

**Equality Impact Assessment (EIA) Recording Form**

Please refer to the notes and examples in the EIA Guidelines to help complete this record.

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| Title of Activity/Proposal/Policy/Practice | Leave of Absence Policy and Procedure | | EIA Team and Lead Member of Staff (names of all people involved in this EIA) | Sue Clyne (Director of HR & Od)  Fumie Nakamura (Projects and Systems Assistant) | Date | November 2024 |
| Type of Policy/Practice/ (tick box) | New |  |
| Existing |  |
| Revised | X |

**Step 1 – Plan your process**

Considering the aims of the policy/proposal and the people will be involved.

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| What are the aims and purposes of the activity/ decision/ new or revised policy or procedure?  See Note 1 | The aim of updating the existing Edinburgh College Leave of Absence Policy and Procedure is to ensure it complies with current employment legislation and uses current terminology.  This Policy and Procedure provides a transparent, supportive framework, which supports employees to maintain a healthy work-life balance and to be offered various types of leave absence. It was updated to reflect changes in employment law in 2023 and 2024. |
| Who will be affected?  See Note 2 | All employees and managers will benefit from a fair, understanding, supportive approach being taken across the College to managing employees’ leave of absences. |
| Who will be consulted?  See Note 3 | Both EIS-FELA & Unison were informed of the changes to the Leave of Absence Policy & Procedure arising from changes in legislation.  This is not a new policy & procedure but one which has been embedded and utilised across the College for some time but required recent updating to comply with legislative changes of Carer’s leave. |

**Step 2 – Consider the Evidence**

What are the evidence we need and how we can gather them?

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| What evidence is available of how the policy/decision, etc. affects, or may affect, protected groups?  Evidence could be quantitative, qualitative or anecdotal.  Do we have enough evidence to judge what the impact may be?  See note 4 | HR partners advise on all types of employee absences and advise managers and employees on this policy & procedure.  HR could consider if it is possible to monitor types of absence by protected characteristic to determine if there are any imbalances between protected characteristics.    Ongoing review and discussion with both EIS-FELA and Unison on the implementation of the updated policy and procedure may provide evidence going forward, where feedback has been received on the processing and management of family leave applications/take up.  Ensure updated policy & procedure is available on the intranet and available to all employees. |

**Step 3 – Assessing the impact**

This involves:

* Considering relevant evidence relating to people who share a protected characteristic
* Assessing the impact of applying a decision of a new or revised policy or practice against the needs of the Public Sector Equality Duty (PSED) and each protected characteristic.

How will the policy / decision help the College to comply with the Public Sector Equality Duty?

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| **Eliminating discrimination, harassment, and victimisation** | **Advancing equality-**   * **Removing disadvantage** * **Meeting different needs** * **Encouraging participation** | **Fostering good relations**   * **Tackling prejudice** * **Promoting understanding** |
| It clearly outlines the full range of leave of absences available to all employees. | Allows all employees the opportunity to request various different types of leave of absences and for various caring duties, to support their own particular circumstances, and enables them to focus more on/prioritise their needs. | This Policy and Procedure will be promoted to unions and employees and outlines the full range of leave of absences available to all employees.  Removes potential barriers which could put employees off requesting certain types of leave.  Discretionary additional paid/unpaid leave entitlements may be provided to allow the College flexibility to offer leave entitlement proportionate to the need of the individual and/or circumstances. |

See Note 5

Key Questions to ask:

1. What potential positive/neutral/negative impacts can be identified?
2. What does evidence demonstrate about positive/neutral/negative impacts for different protected characteristic groups? E.g. statistics on participation, progression or outcomes, feedback or complaints
3. Does the policy/procedure/practice/decision take account of the needs of people with different protected characteristics? How is this demonstrated?
4. Does it affect some groups differently? Is this proportionate?

