

Equality Impact Assessment (EqIA)

The purpose of this document is to ensure that decision makers consider the impact of their policies and procedures on those who share protected characteristics. An EqIA should be undertaken for new practices or changes to current practices that could directly or indirectly affect staff, students and stakeholders.

Title of the Action Considered:	Family Friendly Policies – includes maternity leave, shared parental leave, adoption leave and maternity and adoption support leave
Impact Assessed by:	Gill Donald
Signature(s) of assessor(s):	
Date of Impact Assessment:	January 2024

Step 1: (a) Identify the aims of the action.

<p>(i) What is the purpose of the action?</p> <p>(ii) Why has this action been come about?</p> <p>(iii) How does the action seek to achieve its purpose?</p>
<p>Our family friendly policies have been designed in line with an overall commitment to developing the College's policies in relation to work and parents and including expectant mothers.</p> <p>These Policies are applicable to all members of College staff. The purpose is to detail entitlements to any of the below policies:</p> <ul style="list-style-type: none"> • Maternity Leave and Pay • Adoption Leave and Pay • Maternity and Adoption Support Leave • Shared Parental Leave • Time Off Work for Ante-Natal Care • Right to Return to Work including Keeping in Touch days <p>It also clarifies contractual benefits such as annual leave during any of the above periods of leave.</p>

Step 1: (b) Identify who is affected by the policy/decision

<p>(i) Who benefits from this policy/decision?</p> <p>(ii) How does the group of people benefit from the policy/decision?</p> <p>(iii) Who does not benefit from the policy/decision? Is anyone disadvantaged?</p> <p>(iv) If so, how is the group of people disadvantaged by this policy/decision?</p>
<p>It benefits expectant parents and those on or returning from a period of leave linked to maternity, parental leave or adoption.</p> <p>It benefits staff by ensuring they are aware their entitlement during periods of leave within any of the family friendly policies including time off for antenatal care, keeping in touch days and rights around returning to work. It also ensures line managers understand our family friendly benefits</p>

It explains the eligibility criteria for different types of pay, and the procedure to be followed to access maternity/paternity/adoption entitlements.

It is not anticipated that this policy will disadvantage any individual or group.

Step 2: Consultation

Where an action is organisation specific, it can be useful to consult those that will be directly impacted. This may not always be appropriate or proportionate. It may be useful to explore other types of information available such as college data, Listening to Learners, cultural surveys etc.

Is a consultation required for any stage of this process?	
<input checked="" type="radio"/> Yes	<input type="radio"/> No
Detail why there is a need or no need for a consultation.	
Where a consultation was identified as being proportionate and appropriate	
(i)	Outline the analysis of the data gathered during the consultation
(ii)	The recommendations identified following this analysis
Data from applications and college stats, consultation with recognised unions, changes to legislation. Data is limited to GDPR restrictions on data retention	

Step 3: Consider the evidence and assess impact by protected characteristic.

(i)	What data or evidence have you used to consider the impact of the action on each protected characteristic? For example student/staff demographic data; consultation responses; national data/reports. If you lack data/evidence, where else could you look for/gather data? Is this reasonable/proportionate to the change proposed?
(ii)	Referring to the evidence you do have available, would this policy positively or negatively impact on those who share protected characteristics?
(iii)	If there is an identified impact, where negative, detail the action required to mitigate this impact. Where positive or no impact, are there any other actions that could be identified to further enhance the positive impacts of the action?

Protected Characteristic	Evidence	Impact	Action Required
Disability	Disability No known disability 76.55% Disability declared 20.19% Information refused 3.26% 100.00%	Positive	Adjustments for disability are embedded in processes, alternative procedures can be instigated where appropriate such as introducing reasonable adjustments or additional support. Where an employee is affected by a number of protected characteristics, each separate policy will apply at no detriment to the other.
Sex (man or woman)	Sex Female 57.52% Male 42.48% 100.00% It is likely that woman will access these policies particularly the maternity leave policy, however, both sexes are entitled access the family friendly policies.	Positive	The family friendly policies support all employees regardless of sex. The shared parental leave applications are so low we do not have figures for this. This should be promoted once the policy update is agreed.
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	Ethnicity Scottish 78.34% Other British 11.56% Any other white background 3.42% BAME 1.79% Any other background/Mixed 1.30% Prefer not to say 3.58% 100.00%	Neutral	The policies and procedures are intended to ensure fair treatment for all ethnicities and no part of this policy is expected to have any impact on race.
Age	Age Band 16-24 4.38% 25-34 8.93% 35-44 24.03% 45-54 27.92% 55-64 28.25% 65+ 6.49% 100.00%	Neutral	This policy and procedures are intended to ensure fair treatment for all ages who may require any time off for parental responsibilities

