



Equalities Impact Assessment (EQIA)
revised 10/17

The purpose of this template is to ensure that decision makers consider impacts on equality when making decisions which may impact on people in some way, or develop new - or revise existing - policies, practices or operating guidelines. This EQIA template should be completed in conjunction with the Guidance Notes.

Title of the Policy/Decision considered:	Reservists Policy and Procedure
Impact Assessed by:	Ralph Burns
Signature(s) of assessor(s):	
Date of Impact Assessment:	March 2026

Step 1: (a) Identify the aims of the policy/decision

(i) What is the purpose of the policy/decision? Why has this policy/decision been developed/reached?
(ii) How does the policy/decision seek to achieve its purpose?
(iii) How do the aims of the policy/the decision relate to equality?
The policy aims to make clear the colleges approach to supporting reservists to ensure a fair and legal process. By having a policy and procedure it ensures a fair, transparent and consistent approach to supporting staff across the college.

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

(i) Who benefits from this policy/decision?
(ii) How does the group of people benefit from the policy/decision?
(iii) Who does not benefit from the policy/decision? Is anyone disadvantaged?
(iv) If so, how is the group of people disadvantaged by this policy/decision?
All current and potential staff benefit through having clarity of what will happen and consistency in the application of decisions made. It is not anticipated that anyone will be disadvantaged by this policy.

Step 2: (a) Consider the evidence and impact assess

- (i) What data or evidence have you used to consider the impact of the policy/decision on each Protected Characteristic group? E.g. student/staff demographic data, consultation responses, national data.
- (ii) If you lack data/evidence, please outline your plan for obtaining up-to-date data/evidence e.g. consultation, survey, focus group responses, national research.
- (iii) Referring to the evidence you have available, would this policy positively or negatively impact on the following Protected Characteristics groups? If so, then how? Detail how it would be possible to minimise negative impact (an action plan may be required to ensure minimal negative impact in practice/change an aspect of the policy). Refer to the following Duties where possible: **elimination of discrimination; advancing equality of opportunity; and fostering good relations.**

Protected Characteristic	Evidence	Impact (and how to minimise negative impact).
Disability	As a Disability Confident employer, we are supportive of those with a disability and those who are carers of those with a disability. This is evidenced by the number of staff who have disclosed that they have a disability through the Equalities Monitoring process.	<p>It is recognised that following mobilisation returning reservists may have suffered life changing injuries. The college is committed to supporting disabled staff.</p> <p>To ensure fair treatment of our staff with disabilities, adjustments are made to support disabled employees in work which includes reviews of trigger points where appropriate and advice from specialists including occupational health, inclusive risk assessments, work positive advisors, mental health ambassadors, counselling, and DSE assessments.</p> <p>We also have open door policy for all staff to approach their line manager to highlight any concerns.</p> <p>FVC have their own health and wellbeing strategy to support staff.</p>
Sex (man or woman)	The forces are working towards removing barriers related to sex in their opportunities	There is limited evidence as to which staff this policy may benefit and though it may appear to apply to men more at the present, it is equally applicable to both sexes and with the forces promoting opportunities in all areas for women this policy will support those aims
Race (refers to a group of people defined by their race, colour and nationality (including	As an organisation, we are mostly representative of the general population, in terms of our BAME staffing numbers.	No impact.

citizenship) ethnic or national origins)	In terms of the policy, there is no evidence to indicate any disadvantage to anyone in this category.	
Age	The majority of the staff at the college are in the 40+ age grouping.	Reservists may be any age with those leaving the forces potentially having an obligation to be ready to be mobilised at any time.
Gender reassignment (the process of transitioning from one gender to another)	FVC acknowledges that those who fall under the LGBTQIA+ umbrella still face barriers and prejudice in wider society. In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category	No impact.
Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)	FVC acknowledges that those who fall under the LGBTQIA+ umbrella still face barriers and prejudice in wider society. In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category.	No impact.
Religion and belief (inc. no belief)		No Impact
Pregnancy and maternity		Pregnancy will not, from the college's perspective, remove any right to time off to undertake a relevant training activity. The college will follow the regulations relating to mobilisation and support those employees who require support.
Marriage and civil partnership		No impact
Other identified groups (e.g. carers)	Carers can face barriers to accessing fair and flexible work because of the nature of their responsibilities. Carers are often women so there is	The college has a high proportion of staff on contracts other than 5 day full time hours. This approach and this policy supports those who are carers to undertake reservists activities by its flexible approach.

	<p>an intersectional nature to caring that FVC is aware of.</p> <p>In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category.</p>	
--	--	--

(ii) Action Plan to obtain data and evidence for impact assessment:

Data will be continually gathered and methods of analysis reviewed and developed as it becomes available

Step 3: Consultation

<p>Is a consultation required? Are the views of other people required to be sought, in case they may highlight issues arising from the implementation of this policy?</p>	
<p><input checked="" type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No</p>
<p>Please provide reasons why you did/did not offer a consultation:</p>	
<p><i>If 'yes', please complete the following sections.</i></p>	
<p>Analysis of the views/evidence gathered from the consultation:</p>	
<p>Recommendation(s):</p>	

Step 4: Decision Making

<p>Select an option to summarise how the IA has informed your decision-making:</p> <p>4.1 No amendment to the policy/decision is required (policy/decision is robust, with no negative impact);</p> <p>4.2 Adjust the policy/decision (take steps to meet the general duty and reduce negative impact);</p> <p>4.3 implement the policy/decision without adjustment (continue despite the potential for adverse impact);</p> <p>4.4 Stop and remove the policy/do not proceed with decision (where adverse effects are not justified and cannot be mitigated or where the policy leads to unlawful discrimination).</p>
<p>4.1</p>

Step 5: Publication:*Equality Impact Assessments must be published.*

	Does this group need to be aware of this EQIA? (tick if applicable)	How to inform this group:
Students (service users)	No	
Employees	Yes	
Partner organisations & stakeholders	No	
Other - please state:	No	
Are there any barriers to communication?	<input type="radio"/> Yes	X No
If 'yes', how will barriers to communication be overcome?		

Step 6: Monitoring and Review

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 will continue to be collected and analysed	
Staff member/designation responsible for writing the monitoring report:	HR Business Manager
Monitoring report publication date:	March 2026
Review date: (no later than 3 years after the policy/decision has been impact assessed)	January 2029

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

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