



University of the Highlands and Islands Moray College

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 | Recruitment and Selection Procedure |
| Responsible Officer | HR Officer |
| 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. | Given that this procedure details the arrangements for recruiting new staff, it is rated as HIGH in terms of its potential impact. As stated the measures detailed in the procedure aim to reduce a potential impact on any particular group. |
| 2. What does the policy or procedure aim to do? | To detail a standard method of specification, recruitment, selection and appointment for posts within the college. |
| 3. Who is affected by the policy? | College staff, applicants and potential applicants. |
| 4. What do we know about the needs of the various | Traditionally, minority ethnic origin and disabled applicants find it more difficult to secure |

| | |
|--|--|
| <p>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> | <p>employment.</p> <p>Female applicants would tend to be appointed to traditionally female roles such as clerical, catering and cleaning roles. Male applicants would tend to be appointed to more manual roles such as Site Assistant and Workshop Assistant.</p> <p>The glass ceiling that is reported in the media can affect females attaining management positions.</p> |
| <p>5. How might the policy or procedure impact on different groups? Are there any particular concerns at the moment?</p> | <p>College has monitored the applications and appointments for posts (in terms of race, gender, disability and age) in the college for some years. The following is observed from this process:</p> <p>Race: More applications are received from those of White English, Welsh and other than the local population. There has been an increase of ethnic minority applicants in 09/10 session as compared to 07/08 session.</p> <p>Gender: The E, D&I Committee considered a detailed report on the gender balance of applicants and the gender balance of those short listed. The report led to the conclusion that the gender balance of applicants is very much influenced by the traditional gender stereotype attached to the role. There was an increase in female applicants 70.92 % in 09/10 session as compared to 67.33% in 07/08 session</p> <p>Disability: Monitoring figures suggest that the number of disabled applicants decreased in 09/10 session to 07/08 session.</p> <p>Age: Fewer people aged 16-24 applied for positions within the College in the 09/10 session compared with the 07/08 session.</p> |
| <p>6. Do we need to change</p> | <p>The College needs to continue to challenge</p> |

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

| | |
|--|--|
| the policy or procedure in any way to remove barriers to access? | essential criteria as contained within person specifications to ensure that they are objectively justifiable. The College should consider positive action statements within the recruitment and selection procedure. |
| 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. | On an ongoing basis, all person specifications will continue to be looked at very closely to ensure that the criteria requirements are justifiable. In addition support and guidance will be offered to line managers in the completion of person specifications. |
| 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? | Advertisements for positions contain the disability symbol user badge and applicants are advised that the College is an equal opportunities employer. |
| 9. How will the policy or procedure be monitored in terms of its impact? | Monitoring data will continue to be collated by the HR Section. The College has also started to collect data in terms of sexual orientation and religion or belief. |
| 10. Where will results of monitoring be reported? Which is the relevant Committee/Group? | The Staffing Committee of the Board of Management |
| 11. Where will the EqIA be published? As a minimum all assessments will be published on the Internet. | The EqIA will be published on the internet. The HR Policy Review Group also receive the impact assessments to ensure that recommendations inform policy and procedural development |
| 12. Date of next review: | As per the HR Policy Review timetable. |

| | |
|---|--|
| 13. Summary of changes recommended | The College needs to continue to challenge essential criteria as contained within person specifications to ensure that they are objectively justifiable. |
| | |
| 14. Date submitted to the HR Policy Review Group: | As per the HR Policy Review timetable. |
| | |
| Policy ratified by: | The Staffing Committee of the Board of Management |
| Date: | |