Gender Reassignment (the process of transitioning from one gender to another)	There is no relevant data to make any conclusion in this area.	Neutral	The College will continue to collect and monitor data in this area
Sexual Orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	Sexual orientation Heterosexual or straight 86.11% Bisexual 2.47% Gay Man 0.93% Gay Woman/Lesbian 0.77% Other sexual orientation 0.15% Prefer not to say 9.57% 100.00%	Neutral	There is nothing to suggest that anything in the policy or procedure will have an adverse impact on sexual orientation
Religion and Belief (including no belief)	Religion No Religion 50.65% Christianity 36.48% Muslim 0.81% Buddhist 0.16% Hinduism 0.33% Other Belief 0.81% Prefer not to say 10.75% 100.00%	Neutral	
Pregnancy and Maternity	There are normally small numbers of women pregnant or on maternity leave at any time and employed at the college	Positive	Specific policies are included to protect employees who are pregnant or on maternity leave.
Marriage and Civil Partnership	Marital Status Civil Partnership 2.14% Married 52.47% Not Married/Civil Partnership 27.47% Other 10.03% Prefer not to say 7.89% 100.00%	Positive	There is nothing to suggest that anything in the policies or procedures that will have an adverse impact on employees who are married or in a civil partnership. Where employees are married or in a civil partnership with another employee – this will have a positive effect as policies will be applied in relation to best suit the needs of both parties.

Other Identified Groups (e.g. carers, care experienced, SIMD10 and 20)	There is limited evidence on which to determine impact however it is recognised that caring responsibilities, particularly amongst women may result in a request to work flexibly.	Positive	The college is supportive of staff with caring responsibilities and this area will be monitored as more data becomes available. Where an employee is affected by a number of protected characteristics, each separate policy will apply at no detriment to the other.
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(iv) If it has been identified that more evidence is required, detail the action plan to collect that evidence and identify the timescale for this;

Data monitoring and capturing processes will continue to be used to review the impact of the policy. For the areas that have been identified as having no data or limited data, these areas will be addressed during the next data capturing exercise. In general, further work on raising awareness of the Family Friendly policies can take place at a local level within team meetings

Step 4: Decision Making

Select an option below that identifies the next stage of the implementation stage;	
No amendment to the action is required. It has been concluded that the action is robust with no negative impact.	x
Adjustments the action are required to take steps to meet the general duty and reduce negative impact on those who share protected characteristics.	
Adverse impact has been identified but a decision has been made to implement the action without adjustment.	
Adverse effects have been identified and the impact cannot be justified or be considered reasonable or proportionate. The action will not proceed.	

Step 5: Publication:

It is best practice to publish Equality Impact Assessments. It may not always be appropriate to publish EqlAs at the time of development.

	Does this group need to be aware of this EqlA?	How will information be shared with this group?
Students	No	
Employees	Yes	Published on SharePoint
Partner organisations & stakeholders	Yes	
Other - please state:	No	
Are there any barriers to communicating with the groups identified?	No	
If yes, how will any barriers to communication be overcome?		

Step 6: Monitoring and Review

Is monitoring required as part of the process of implementation?	Yes
If yes, how will this policy/decision be monitored to assess its impact on protected characteristics groups? E.g. will qualitative/quantitative data be collected? Survey, Student Council, Listening to Learners sessions?	Data is collected from applications and from staff and manager feedback
Staff member/designation responsible for ensuring monitoring/review takes place:	Gill Donald, HR Business Manager
Review date:	

Please send the completed EqlA to equality@forthvalley.ac.uk

If you require any assistance in completing an EqlA, please contact equality@forthvalley.ac.uk