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## Equalities Impact Assessment (EQIA)

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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.

<b>Title of the Policy/Decision considered:</b>	Hybrid Working Policy and Procedure
<b>Impact Assessed by:</b>	Ralph Burns
<b>Signature(s) of assessor(s):</b>	
<b>Date of Impact Assessment:</b>	April 2023

**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 purpose of the hybrid working policy and procedure is to allow staff members and the college to incorporate an appropriate balance of campus work and working remotely. Whilst this will not be appropriate for staff in all roles in the college the purpose is to support a flexible approach where possible to promote work life balance, retention, increase staff motivation, reduce employee stress and improve performance and productivity.

All staff will still have a right to request a formal flexible working arrangement.

**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 future roles are considered on their merits to determine if and how much remote working is practical. This is an additional option to working from a base campus and does not remove or restrict that right. Staff whose role is not suitable for remote working will not work a hybrid working model. This is based on role requirements and business needs.

It is not envisaged that any characteristic would be disadvantaged by this policy's introduction. As all lecturing staff will benefit from consideration of the ability for Hybrid working while in comparison support roles may or may not benefit from this option these two groups have been separated for analysis. In addition lecturing staff have a national agreement for time out of college which in essence is similar to a hybrid working approach thus this policy creates a greater degree of consistency across the college.

Through the trial period no negative impacts related to any protected characteristics regarding Hybrid working were reported however this policy will be reviewed in a short time frame to ensure that is the case.

Bias, unconscious or conscious is a potential risk in all categories regarding the provision of hybrid working. Managers are required to justify decisions to work out with the norms set within the policy and have a definable business reason.

**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	<p>The option of hybrid working adds to of a number of options to support those with a disability.</p> <p>Not all roles are suitable for Hybrid Working. Decisions around the suitability of a role for Hybrid Working will be based on business need rather than any protected characteristic. Whilst the college figures overall have 18.09% of staff with a declared</p>	<p>The rights of flexible working arrangements and adjustments to support those with disabilities are not impacted by a hybrid working approach.</p> <p>This approach is considered an enhancement to the support for employees with disabilities. This approach, for those in eligible roles, reduces the need for making formal requests the Flexible Working, may allow them to manage their own time and diaries in a way that works for them (in agreement with their line manager) and remove stigma around different modes of working</p>

	<p>disability 18.04% of support staff with a declared disability unlikely to benefit</p> <p>It is noted that there will be other flexible working arrangements in place for staff members who have a declared disability that have been put in place through making reasonable adjustments.</p>	<p>because a wide range of staff will be able to make use of the Hybrid Working approach.</p>	
Sex (man or woman)	<p>The hybrid approach is based on the needs of the department and job role. This is assessed based on the need to be present on campus. Sex is not a criteria. There are specific roles that are predominately one sex that will not be able to participate in hybrid working such as the female dominate roles of cleaners and the male dominated facilities staff.</p> <p>Hybrid working offers a greater degree of flexibility for staff and thus is supportive of groups such as parents where the primary care giver is often female. Support staff figures show that 55% of those in roles suitable for hybrid working are female and 42% male (prefer not to say 3%). This is slightly lower than overall staff figures however hybrid working for support staff addresses the overall imbalance across support and academic staff where there are larger percentages of female workers in</p>	<p>The policy itself does not create a disadvantage to any staff. The option for staff to apply for formal flexible working is not removed and will be considered in line with that policy. For staff seeking a career path that offers a more hybrid working approach there will be opportunities for development that can be discussed at PRD meetings with their line manager. The hybrid working policy also addresses an imbalance between support staff who have a high percentage of female staff than Academic, which is more evenly split but with academic staff benefiting from a national agreement to request time out of college.</p> <p>It is anticipated that women may be more likely to be attracted to the college if a Hybrid Working is offered as a benefit. These figures will be monitored over time.</p> <p>In addition, Hybrid Working may offer an opportunity for both men and women to take part in family life and this will be monitored over time.</p>	

