

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	6 April 2014	
School / Department:	Human Resources	
Lead member of staff:	Stacey Martin	
Location of impact assessment documentation (contact or web link):	Contact Human Resources at GSA	
Area of decision making / Title of policy, procedure or relevant practice:	Staff Recruitment and Selection Policy	
Please indicate if this is:	New:	<input type="checkbox"/>
	Existing/Reviewed:	X
	Revised/Updated:	<input type="checkbox"/>
<p>Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>Equality consideration and due regard to the PSED have been applied to each element of GSA's Recruitment and Selection Policy (2003) – see attached record of assessment. This includes:</p> <ul style="list-style-type: none"> • Post approval • Job description / Person specification • Advert and application stage • Interview arrangements, including dates and selection panel • Shortlisting • Interview process • Selection and appointment • Feedback and confirmation of outcome <p>Analysis of available statistical data has also been undertaken, covering staff profiles, broken down by protected characteristic where possible, for the academic years 2011/12 and 2012/13. As a result areas for further analysis, for example at School level and by post type and grade, have been identified - see action plan below.</p> <p><i>[Please note that consultation on a fully revised and updated Recruitment and Selection policy is currently taking place with a target for Board approval in September 2015.]</i></p>		
<p>Evidence used to make your assessment:</p> <p>Staffing profiles for academic years 2011/12 and 2012/13 by protected characteristic as follows:</p> <ul style="list-style-type: none"> • 2011/12 – sex; disability; race; age; employment status (f/t; p/t; fixed term) • 2012/13 – sex; disability; race; age; sexual orientation; religion and belief; employment status (f/t; p/t; fixed term) <p>Whilst these statistics are quite favourable in terms of staffing profile, for example the staff gender balance is positive, disability disclosure is high and shows a proportion of disabled staff higher than the national average., the data gives an institutional profile and is not broken down by individual academic School or by job role or grade. Therefore further work needs to be undertaken to enhance this analysis in order to identify where any issues or gaps might occur. In this respect an analysis of equal opportunities monitoring forms in relation to the application and selection profile for posts / job role would be valuable in identifying impact. Systematic collection and analysis of this data would also contribute to meeting legislative requirements to collect and publish this</p>		

information.

It is noted that there is no evidence available from feedback received from staff or applicants in respect of their experience of the process and future assessments would benefit from the collection and analysis of this information. It may be possible to include relevant questions in a GSA staff survey or by systematically seeking feedback early in the employment period.

Outline any positive or negative impacts you have identified:

All impacts are outlined in detail in the record of assessment attached. The potential for significant negative equality impact has been identified across all stages of the procedure / process and these are summarised as follows:

- There is no clear delineation between policy and procedure / process – negative impact for all protected characteristics through lack of clarity and understanding of the need to include an equality perspective and reference to the PSED
- Legislative references are out of date – ref Equality Act 2010; specific duties 2012; BAUK requirements
- Whilst equality is included in the current documentation it is not embedded into the process at every stage – this ‘bolt on’ approach has the potential to incur negative impact for all protected characteristics by failing to take account of difference through each stage
- The language used has the potential to militate against due regard, for example through the implication that everyone is treated the same
- A lack of emphasis on the responsibility of staff to abide by / implement equality principles throughout the process – potential negative impact on all protected characteristics as a result of a lack of understanding by staff
- There is a lack of guidance and integration of equality consideration into the collation and review of job descriptions and person specifications and the conducting of interviews / the interview process – potential negative impact on all protected characteristics where account is not taken of appropriate skills, knowledge and experience which is often set at a higher level than is necessary promoting exclusivity rather than an accessible, inclusive approach; a lack of agreed questions may lead to inappropriate lines of inquiry and a lack of objectivity; voting precludes objectivity
- Accessibility in respect of applications and setting of interview dates – potential negative impact for disabled candidates or those with caring or similar responsibilities / commitments (eg health)

Summary of the actions you have taken or plan to take as a result:

Policy, support and guidance to be revised by September 2014

Actions to be taken are as follows:

1. Further statistical analysis as indicated above
2. Collection and analysis of qualitative evidence from both staff and potential staff
3. Rewrite of recruitment policy and procedure/process which addresses all aspects of potential negative equality impact and embeds equality consideration and due regard to the PSED at each stage
4. Guidance to be produced to support the implementation of the policy and procedure
5. Review and development of recruitment and selection training to in line with the new policy and procedure and guidance and to promote and reflect the Equality Act 2010 and the PSED
6. Annual review of the revised policy and procedure

Summary of what you anticipate will change as a result of your actions and where / when will these be reported and reviewed:

- Alignment of policy and practice with legislation and GSA’s ethos and ambition
- Better understanding of staffing profile and any issues / gaps at School level and across all job categories and pay scales
- Increased awareness by staff of potential equality impact and the importance of giving due

<p>regard to the PSED across all aspects of GSAs recruitment and selection of staff</p> <ul style="list-style-type: none"> • Effective recruitment and selection into GSA accessible to all protected characteristic groups • Improved career progression opportunities at GSA for under-represented groups
<p>State how these changes will contribute to the delivery of GSA's equality outcomes: These changes contribute to Equality Outcomes 1; 2; 3; 4; 5; 6</p> <p>The revision of GSA's recruitment and selection policy, procedure and supporting mechanisms will take into account GSA's equality priorities and be a key mechanism for</p> <ul style="list-style-type: none"> • increasing the diversity of staff at GSA • ensuring equality of opportunity and outcome in the recruitment and selection process • reducing pay gaps and addressing occupational segregation • supporting institutional and local accountability for meeting equality objectives • staff development in recruitment and selection practice.

The outcome of your assessment:

- No action – no potential adverse impact
- Amendments or changes to remove barriers / promote positive impact**
- Proceed with awareness of adverse impact

Sign-off, authorisation and publishing:

Review Lead

Name	Lesley Coyle
Position	Deputy Head of Human Resources
Signature	Lesley Coyle
Date	May 2015

Executive Lead

Name	Craig Williamson
Position	Registrar
Signature	Craig Williamson
Date	May 2015

Equality Lead (Head of Student Support and Development)

Name	Jill Hammond
Signature	Jill Hammond
Date	May 2015