

Equality Impact Assessment

Document:	Skills Gap Analysis – Phase 1 Office 365
Executive Summary:	<p>This is the first phase of a skills analysis project across the main electronic systems in the college and covers Office 365 only. A skills survey will be completed by all staff where possible and the results used by managers and individuals to determine any training or upskilling required in order to perform each job role. Staff who are not required to use Office 365 for their job will also be offered the opportunity to upskill. The survey will be conducted on an annual basis to determine progress and ensure training needs are met.</p> <p>We expect the survey to take 10-15 minutes to complete and discussion of training needs can take place through the normal SDPR process.</p>

By law we must meet the requirements of the Equality Act 2010 including the Public Sector Equality Duty. Please give due regard to the following when completing an EIA;

- 1: Does the policy/practice eliminate discrimination, harassment and victimisation?
- 2: Does the policy/practice promote equality of opportunity?
- 3: Does the policy/practice promote good relations?

Protected Characteristic	<p>Commentary</p> <p><i>For each protected characteristic provide a commentary of impact. If a negative impact occurs, consider the following;</i></p> <ol style="list-style-type: none"> <i>1. Change the policy so impact is no longer negative</i> <i>2. Justify why it has to be done e.g. health and safety legislation</i> <i>3. Consider how you are going to mitigate the impact</i>
Age <i>Someone belonging to a particular age, or range of ages</i>	<p>Positive impact – The survey and training opportunities will be offered to all staff which will have a positive impact in particular for older staff who may not have had any formal training in these areas before.</p>

<p>Care Experienced <i>Someone who has been or is currently in care or from a looked after background at any stage in their life. This includes adopted children who were previous looked-after.</i></p>	<p>Positive impact – The survey and training will be offered to all staff. Care experienced may have had less access to training and support previous to employment at the college.</p>
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<p>Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i></p>	<p>No impact identified</p>
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<p>Race <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i></p>	<p>Positive and negative impact for some staff groups for whom English is not their first language. Positive impact – access to upskilling opportunities regardless of current job role Negative impact – language barriers may reduce understanding the survey and prevent them from gaining the full benefit from these opportunities. We will assess this on a case by case basis.</p>
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<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>No impact identified</p>
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<p>Disability <i>A physical or mental impairment which has a substantial and long-term adverse effective on a person's ability to carry out normal day to-day activities</i></p>	<p>This may have an impact on an individual basis. Where this is identified HR will work with the individual and their manager to ensure that they can access the survey and the upskilling opportunities. This will apply to disability and long term absence.</p>
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<p>Gender identity/ reassignment <i>The process of transitioning from one gender to another (can include changing names, pronouns, dressing differently, medical intervention and living in their selfidentified gender)</i></p>	<p>No impact identified</p>
<p>Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	<p>Potential negative impact – if currently on leave they may be unable to take part in the survey and upskilling opportunities. We will mitigate this by asking managers to contact these employees and encourage them to take part and highlight the benefits as an individual. Access to training will be available during leave and on return to work.</p>
<p>Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p>No impact identified</p>
<p>Sex <i>Gender assigned at birth</i></p>	<p>The majority of furloughed workers in the college are female and they may be less able to access the survey and upskilling. To mitigate this we will ask managers to contact staff to encourage them to participate and allow time for this as appropriate.</p>
<p>Student Carer <i>Providing unpaid care to a family member or friend who could not cope without their support.</i></p>	<p>No impact identified – can be done flexibly within a 3 week period and expectation this will be done within working time where appropriate</p>
<p>Employment or Trade Union Membership</p>	<p>No impact identified – survey will be shared with unions prior to issue</p>
<p>Past Criminal Convictions</p>	<p>No impact identified</p>
<p>Poverty or Deprivation</p>	<p>Positive and negative impact Positive impact – staff in most deprived groups will be able to access upskilling and training opportunities Negative impact – staff in most deprived groups least likely to have access to devices and internet access to complete survey This can be mitigated by ensuring managers allow time for completion during working hours on campus.</p>

	Evening class staff may be employed for a very small number of hours within the college and not have the capacity to complete the survey or access upskilling. This can be mitigated by managers encouraging staff to take part and highlighting the benefits of upskilling to the individual.
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Owner:	Cheryl Elliot	
Date initiated:	2 nd March 2021	
Consultation:	Equalities Officer	
Signature (Owner)		
Signature (Equalities Officer)	<i>Amy Brydon</i>	04.03.2021