

Preliminary Equality Impact Assessment

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
Early Career Development Programme (ECDP)
ii. Owner of policy/ practice (College, School or Service)
Human Resources
iii. Date of policy/ practice approved
iv. Approved by? (Committee, College, School or Service)
HR Committee

STEP 2 - Description of policy/ practice
i. What are the aims?
The University's Early Career Development Programme (ECDP) provides the vehicle through which newly appointed early career academic staff at Grade 7 or 8 may be effectively supported in developing their academic skills and in progressing their career. The purpose of the Programme is to develop high achieving, high performing academics who will help the University of Glasgow to deliver its vision and ambitions. The Programme enables this by: providing learning and development opportunities in all aspects of the academic role; allocating a mentor to provide support and advice; and setting annual objectives which enable academics to develop the abilities and achievements evidenced on the date of appointment with a view to meeting the criteria for promotion to Grade 9 within a defined timescale. On successful completion of the Programme early career academic staff will progress to Grade 9.
ii. Who does it cover?
Research and Teaching, Teaching, Learning and Scholarship and selected (see policy) Research only staff, newly appointed at/or promoted to grades 7 or 8
iii. How often is this policy / practice reviewed?

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.		Go to Step 4
Please tick all that are relevant <input checked="" type="checkbox"/>		
	Notes	
Age <input checked="" type="checkbox"/>	Most newly appointed academics on Grade 7 and 8 fall within the age range of 31-35, see attached statistics.	
Disability <input checked="" type="checkbox"/>	Disabled staff may require reasonable adjustments to ensure they can perform their job role. This may also include adjustments to their objectives and the timescales set depending on the nature of their impairment.	
Gender Reassignment <input checked="" type="checkbox"/>	A transitioning member of staff may require time off, and therefore may need the timescales for their objectives reviewed.	
Marriage and Civil Partnership <input type="checkbox"/>		
Pregnancy and maternity <input checked="" type="checkbox"/>	Maternity leave may impact on the ability to meet the criteria for successful completion of the Programme within the given timescales.	
Race <input type="checkbox"/>		
Religion or Belief <input type="checkbox"/>		
Sex <input checked="" type="checkbox"/>	Staff taking extended leave, such as maternity leave are more likely to be women	
Sexual Orientation <input type="checkbox"/>		

STEP 3b - No, there is no potential implication for a protected characteristic group.	Go to Step 8
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STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?

Briefly explain:

The Early Career Development Programme (ECDP) supports individuals to gain promotion to Grade 9 and sets a specified period within which individuals are required to meet the criteria for Grade 9. This has the potential to have a negative impact on those individuals who are absent during their involvement in the Programme as they are likely to be unable to produce the outputs required to meet the criteria for Grade 9 within the specified timescale. The impact is more likely to affect women and those with disabilities due to the increased likelihood of absences/reasonable adjustments impacting on timescales from these two groups. Additionally, a transitioning member of staff may require extended leave and thus impact on the specified timescales. The potential impact has been mitigated by the inclusion of a provision to extend the timescale for reaching promotion in circumstances where an individual requires further time with good reason, and in particular where they have had an extended absence.

There may also be positive impacts for protected characteristic groups as a result of the more structured and systematic support available in the form of the mentoring scheme/programme of support.

In terms age, early career academics on the Research and Teaching track joining the University on Grade 7/8 are likely to be younger than the general population of all Research and Teaching Grade 7/8 staff (see attached statistics). During the second phase of ECDP, the University are now putting staff on ECDP as a condition of promotion, impacting those moving from G6-7 and G7-8. This should be monitored, in case this results in staff not taking up promotion opportunities and some staff may choose not to accept this contractual change and the University will require to support these staff in developing their career outwith the ECDP.

STEP 4a - Does the evidence show a positive impact?	Go to Step 5
Please provide an example and attach evidence:	
A potential positive impact has been identified as outlined above. In addition, the data shows a high proportion of ECDP participants are from BME backgrounds, and an increasing percentage of staff working less than 1FTE.	

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:	
A potential negative impact has been identified as outlined above.	

STEP 4c - Does the evidence show no impact?	Go to Step 8
Attach evidence to this form The data so far show no impact on Disabled participants, nor any notable differential participation rates between men and women.	

STEP 5 - Continue to promote good opportunity for all people	Go to Step 8
Promote and implement as exemplar policy/ practice	

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:	

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:	
It is proposed to mitigate the potential negative impact by giving the ECDP panel the power to consider circumstances such as career breaks/absences, and to extend the timescale of the programme, or to vary the quantity of targets originally agreed, in certain circumstances.	

STEP 8 - Publish results (as required by law) in the University E&D Annual Report	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:	TBC

SIGNING OFF PROCESS				
Name of EIA Owner	Neal Juster/Murry Pittake			
Signature				
College/ School/ Service	Senior VP/Pro-VP			
Date of Completion	11-Oct-16			
Date received by EDU	11-Oct-16			
Approved in principle?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any actions required? Please specify				
Signed on behalf of EDU	Signature			
Date:	Mhairi Taylor			

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Equality Impact Assessment for ECDP

Please see attached EIA form, for commentary on the potential equality impact of ECDP.

This document outlines the comparison data for the ECDP EIA.

This data compares the protected characteristics (where we have robust data) of ECDP participants in 2014 and 2016.

1. Age

Age Range	2014		2016	
	#	%	#	%
Age 26-30	>5	8	25	13
Age 31-35	5	21	75	40
Age 36-40	10	42	52	28
Age 41-45	>5	8	19	10
Age 46-50	5	21	8	5
Age 51-55	0	0	6	3
Age 56-60	0	0	0	0
Age 61-65	0	0	>5	1
Grand Total	24	100	186	100

As ECDP is an early career support programme, it would be expected for the participants to be younger. The age range shows an interesting diversity, which has grown between 2014 and 2016. The bulk of the ECDP participants are aged 31-40. However 19% of the ECDP participants are aged 41+, which possibly reflects the policy of putting staff on ECDP after promotion.

2. Disability

Disabled	2014		2016	
	#	%	#	%
No	18	75	150	81
Prefer not to say	>5	4	10	5
Yes	>5	4	6	3
(blank)	>5	17	20	11
Grand Total	24	100	186	100

The percentage of ECDP with a disability reflects the University population, and seems fairly stagnant between 2014 and 2016.

3. Ethnicity

Ethnicity	2014		2016	
	#	%	#	%
BME	>5	8	33	18
White	20	83	135	72
Blank	>5	8	18	10
Total	24	100	186	100

The percentage of BME participants in ECDP has grown between 2014 and 2016, and is significantly higher than the University average. This is perhaps due to the international pool for early career academics.

4. Sex/Gender

Gender	2014		2016	
	#	%	#	%
Female	11	46	81	44
Male	13	54	105	56
Grand Total	24	100	186	100

The percentages of both sexes participating in ECDP are equal to those in the University research and teaching job family.

5. Full or Part time status

FTE	2014		2016	
	#	%	#	%
Full time	24	100	175	94
Part time	0	0	14	6
Total	24	100	186	100

There has been an increase in the percentage of staff on ECDP working a reduced contract from 2014 to 2016.