Full Equality Impact Assessment Proforma

RECRUITMENT & SELECTION POLICY

Step 1	Establish the status of the policy being assessed
Step 2	Define the aims and scope of the policy
Step 3	Summarise what information/evidence has been collected about how the policy affects – or is likely to affect – different groups of people
Step 4	Based on the evidence/information collected, assess the likely impact of the policy on different groups of people i.e. will it affect different groups of people differentially (negatively or positively?)
Step 5	Identify gaps in the evidence and information, and set out any steps that need to be taken to address these gaps in order that the EQIA can be continued
Step 6	Identify whether changes need to be made to the policy
Step 7	Recommend whether the University should implement, modify, pilot or reject the policy
Step 8	Set out how the policy will be monitored, evaluated and reviewed in future

Throughout the EQIA proforma, hyperlinks are provided to guidance notes. Click on the hyperlinks to access advice and tips on how to complete each step of the EQIA.

Complete the EQIA by typing directing after each question, by entering text in the text boxes provided. If you want to use a hard copy, please contact Jill Bennett jill.bennett@stir.ac.uk or call 01786 466890.

Name of policy/function: Recruitment & Selection Policy

Responsible department: HR & OD Services

Who is completing this EQIA?: HR Services

STEP 1: What is the status of the policy being assessed?
Is the policy
- Existing? √
- New?
- Being reviewed/revised?

What is the timescale for approval of the policy (if new/under review)?
N/A
Who/what Committee will be responsible for approving any necessary changes to this policy? **CJNCC**, **PPC and Court**

STEP 2: Define the aims and scope of the policy

1. What is the aim of this policy? **The aim of the Recruitment & Selection Policy is to define the process and procedure Schools/Department should follow when recruiting.**

2. Who is affected by the policy? **All Staff and applicants.**

3. In what areas of University life might this policy impact upon people? **Recruitment & Selection.**

4. Are external partners involved in delivering this policy? If so, what are their roles? **Government (determine legislation), Unions (Consultation regarding policy), Anderson Strathern (provide guidance on employment law)**

5. Are there any statutory obligations on the University that will impact on the development/delivery of the policy (e.g. health and safety/data protection?) **There are laws relating to discrimination which impact on recruitment and selection. Furthermore, there are regulations regarding work permits, Disclosure Scotland, right to work in UK etc. Data protection is also a factor as employers are required to adhere to data protection regulations in relation to references, application forms and interview notes and the storage of documents used during the recruitment and selection process. Any changes to such laws/regulations will impact on the policy.**

6. Who is responsible for the delivery/implementation of this policy? **Primarily the recruiting manager and appointing committee with support and guidance from HR.**

STEP 3: Summarise what information/evidence has been collected about how the policy/function affects – or is likely to affect – different groups of people, and specify how stakeholders have been involved/consulted with.

	Source of information/ evidence/ research	Summary of consultation/ involvement
Age	**Management Information held by HR.**	**Although the current system records applicants details and the successful candidate details there is a gap in data as Schools/Departments are responsible for recording data in relation to shortlisting & interviews. However records are destroyed after 6 months in relation to recruitment due to data protection.** **The implementation of an e-recruitment system planned to be in place from April 2011 will improve the reporting information available for the whole recruitment process.**
Gender (including marital status; pregnancy and maternity)	**Management Information held by HR.**	
Transgender status	**Management Information help by HR.**	
Disability	**Management Information held by HR.**	
Race/ethnic origin	**Management Information held by HR.**	
Sexual orientation (including civil partnership status)	**Management Information held by HR.**	
Religion/belief	**Management Information held by HR.**	
Other e.g. social background; caring responsibility; working pattern; rural location.	**Management Information held by HR.**	

STEP 4: Assess the evidence and information to identify the equality impact of the policy on people from different groups

Based on the evidence and information you have gathered:

(A) **Assess the likely differential impact** of the policy on people from different groups – positive or negative – and;

(B) Identify any **opportunities to promote equality and diversity**.

It is important to **identify whether the policy would affect some groups differently** (a 'differential impact'), and to particularly consider whether the policy would discriminate against or disadvantage people from particular groups for any reason.

When assessing the likely impact, you should consider the following questions:

1. What does the evidence/information you have gathered tell you about the different needs, experiences or outcomes in relation to this policy for people from different groups? **There is a consistency between applicant and appointee equalities data. The University endeavours to advertise employment opportunities as effectively as possible, both in terms of reaching the right candidates for the role and in terms of cost-effectiveness. Online recruitment advertising has been demonstrated to be the most cost-effective and time-efficient way of advertising, as well as having the potential of reaching candidates internationally. It is, therefore, the preferable advertising method in the majority of cases, whether used solely or in conjunction with another advertising method.**

   The University has an equal opportunities policy and the further particulars available to applicants provide a *Diversity & Equal Opportunities Policy Statement.*

2. Does (or could) any aspect of the policy impact negatively or positively on people from any particular equality group?
   No.

