

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:	Home Working Policy and Procedure
Impact Assessed by:	Gill Donald
Signature(s) of assessor(s):	
Date of Impact Assessment:	April 2025

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>The aim of this policy and procedure relates to all employees and establishes guidelines for managers and employees in terms of homeworking. Its aim is to ensure homeworking issues are addressed consistently and fairly and sets out procedures to support this.</p> <p>In particular, the procedure is designed to provide details on the following:</p> <ul style="list-style-type: none"> • Pay • Home working • Hours of work • Sickness reporting • Equipment and materials

Step 1: (b) Identify who is affected by the action.

<p>(i) Who benefits from this action?</p> <p>(ii) How does the group of people benefit from the action?</p> <p>(iii) Who does not benefit from the action? Is anyone disadvantaged either directly or indirectly?</p> <p>(iv) If so, how is the group of people disadvantaged by this action?</p>
<p>Whilst the college will review all requests to work from home on an ad hoc basis, there will be specific job roles that are unable to work from home.</p> <p>To prevent discrimination within specific characteristics that should be a clear and consistent evaluation of each role and provide specific reasons why some roles are unable to be carried out. These roles will include roles that are front facing, for example, reception roles, facilities, catering and student support. Role where home working is not able to be achieved will be discussed in full with their line manager and staff members will be provided with a clear justification why the work cannot be completed at home. All staff will still have a right to request a formal flexible working arrangement to promote work life balance, increase staff motivation, reduce employee stress and improve performance and productivity.</p>

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="checkbox"/> Yes	<input type="checkbox"/> No
<p>Consultation with recognised trade unions already taken place with policy was implemented in 2020. A short life working group also took place to understand the views of staff and management as well as a full management training session with opportunity to ask questions.</p>	
Where a consultation was identified as being proportionate and appropriate	
<p>(i) Outline the analysis of the data gathered during the consultation</p> <p>(ii) The recommendations identified following this analysis</p>	
<p>The procedure has been consulted with via trade union representatives as well as with management through short life working groups.</p>	

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

<p>(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?</p> <p>(ii) Referring to the evidence you do have available, would this policy positively or negatively impact on those who share protected characteristics?</p> <p>(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?</p>			
Protected Characteristic	Evidence	Impact	Action Required
Disability	<p>16.28% of staff declared a disability.</p> <p>Adjustments can be put in place for disabled staff where required.</p>	Positive	Continued Monitoring will take place to ensure no disadvantage to staff with disabilities.
Sex (man or woman)	The college is 58% female and 42% male.	Neutral	Continued Monitoring will take place to ensure no disadvantage in terms home working.

Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	The college has a diverse range of nationalities and background. There is no evidence to indicate race would impact on working from home.	Neutral	Continued Monitoring will take place to ensure race does not impact on the ability to work from home.
Age	The majority of staff are split almost evenly in the three age groups encompassing 35 to 64 age groupings (80%)	Positive	Continued Monitoring will take place to analyse any impact of age on the ability to work from home. Any additional support to allow this to happen can be discussed and agreed with line manager. Working from home is available employees within specific roles.
Gender Reassignment (the process of transitioning from one gender to another)	There is no substantive data available on this characteristic to reach any conclusions	Neutral	Continued Monitoring will take place.
Sexual Orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	There is no evidence to indicate sexual orientation would impact on working from home.	Neutral	Continued Monitoring will take place.
Religion and Belief (including no belief)	There is no evidence to indicate religion would impact on working from home	Neutral	Continued Monitoring will take place.
Pregnancy and Maternity	There is no evidence that this would impact on working from home	Positive	Continued Monitoring will take place.
Marriage and Civil Partnership	55% of staff are married and 25% are not with non-declared or other accounting for the remaining %.	Neutral	Continued Monitoring will take place.

Other Identified Groups (e.g. carers, care experienced, SIMD10 and 20)	There is no data available on this characteristic to reach any conclusions.	Neutral	Continued Monitoring will take place.
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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 reviewed and feedback will be gathered regularly with regards to home working in order to ensure that it is approached with consistency and decisions are fully considered.

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 EqIAs at the time of development.

	Does this group need to be aware of this EqIA?	How will information be shared with this group?
Students	No	
Employees	Yes	This is shared and published on the college Sharepoint site. Line managers have been briefed on this and understand the process.
Partner organisations & stakeholders	No	
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?	Ongoing data is collected and analysed, staff survey has been carried out and will continued to be reviewed alongside the hybrid working policy and procedure.
Staff member/designation responsible for ensuring monitoring/review takes place:	HR
Review date:	2028

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