

EQUALITY IMPACT ASSESSMENT

Name of Policy: Recruitment and Selection

Assessed by: Clare Fraser

Date of Assessment: October 2009

Step 1: Identify aims of the policy

What is the **purpose** of the policy?

The purpose of this policy is to ensure that in all cases the best candidate for the position is appointed by promoting good recruitment and selection practices. The College is committed to a comprehensive policy of equal opportunity in employment in which all individuals are treated on the basis of their relevant merits and abilities. All those involved in the recruitment and selection of staff are expected to observe this policy and ensure that their actions are consistent with the principles of this procedure.

Who is affected or intended to **benefit** from this policy and in what way?

Applicants are expected to benefit as the policy should ensure that they are treated fairly.

Staff involved in Recruitment and Selection will also benefit as a clear procedure is laid out.

Step 2: Consider the evidence

What data or evidence do you intend to use for the purposes of the assessment?

The data used for the purposes of the assessment is included in the College's Equality Data report, namely:

1. The College gender workforce profile (Table 10)
2. The College ethnic workforce profile (Table 11)
3. The College disability workforce profile (Table 12)
4. Information regarding applications for appointments
5. 2001 Census information
6. "Social Focus on Disability" (2004) report published by the Scottish Executive

Step 3: Assess likely impact

What does the information you have tell you about how this policy might **impact positively** on equalities groups?

- With regard to gender, overall, the College received a very similar amount of applications from men and women (For a total of 25 appointments, 128 applicants were female (55%), and 104 applicants were male (45%) There is also evidence that suggests that the Recruitment & Selection process is attracting applications for roles which are typically seen as being carried out by one particular gender. For example, there were male applicants for a Nursery Nurse, and female applicants for the role of Facilities Manager. There is also a strong female presence in the Senior Management Team, which, excluding the Principal, is 50:50 male:female.

What does the information you have tell you about how this policy might **impact negatively** on equalities groups?

- There is evidence of gender stereotyping with the predominance of female support staff (75.79%).
- The majority of staff is White Scottish (90.34%). This percentage is similar to the national average, where 88% of those living in Scotland are from a White Scottish background. 1.05% of staff are from a Black Minority Ethnic (BME) background. This is lower than the North Lanarkshire average of 1.9%, and the Glasgow average of 5.5%.
- 0.86% of applications received by the College were from BME applicants.
- 1.03% of staff have declared a disability. This is lower than expected, as the 2001 Census showed that 20.31% of residents in Scotland have a limiting long term illness. Also, research from the Economic and Social Research Council shows that approximately 40% of people with a disability are unable to work. However, this percentage included people under the age of 16 and over the age of 65.
- 0.86% of applications received by the College were from applicants with a disability. As explained above, this percentage is comparatively low.

Are there **other factors** that might help to explain the adverse impact?

- Occupational segregation remains one of the strongest influences on people's choice of career, with individuals typically preferring those occupations in which they see their own gender represented. (*Occupational Segregation, Gender Gaps and Skill Gaps*, Miller L, Neathey F, Pollard E, Hill D. Working Paper 15, Equal Opportunities Commission, 2004.) This may help explain the predominance of female support staff.
- The number of staff declaring a disability may be lower than the number of staff who actually have a disability, as people may perceive that there is a stigma attached to such a declaration.
- It should be noted that information regarding shortlisting, interview and actual appointments has not been produced as part of this assessment. This is because it is collected manually, and the College is currently considering an electronic system to enable monitoring of equal opportunities.

Could the policy be amended to **promote equality of opportunity** or meet the positive duties?

With regard to meeting the positive duties, the policy guarantees interviews for disabled applicants who meet the essential criteria. However, the College could apply for the "Two Ticks" Positive About Disabled People Award, and publish this logo on their website and on the Recruitment & Selection documentation. The College could also provide a copy of their Equal Opportunities Policy in application packs.

Step 4: Consider alternatives

What changes to the policy or practice could be introduced to **reduce the adverse or negative impacts** identified in step 3?

- The College could advertise posts on media which will attract applications from a diverse range of ethnic people, such as the Glasgow Equality Network Forum.
- The College could take positive action by specifically stating that applications are welcome for posts which are dominated by a particular gender, race or non disabled group of people.
- The College could monitor and publish information regarding shortlisting, interviews and appointments made to further enquire into the impact of this policy.

- The College should encourage existing staff to disclose a disability by highlighting the support available to staff, and raising awareness with staff of which kind of conditions are considered a disability.
- Currently, the College's prospectus displays images of current staff. The College should consider using more diverse images in order to ensure that the College projects a diverse culture.

Step 5: Consultation

What consultation have you carried out?

A summary of this assessment has been emailed to all staff for their comment, and a focus group was held to gather staff's views on this assessment. *To be completed after consultation*

How successful has this been, and what can you do in the future to improve this process if necessary?

To be completed after consultation.

Step 6: Taking Action

What action will you take?

- Apply for the "Two Tick" Positive About Disabled People Award.
- Provide a copy of the Equal Opportunities Policy in application packs
- Advertise appointments on Glasgow Equality Network Forum
- Consider positive action initiatives to specifically welcome underrepresented groups
- Monitor and publish equality information relating to shortlisting, interview and actual appointments
- Publicise Disability Support Policy, and raise awareness of the meaning of disability.
- Use more diverse images in promotional material

How will you ensure that the action is taken?

These actions will be added to the College's Equality Scheme which is reviewed by the College's Equality and Diversity Committee. An annual report reviewing action taken will be published.

Step 7: Make monitoring arrangements

How will the policy be monitored?

Data will be collected by the HR Section and analysed on an annual basis. This data will then be discussed with the Equality and Diversity Committee, and reported to all staff and relevant external organisations.

Step 8: Publish assessment report

What are the arrangements for publishing?

This assessment will be published on the College's website.