3. Does (or could) any element of this policy amount to discrimination (either direct or indirect) against people on any grounds? **No.**

4. In what ways could this policy promote **equality of opportunity** and **good relations** between people from different groups – and in particular between

   a. Men and women
   b. Disabled people and other people
   c. People from different ethnic groups
   d. Gay/lesbian/bisexual people and heterosexual/straight people
   e. People with different religious beliefs
   f. People of different ages

   There is a consistency of application as all individuals are able to apply for posts. Criteria detailed for posts must be clear and objective based on the requirements of the post. Also it is compulsory for all appointing panel members to have undertaken the Recruitment and Selection E-learning module before taking part in any recruitment activity.

5. Is there any evidence of higher of lower participation or uptake of services or programmes (if relevant) by people from any particular equality groups? **There is a consistency between applicant and appointee data. In relation to Disability there is clearly a higher percentage of applicants with no disability, information from Employers Forum on Disability (http://www.efd.org.uk) provide the following statistics;**

   - *There are approximately 10 million disabled people in Great Britain covered by the Disability Discrimination Act, which represents around 18 percent of the population.* ***Family Resources Survey, Disability prevalence estimates 2008, as used by the Office for Disability Issues***

   - *Over 6.7 million disabled people are of working age which represents 18 percent of the working population.* ***Labour Force Survey, May 2009***

   - *However, only 50 percent of disabled people of working age are in employment compared to 80 percent of non-disabled people of working age.* ***Labour Force Survey, May 2009***

   Consideration may wish to be given to how the University can encourage applications from individuals with a Disability, such as more accessible application process (note – E-recruitment system may provide more accessibility), or a Guaranteed Interview Scheme such as many government bodies currently participate in.

6. Are there any groups of people who are excluded from (or could potentially be excluded from) participating in/accessing the policy/function/service (if relevant)?

   Open to all individuals.

7. Through the implementation of this policy, what opportunities are there to:

    a. Encourage the participation of disabled people in public life?

    b. Provide for the needs of disabled people (even if this means treating disabled people more favourably?)

Applicants are invited at the notification of interview stage to request any special arrangements required to enable them to take full part in the interview. Through review of the EQIA it has been identified that consideration could be given to accessibility at application stage such as application form in alternative formats such as large print. This could be explored with the implementation of e-recruitment. See additional opportunities for consideration above in 5.

Consider these questions in relation to the following equality strands. Enter your findings in the text boxes below:

Management information has been collated from the University's Human Resource database system (known as SAP). The information shows the applicant information by Gender; Ethnic Origin; Disability; Caring Responsibilities; Religion; Age Band and Sexuality. This is for the period 01/05/2010 to 31/10/2010

Age	Applicants
	<u>Applicants</u>
	<20 – 1%
	20-29 – 35%
	30-39 – 25%
	40-49 – 20%
	50-59 – 11%
	>60 – 3%
	Not known – 5%
	<u>Appointees</u>
	<20 – 0%
	20-29 – 34%
	30-39 – 43%
	40-49 – 18%
	50-59 – 5%
	>60 – 0%
	Not known – 0%
Gender (including marital status; pregnancy and maternity)	50% of applicants are female and 50% are male and 59% of appointees are female and 41% are male. This is not disproportionate to the whole workforce which is 59% female and 41% male.

Transgender status	MI held and reviewed within HR is currently very limited and should be reviewed again when the next EQIA is undertaken.
Disability	2% of applicants declared they had a disability, 7% declined to answer and 91% stated they had no disability. These percentages are similar to appointees, 5% disabled, 11% not known and 84% no disability.
Race/ethnic origin	High representation of applicants (61%) in White, lower representation in other groups (22% Other, 7% Asian, 2% Black, 8% not know/declared). Appointees have a lower percentage of White (48%) compared to applicants and higher Other (34%)
Sexual orientation (including civil partnership status)	Higher representation of applicants and appointees in Heterosexual group (84% and 70% respectively)
Religion/belief	<u>Applicants</u> Christian – 40% No religion or belief – 34% Not known – 20% Hindu – 2% Muslim – 2% Buddhist – 1% Another religion – 1% <u>Appointees</u> No Religion or belief – 36% Christian – 32% Prefer not to answer – 30% Hindu – 2%
Caring responsibility	<u>Applicants</u> Yes – 12% No – 75% Not provided – 13% <u>Appointees</u> Yes – 16% No – 66% Not provided – 18%

STEP 5: Identify gaps in the evidence and information, and the steps that need to be taken to address these gaps in order that the EQIA can be continued

Having reviewed the evidence available and considered the questions in step four, are there any gaps in the evidence/information that prevent you from understanding the needs/experiences of different groups, and assessing the differential impact (or potential impact) of the policy?

