



**BOARD OF GOVERNORS  
HUMAN RESOURCES COMMITTEE  
Thursday, 28<sup>th</sup> June 2007**

**PROGRESS REPORT ON THE EQUALITY IMPACT ASSESSMENT OF POLICY  
AND PROCEDURES FOR THE RECRUITMENT, SELECTION AND PROMOTION  
OF STAFF**

**Executive Summary**

The Policy and Procedure for the Recruitment, Selection and Promotion was identified as a priority for Equality Impact Assessment (EIA). The Equality Impact Assessment began in December 2006 and was the first policy and procedure to go through this process. Undertaking an EIA is an iterative process and work is ongoing. This report presents a summary of the work carried out to date, the issues thus far revealed, the actions taken so far and the next steps going forward.

Governors are asked to note progress to date and to comment on the usefulness of the EIA documentation in providing a framework for the reporting of EIA outcomes.

**The Process**

A steering group was appointed comprising: Julie Mills, Deputy Principal, Stephan Suchy, Interim Head of HR and Margaret Dougherty, HR Officer. This group carried out an initial review of the policy and process of recruitment and selection and drafted the initial action plan. This plan was reviewed and added to as the steering group met regularly. The current plan is attached at appendix 1.

The process has revealed specific issues that need to be addressed to improve the recruitment, selection and promotion process. The improvements will impact positively on the promotion of equality and will also contribute to our management development process.

**The actions taken so far in response to the EIA include:**

- Redesign Application Form
- Redesign Equal Opportunities Monitoring Form
- Introduction of HR Conference for all managers
- Training module for recruitment (delivered at HR Conference)
- New starters pack developed
- Core job description for Lecturer role
- Revised process for approving new/ replacement posts

### **The actions still to be taken**

- Revise the Policy and Procedures for Recruitment, Selection and Promotion
- Introduce a Retention Policy
- Develop Equality Reports from Chris 21
- Integrate recruitment advertising with corporate brand strategies
- Work towards Investors in Diversity – this will include addressing issues required to achieve ‘two ticks’ badging
- Develop the website based on the ‘faces and voices’ of our staff

Undertaking an EIA for a major policy and process is an extensive task, which does not necessarily have a defined end-date. It is proposed that actions are transferred to appropriate area Development Plans, and that these are monitored through the Equal Opportunities Committee (which will be reformed as the Equality and Development Strategic Review Group subject to Governors’ approval of the Corporate Equality Scheme at the July Board)

***The Committee is asked to note progress to date and to comment on the usefulness of the EIA documentation in providing a framework for the reporting of EIA outcomes.***

*Julie Mills  
28<sup>th</sup> June 2007*

## Equality Impact Assessment

### Equality impact assessment questions to consider

Use the table overleaf to consider:

- a) What kind of impact might this policy, procedure, plan or practice have on different groups of people?
- b) Is there opportunity to eliminate or reduce disadvantage or discrimination against a particular group?
- c) Is there opportunity to further promote equality for a particular group?

### When considering the table overleaf, be aware that:

- the definition of a disabled person under the Disability Discrimination Act is broad and covers people with a wide range of impairments, learning difficulties and long term health conditions;
- under race, consideration should be given to the needs of specific communities within the broad categories, such as Bangladeshi people and other communities such as Turkish / Turkish Cypriot.

### When carrying out an equality impact assessment, you should bear in mind that:

- while the following template can act as a tool to assist in the impact assessment process, completion of the template should not be equated with 'doing' the impact assessment;
- you address different areas of equality separately. One of the dangers of carrying out impact assessments on all areas of equality is that only a superficial consideration is given to each distinctive experience of equality;
- you should not hold up the impact assessment process if you are awaiting information for one equality strand, and yet can identify actions to improve another equality strand. You can always come back to the impact assessment process once this information becomes available;
- the Impact assessment process is not an end in itself – the purpose is to achieve real and practical improvements for different groups of people.