	support roles who would not have an option to work out with college without a college policy on hybrid working whilst figures in academic roles are broadly even under sex.																			
Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)	<p>There is no evidence to suggest any disadvantage to anyone in this category through the introduction of this policy.</p> <p>2.76% of support staff are BAME and 3.13% are unlikely to benefit</p>	<p>FVC has a variety of staff with a variety of heritages. It may be that some of our staff have close family that live abroad and it may be, at times, staff may request to work from another country for personal reasons. Unfortunately, FVC cannot facilitate working abroad, except for instances of work travel. This may indirectly have the most impact on those who fall under the definition of ‘race’ though this is not known.</p> <p>Risks to working abroad include, Visa needs, data protection, health and safety obligations, liability insurance, PAYE for host country for example the rules for National Insurance contributions depends on which country they are going to work in. The rights to work in the UK are not removed.</p>																		
Age	<p>There is no evidence to suggest any disadvantage to anyone in this category through the introduction of this policy.</p> <p>Support roles show</p> <table><thead><tr><th></th><th>support staff</th><th>non hybrid roles</th></tr></thead><tbody><tr><td>16-24</td><td>8.27%</td><td>9.90%</td></tr><tr><td>25-34</td><td>10.59%</td><td>9.90%</td></tr><tr><td>35-44</td><td>21.96%</td><td>17.19%</td></tr><tr><td>45-54</td><td>23.00%</td><td>19.27%</td></tr><tr><td>55-64</td><td>27.91%</td><td>32.29%</td></tr></tbody></table>		support staff	non hybrid roles	16-24	8.27%	9.90%	25-34	10.59%	9.90%	35-44	21.96%	17.19%	45-54	23.00%	19.27%	55-64	27.91%	32.29%	<p>The College will continue to collect and monitor data in this area, updating and reviewing</p>
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	65+                  8.27%                  11.46%																
	There is only one age bracket that approaches a 5% difference																
Gender reassignment (the process of transitioning from one gender to another)	There is no relevant data to make any conclusion in this area.	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)	There is no evidence to suggest any disadvantage to anyone in this category through the introduction of this policy.	The College will continue to collect and monitor data in this area															
Religion and belief (Inc. no belief)	<table><tr><td></td><td>FVC</td><td>Hybrid not available</td></tr><tr><td>no religion</td><td>49.85</td><td>52.6</td></tr><tr><td>Christianity</td><td>35.74</td><td>30.21</td></tr><tr><td>Prefer not to say</td><td>12.01</td><td>15.63</td></tr><tr><td>All other religions</td><td>2.4</td><td>1.56</td></tr></table>		FVC	Hybrid not available	no religion	49.85	52.6	Christianity	35.74	30.21	Prefer not to say	12.01	15.63	All other religions	2.4	1.56	The College will continue to collect and monitor data in this area.
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	There is no evidence to suggest any disadvantage to anyone in this category through the introduction of this policy.		
Pregnancy and maternity	There is no evidence to suggest any disadvantage to anyone in this category through the introduction of this policy.	The College will continue to collect and monitor data in this area.	
Marriage and civil partnership	There is no evidence to suggest any disadvantage to anyone in this category through the introduction of this policy.	The College will continue to collect and monitor data in this area	
Other identified groups (e.g. carers)	There is no evidence to suggest any disadvantage to anyone in this category through the introduction of this policy.	Hybrid working offers a greater degree of flexibility for staff and thus is supportive of groups such as carers  The College will continue to collect and monitor data in this area	
<p>(ii) Action Plan to obtain data and evidence for impact assessment:</p> <p>Data monitoring and capturing processes will continue to be reviewed and feedback will be gathered regularly with regards to hybrid working in order to ensure that it is approached with consistency and decisions are fully considered.</p>			

### Step 3: Consultation

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?	
X Yes	No
Please provide reasons why you did/did not offer a consultation:	

The hybrid working pilot has been ongoing for a number of months, data has been gathered through staff surveys, focus groups and steering groups. The policy itself will be consulted with union representatives as a standard part of the process.

***If 'yes', please complete the following sections.***

**Analysis of the views/evidence gathered from the consultation:**

Staff and manager feedback suggests hybrid working is popular and beneficial in many cases however needs structure to support decision making and ensure an approach that does not hinder the business of the college but supports productivity

**Recommendation(s):**

**Monitoring and feedback will take place throughout the first year of the policy's introduction**

#### **Step 4: Decision Making**

Select an option to summarise how the IA has informed your decision-making:

- 4.1 No amendment to the policy/decision is required (policy/decision is robust, with no negative impact);
- 4.2 Adjust the policy/decision (take steps to meet the general duty and reduce negative impact);
- 4.3 Implement the policy/decision without adjustment (continue despite the potential for adverse impact);
- 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).



4.1

Policy will be reviewed after one year

**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	SharePoint will be updated and staff will be informed through manager's updates.
Partner organisations & stakeholders	No	
Other - please state:	No	
Are there any barriers to communication?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
If 'yes', how will barriers to communication be overcome?		

### Step 6: Monitoring and Review

<b>How will this policy/decision be monitored to assess its impact on protected characteristics groups?</b> E.g. will qualitative/quantitative data be collected? Survey, Student Council, Listening to Learners sessions?  Data will continue to be collected through staff feedback and employee records Informal data will continue to be captured from the Departments as a standing agenda item	
<b>Staff member/designation responsible for writing the monitoring report:</b>	Ralph burns
<b>Monitoring report publication date:</b>	
<b>Review date:</b> (no later than 3 years after the policy/decision has been impact assessed)	Dec 2024

Please send the completed EQIA to [equality@forthvalley.ac.uk](mailto:equality@forthvalley.ac.uk)

If you require any assistance in completing an EQIA, please contact [equality@forthvalley.ac.uk](mailto:equality@forthvalley.ac.uk)