orientation | Yes | This Policy and Procedure applies fairly to all employees regardless of their sexual orientation. | Yes | Some teaching materials may not reflect their views. |

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| **Other**  **characteristic**  **See Note 7** | **Potential**  **Positive Impact Y/N** | **Details of Expected Positive Impact** | **Potential Negative Impact Y/N** | **Details of Expected Negative Impact** |
| Social deprivation | Yes | OD team provides any additional support if requires. | Yes | Due to their social circumstance, they may feel vulnerable for participating in required training both financially and mentally. |
| Care Experienced people | Yes | OD team provides any additional support if requires. | Yes | Due to their potential disruptive upbringing, they may be more sensitive to certain types of training. |
| People with caring responsibilities | Yes | For part time lecturers, a maximum of an additional eight hours pay may be claimed if mandatory training, or refresher training, cannot be completed during normal working hours. | Yes | Due to their caring requirements, they may not be able to meet CPD requirements during their normal working hours. |
| Any other groups that need to be taken in consideration? | No |  | No |  |

**Step 4 – Acting on the results of the assessment.**

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| What actions can be taken or amendments made to policy to reduce the negative impact?  See note 8 | Ensure managers are trained in the implementation of this Policy so they can understand and follow this Policy fully. Ensure all affected employees will be aware of this Policy. OD team will provide an additional support, especially for employees with protected characteristic aspects, if required. |
| Is there a need to address any gaps in evidence? | Going forward the HR and OD team can monitor the protected characteristics of those employees who are managed/supported through this Policy and review and identify if particular groups are disproportionately being affected for not meeting CPD reequipments.  Regular requests for general feedback on the implementation of this Policy from EIS-FELA at local LNC meetings |
| How will equality be advanced/ good relations be fostered? | This Policy aims to clarify to lecturers for the expectation of their learning and development activities. Furthermore, employees with protected character should be supported for meeting the CPD requirements with additional consideration. |
| Who has been involved in carrying out this assessment? | HR and OD team. |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? | See above comments |

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| **Recommended decision:** (place an x against relevant outcome)  See note 9 | Outcome 1: Proceed – no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken |  |
| Outcome 2: Proceed with adjustments to remove barriers identified or to better promote equality | **x** |
| Outcome 3: Continue despite having identified some potential for adverse impact or missed opportunity to promote equality |  |
| Outcome 4: Stop and rethink as actual or potential unlawful discrimination has been identified |  |
| Any other recommendations? | | |
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**Step 5: The monitoring and review stage**

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| **Plan actions to reduce negative impact, advance equality and monitor the impact of the policy, proposal or decision**   * Please indicate if there is any data which needs to be collected as part of action to be taken and how often it will be analysed. * Indicate how the person responsible will continue to involve relevant groups and communities in the implementation and monitoring of the policy, etc. * How will the impact of the policy/procedure/decision be monitored?   See Note 10 | | |
| **Action to be Taken:** | **Person Responsible:** | **Completion/Review Date:** |
| Arrange training for managers on this Policy so they can implement it appropriately and supportively. | Director of HR & OD / OD Manager | Ongoing |
| Provide an additional support if required | OD Team | Ongoing |
| Run quarterly statistical reports on cases which were active/live during this period by each protected characteristic to identify if those in any particular group(s) are being disproportionately affected. | Systems Team and OD Team | Ongoing |
| Regular reviews at LNC meetings to be undertaken with Unions to request any appropriate general feedback on the impact of the implementation of this Policy. | Director of HR & OD | Ongoing |
| Undertake a 3-yearly review of this Policy, or sooner if legislative changes require it, to ensure it remains in line with current legislation, terminology etc. | Director of HR & OD | Ongoing |
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| **Signature of Lead:**  **Director of HR & OD** **Date: 2 December 2024** | | |

**Step 6 – Review and Publication**

See Note 11

Please send the completed EIA record to [equality@edinburghcollege.ac.uk](mailto:equality@edinburghcollege.ac.uk) for

* review by Quality and Improvement;
* publication in whole or in part on the College website.

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| **Date of Review** | **17 December 2024** |
| **Date of Publication** | **11 March 2025** |