## Equality Impact Assessment: Planning

<b>Name of policy or practice:</b> Recruitment & Selection of Staff
<b>Name of staff involved in the impact assessment process:</b> Steering Group: Stephan Suchy, Margaret Dougherty, Julie Mills  Anna Henderson, Lindsey Styles, Chris Rice, Duncan Lovell, Jane Lynds. Alison Hammett, Martine Phillips, Chris Rice, Chris Tomlin and Viv Wootton  Survey to all managers.  Questionnaire to all new recruits.
<b>Who is responsible for creating/implementing this (job title and name)</b> Deputy Principal, Julie Mills
<b>Date of first meeting:</b> 13th December 2006

		Are there opportunities to eliminate or reduce disadvantage or discrimination for a particular group?	Are there opportunities to promote equality of opportunity for a particular group?
<b>Race</b>	Asian or Asian British people	Yes	Yes
	Black or black British people	Yes	Yes
	Chinese people and other people	Yes	Yes
	People of mixed race	Yes	Yes
	White people	Yes	Yes
<b>Disabled people</b>	physical or sensory impairments	Yes	Yes
	learning difficulties or specific learning difficulties	Yes	Yes
	mental health difficulties or people on the autistic spectrum	Yes	Yes
	long term health conditions	Yes	Yes
<b>Gender</b>	Women	Yes	Yes
	Men	Yes	Yes
<b>Age</b>	Older people	Yes	Yes
	Younger people	Yes	Yes

## Equality impact assessment questions to consider

<p>What evidence is already available to help inform the impact assessment process? (consider both quantitative and qualitative information)</p>	<p>Key staff data: gender &amp; race, see HR committee reports. There is some analysis of conversion rates from short listing to appointment</p>
<p>Is further information required to gauge the probability and extent of impact? Would gathering such information be a proportionate response to the policy, procedure, plan or practice, in terms of its importance?</p>	<p>Feedback from users – managers, staff, new recruits.</p> <p>Best practice from Equality Groups</p> <p>Views of under-represented groups</p> <p>Analysis by age</p> <p>Limited data on gender/race and progression through the recruitment process</p> <p>Limited data on declared disability</p>
<p>If yes to the above question, where and how can that information be obtained?</p>	<p>Questionnaire to managers re recruitment practice</p> <p>Survey all new recruits (last 6 months)</p> <p>Get copies of documentation from other organizations</p> <p>Focus groups to look at documentation &amp; processes</p> <p>Liaise with equality groups to review documentation</p>



## Equality Impact Assessment Plan

Action required	By whom	By when	Resource implication	Progress Review	Race	Disabled People	Gender	Age
Gather examples of recruitment literature from other FE institutions	MD	Dec 2007		5 examples collected: Please see Appendix 1 (separate folder)				
Research best practice through EOC and other Equality Groups	SS	Dec 2007		REES standards reviewed Investors in Diversity Award explored	✓	✓	✓	✓
Survey all users of system about current practice and how well we meet our equality responsibilities	MD	Jan 2007		<p>Survey of Managers and Team Leaders using Equal Opportunities Questionnaire (source: <a href="http://www.equality-online.org.uk">www.equality-online.org.uk</a>). Looking at 4 main areas Recruitment &amp; Selection, Progression and Promotion, Pay Banding and Working Practices and Procedures. (See Appendix 2)</p> <p>37 forms returned and analysis shows “company should look at its HR policies and procedures to actively encourage diversity within the workplace and would fully benefit from a full diversity audit” (See Appendix 3)</p> <p>Further analysis of each of the 4 main sections highlights good scores in the areas of Recruitment &amp; Selection, Pay Banding and Working Practices. The area of Progression and Promotion gained the lowest score along with the area of Flexible Working Practices contained within Section 4 Working Practices and Procedures (See Appendix 4)</p>	✓	✓	✓	✓