If so, indicate what information/evidence is required. **(what evidence is missing eg, disability info, gender etc)**

Evidence/information required	How will this evidence/information be collected?	Who will do this?	When will information be gathered?	What resources will be required?
Transgender status	SAP now contains fields to capture data and improved data collection also from the implementation of the e-recruitment system	HR	Ongoing, currently very limited information and should be reviewed again when the next EQIA is undertaken.	HR Admin and HRIS.
Further information on shortlisting stage	Implementation of e-recruitment system will allow for improved reporting. As a result of the implementation of e-recruitment guidelines will be reviewed.		System is planned to be implemented in Summer 2011 and information will begin to be gathered from that date.	

Further consultation and involvement needed to complete the EQIA

If further involvement of disabled people or consultation with people from other equality groups is required in order to increase evidence and fill knowledge gaps so that the equality impact of the policy may be properly assessed, please set out here how and when this will be done.

Who does the University need to consult with?	What issues need to be consulted on? Are there any specific questions that need to be asked?	What methods will be used?	What formats should be used to communicate with people?	How long will people have to respond?
None				

STEP 6: Identify whether changes need to be made to the policy

You should now be able to identify whether any **changes need to be made to the policy**, in order to eliminate any discrimination, possible disadvantage or unfair impact, or to make changes that would result in the positive promotion of equality, diversity or good relations.

You should also identify any **further consultation/data collection/research** that needs to be done to asses or measure the impact (or potential impact) of the policy on people from different groups in future.

Action/ change required	Responsibility	Timescale	Resources required	What issue/problem will this action address?
n/a				

Any changes will be made in line with statutory requirements.

Recommendation
This is being highlighted as a recommendation and will be reviewed as part of the e-recruitment project.

Consideration may wish to be given to how the University can encourage applications from individuals with a Disability, such as more accessible application process (note – E-recruitment system may provide more accessibility), or a Guaranteed Interview Scheme such as many government bodies currently participate in.

STEP 7: Recommend whether the University should adopt, modify, pilot or reject the policy/function

Taking into account the work completed throughout this EQIA, please set out and briefly explain your recommendation on how to take the policy forward.

A: **Adopt the policy in its originally proposed format (no changes required)** √

B: **Modify the policy to address any negative impact or to better exploit any potential to promote equality, diversity and good relations**

C: **Pilot the policy and re-evaluate the equality impact after the pilot period**

D: **Reject the policy entirely**

Briefly set out your reasons for this recommendation:

<div style="border:1px solid black">

Policy complies with current legislation.

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STEP 8: Set out how the policy will be monitored, evaluated and reviewed in future

1. What **equality data** (including measurement of targets, if appropriate**) will be collected** on the policy, at what time, and whose responsibility this will be? **Equality data will be requested at the time of application. Equality data is sent from individuals upon their appointment, for HR to record, on an ongoing basis. This will be reviewed on a quarterly basis by HR.**

2. What **mechanisms will be used** to collect this data? **SAP & e-recruitment system.**

3. How will this data be **analysed and presented, how often (e.g. annually)** and who will do this**? As part of the quarterly review of information held by HR, and, further EQIA of this policy.**

4. How will **results of monitoring be reported**, when and to whom (e.g. to a Committee, to Court, published on the website?) **General reporting of MI from HR.**

5. When will this policy **next be reviewed** (including equality screening/EQIA as appropriate)? **In line with legislative changes. Continuation of EQIA within 3 years to capture Equality and Diversity Gaps.**

STEP 9: Endorse and sign off the EQIA

If this policy is new or being reviewed, which Committee/body will endorse a summary of this EQIA and approve the new/revised policy, and when will this happen?

Signed (lead officer): Carolyn Dewar/Emma Louden
Date : 10/02/2011

Signed (accountable officer): Martin McCrindle Date 30.03.11

> **Once you have completed this EQIA and it has been signed off by the accountable officer, please send a copy to Jill Bennett, Policy and Governance Officer at jill.bennett@stir.ac.uk A summary of the EQIA findings will be published on the University's website in due course.**