

Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form.
If you need assistance please contact the EDU. Please return the completed form to the EDU.

STEP 1 - Define policy/ practice

i. Name of policy/ practice/ significant change

HR Recruitment System

ii. Owner of policy/ practice (College, School or Service)

Human Resources

iii. Date of policy/ practice approved

Dec-19

iv. Approved by? (Committee, College, School or Service)

HR Recruitment Review Project Board, World Changing Glasgow Project Board and Senior Management Group.

STEP 2 - Description of policy/ practice

i. What are the aims?

This is a new recruitment system from a new provider (Core HR), the new system takes applicants through the recruitment process until appointment stage.

ii. Who does it cover?

All applicants, shortlisting and appointments

iii. How often is this policy / practice reviewed?

The system will be reviewed on an ongoing basis.

STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice?

STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.

Please tick all that are relevant

✓

Notes

Age	✓	
Disability (include BSL Users)	✓	
Gender Reassignment (including Gender Neutral language)	✓	
Marriage and Civil Partnership		
Pregnancy and maternity		
Race	✓	
Religion or Belief	✓	
Sex	✓	
Sexual Orientation	✓	

Go to Step 4

STEP 3b - No, there is no potential implication for a protected characteristic group.

Go to Step 8

STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?

Briefly explain:

As the University's recruitment system, this will be the main interface for potential recruits who will hold a range of protected characteristics and needs. We need to ensure all potential recruits can access the system in a fair and proportionate way, so we do not place any group at a disadvantage. Although there are a range of protected groups impacted, the University is particularly aware of potential applicants who have a disability and those who maybe applying from overseas, and how this process may impact them.

STEP 4a - Does the evidence show a positive impact?	Go to Step 5
Please provide an example and attach evidence:	
<p>The new system streamlines the recruitment process, removing the requirement to complete an application form for the majority of roles. This change has come about as a result of extensive research with system users and recruits as much of the information was duplicated in other parts of the recruitment process. It also removes the requirement to detail some elements which could possibly reveal protected characteristics data, such as religion and/or career breaks relating to caring responsibilities/medical time off.</p> <p>The new system will allow access to management information, particularly in relation to shortlisting data, which until now has not been available. This will aid management's understanding of equality impacts in recruitment by protected group.</p> <p>The new system adheres to the new EU regulations in relation to Digital Accessibility; these are outlined in the Accessibility Statement for the system.</p> <p>The system collects protected characteristic data in line with HESA requirements. As this is personal sensitive data it has a Privacy Notice for applicants, so they understand how and why their data is stored.</p>	
STEP 4b - Does the evidence show a negative impact?	Go to Step 6
You need to consult with relevant stakeholders - the EDU will assist with this process Please provide brief details and attach evidence:	
<p>Individuals who cannot apply online/digitally are still able to do so via postal application. This is particularly relevant to some applicants with a Disability, and is considered a reasonable adjustment in these circumstances.</p> <p>However, there is still no means for applicants to submit video applications, which would enable BSL users to apply in BSL.</p>	
STEP 4c - Does the evidence show no impact?	Go to Step 8
Attach evidence to this form 	
STEP 5 - Continue to promote good opportunity for all people	Go to Step 8
Promote and implement as exemplar policy/ practice <p>The University continues to be a Disability Confident Employer and has Level 2 status. This ensures disabled applicants can request a guaranteed interview if they meet all the essential criteria. This commitment continues in the new system.</p>	
STEP 6 - Involve and consult stakeholders to address any negative impacts	Go to Step 7
EDU will assist with this process Please provide brief details of involvement and consultations: <p>A campus wide consultation exercise led by World Changing Glasgow and Senior Members of the Recruitment Team was undertaken as part of the review of the end to end process. Groups consulted include Senior Management Group, Trade Unions, College Management Groups, HR Committee, WCG Change Network and School/Institute/Service level representative groups.</p>	
STEP 7 - Outline any changes made to the policy/ practice as a result of the consultation	Go to Step 8
Please provide details of changes: <p>A number of changes were made through the consultation process, although none related to a specific protected group.</p>	
STEP 8 - Publish results (as required by law)	Go to Step 9
Please return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website. Please note items sent to EDU here:	

STEP 9 - Regular review

Regular reviews ensures that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions is being implemented, the policy owner should define a timescale for review.

Please give details of review process:

Ongoing review

SIGNING OFF PROCESS

Name of EIA Owner	Ann Hastings		
Signature	Ann Hastings		
College/ School/ Service	HR		
Date of Completion	05-Dec-19		
Date received by EDU	06-Dec-19		
Approved in principle?	Yes	No	
Any actions required? Please specify N/A			
Signed on behalf of EDU Date: 6 December 2019	Signature Mhairi Taylor		