<p>Convene Focus groups :</p> <ul style="list-style-type: none"> <li>Different racial groups</li> <li>Managers (including JL)</li> </ul>	MD/M P	May 2007		<p>First Focus Group Meeting held on 26<sup>th</sup> March 2007 to look at recruitment process from the external users perspective.</p> <p>Main recommendations include more prominent EO Statement to be displayed on documentation. More detailed information to be included in adverts for press. Job Descriptions need to be standardized and clearer Person Specification style adopted. (See Appendix 5 for full details)</p> <p>Student Focus Group held on 30th April 2007 set-up to carryout exercise of completing current application forms and look at other relevant documentation. Student group was made up of a diverse group including ethnic minority groups and disabled students. Main findings show difficulty among ethnic groups to record their qualifications and have them recognized. Job Descriptions viewed as lengthy and most unaware of the purpose of the Person Specification.</p> <p>Internal Focus Group second meeting on 22<sup>nd</sup> May 2007 to review internal process for recruiting new and replacement posts. Main recommendations were to have a named HR Representative to meet and discuss posts, create Job Description and Person Specification, Advert and agree all related recruitment dates and activities including interview questions. (See Appendix 6 for further detailed information)</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p>	<p>✓</p>
Audit new recruits to explore their experience	MD	Feb 2007		<p>Questionnaire sent to all new recruits 1<sup>st</sup> March 2007 (See Appendix 7)</p> <p>24 forms returned and analysis shows 7 forms</p>				

				scoring a 100% satisfaction rate. Analysis of questions shows an 83% average across all questions. Weakest areas being Question 7: "Was there any other information not included that you would like to have received? – Suggestions include employee handbook, details of teaching qualifications required. Also Question 9: "Now that you are in post have your expectations of the job been met? Comments include: expected more training, some aspects of job not mentioned in job description.				
Project team to undertake impact assessment training	SS/M D/JM	Mar 2007		Training complete for all parties (CC replaced SS on team) May 2007	✓	✓	✓	✓
Redesign Application form to take account of equality best practice and safeguarding children and vulnerable adults	CR	June 2007		Marketing team briefed: develop designed doc plus Word format doc for easy download. JM to produce amended Equality and diversity monitoring form	✓	✓	✓	✓
Develop improved process – to ensure planning takes place at the beginning of the recruitment process	JM	Apr 2007		Outline process agreed at directorate 9 <sup>th</sup> March 2007	✓	✓	✓	✓
Present Investors in Diversity Award to EO committee	JM	Apr 2007	Budget 2007/08	Support gained to explore the logistics of going for liD	✓	✓	✓	✓
Explore two-ticks badging	MD	May 2007		Meeting scheduled for 6 <sup>th</sup> June 2007 with Gill Enser, Disability Employment Adviser. Application form from Disability Adviser currently being completed prior to meeting.  Currently completing questionnaire to be submitted on-line by 27 July 2007 to influence interim report and inform research in this area  Report of meeting with Gill Enser attached (appendix 8)		✓		

Explore advertising – rates of return, target demographics	JM/ RJ	May 2007	2007/08 budget	Pilot local radio to promote organizational awareness to build image and public perception.  Trial advertising in specific publications – eg The Asian Times	✓	✓	✓	✓
Provide recruitment training at HR conference	CC	June 2007		Conference planned 24 <sup>th</sup> /25 <sup>th</sup> June 2007	✓	✓	✓	✓
Develop routine report on recruitment activity through Chris 21, analyzing by equality indicators	CC/ JM	July 2007		Transfer to HR Development Plan	✓	✓	✓	✓
Develop proposal to achieve two-ticks badging	CC/ JM	July 2007		If approved – transfer actions to HR Development Plan		✓		

If the action proposed will not fully eliminate negative impact, why is this and how can it be justified?	Safer Recruitment of Staff in education requires a person's full career history is known, including gaps so that these can be explained/explored. Dates cannot be removed from application forms.
What monitoring processes can be identified to check that any proposed changes achieve the desired improvements?	