See Note 6

| Protected characteristic | Potential  Positive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| --- | --- | --- | --- | --- |
| Age | Yes | The updated Policy and Procedure offers all employees, regardless of age, the opportunity to request different type of leave of absences to fit in with their own particular circumstances. | Yes | Older employees are likely to be viewed as not requiring certain type of leave of absences, but requiring more other type of leave of absences. This view may lead to misjudgements of circumstances. |
| Disability | Yes | The updated Policy and Procedure offers all employees, regardless of disability, the opportunity to request different type of leave of absences to fit in with their own particular circumstances | Yes | Dependent on the type of disability, an employee may be viewed as less likely to require certain type of leave of absences and hence may be less reluctant to request leave they are entitled to. |
| Gender reassignment | Yes | This Policy and Procedure complies the Equality Act 2010 which makes it unlawful to discriminate against or treat someone unfairly because of gender reassignment. It covers someone who proposes to go through, is going through or has gone through a process, or part of a process, to change his or her gender from man to woman or woman to man. | Yes | Transitioning employees may be viewed as less likely to require certain type of leave of absence, such as family leave due to societal stereotypes and hence may be reluctant to request leave they are entitled to. |
| Marriage/civil partnership (relevant in employment law) | Yes | Employees in a civil partnership have the same rights as married employees and can request Maternity/Paternity, parental leave to support their own work life balance. | Yes | Traditional stereotypes may mean employees in civil partnerships are over looked when it comes to certain type of family leave. Increased communications should be circulated to all employees so they are aware of their current rights. |
| Pregnancy and Maternity | Yes | Certain types of leave of absence, such as antenatal appointment and emergency leave for care of a dependant offers an employee more flexible working arrangements to fit in their requirements. | Yes | Pregnant employees and those on maternity leave may be reluctant to ask for/request the different types of leave they are entitled to for fear of being viewed as less reliable/ambitious/committed etc. |
| Race | Yes | Traditionally BAME employees are likely to come from communities/backgrounds where they place a high importance on family life, so a variety in the type of family related leave of absences should support and benefit them with this. | Yes | BAME employees may have less awareness of the different types of family related types of leave of absences they are entitled to. |
| Religion or belief | Yes | This Policy and Procedure offers that subject to reasonable notice being given of holiday dates requested, request for rearranged working hours will be considered. Where this is not possible, employees will be able to use their annual leave entitlement or unpaid leave to observe special religious holidays. | Yes | Similar to race, some employees may be reluctant to use this type of leave of absence as they do not wish their manger to be aware of their religion or belief. |
| Sex | Yes | The College will ensure that all employees will be offered same opportunity to use various types of leave of absence regardless of their sex or gender. | Yes | In general, male employees are less likely to use care related leave of absences but this picture is changing as societal norms change. |
| Sexual orientation | Yes | The College will ensure that all employees will be offered same opportunity to use various types of leave of absence regardless of their sexual orientation. | Yes | Some leave may not be granted to non-heterosexual employees because of wrongful assumptions about their person or family lives. |

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| Other  characteristic  See Note 7 | Potential  Positive Impact Y/N | Details of Expected Positive Impact | Potential Negative Impact Y/N | Details of Expected Negative Impact |
| Social deprivation | Yes | The College will ensure that all employees could maintain a healthy work-life balance and will be offered various types of leave of absence to support them with managing work and other aspects of their personal lives. | Yes | Due to financial factor, employees may not utilise the available types of leave, particularly unpaid leave. |
| Care Experienced people | Yes | The College will ensure that all employees could maintain a healthy work-life balance and will be offered various types of leave of absence to support them with managing work and other aspects of their personal lives even though they are care experienced. | Yes | Similar to the above, employee who has a care experience background may not be aware of the full range of leaves the College offers. |
| People with caring responsibilities | Yes | The College will ensure that all employees could maintain a healthy work-life balance and will be offered various types of leave of absence to support them with managing work and other aspects of their personal lives regardless of their caring responsibilities. | Yes | Although they may be offered longer period of unpaid leave in certain case, they may not be able to take it due to their financial circumstances. |
| Any other groups that need to be taken in consideration? | No |  | No |  |

**Step 4 – Acting on the results of the assessment.**

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| What actions can be taken or amendments made to policy to reduce the negative impact?  See note 8 | The College is committed to creating a diverse and inclusive workplace. As such we recognise that further consideration may be needed for requests from employees who are requesting leave for reasons related to a protected characteristic as defined under the Equality Act 2010.  Close monitoring and analysis of the absence data could be helpful to identify what additional support for which employees with certain protected characters required in the future. |
| Is there a need to address any gaps in evidence? | Going forward HR can monitor the protected characteristics of those employees who use variety types of leave of absence following this Policy and Procedure and review and identify if particular groups are using certain types of leave of absence. |
| How will equality be advanced/ good relations be fostered? | This updated Policy and Procedure enables and supports employees and managers to understand the processes and what supports employees are provided by the College and sees them continue in their role at the College. This Policy and Procedure is in line with all updated applicable legislations. |
| Who has been involved in carrying out this assessment? | The Director of Human Resources and Organisational Development is responsible for the operation, monitoring, application and review of this policy and procedure. Then the policy and procedure will be approved by the Senior Management Team. |
| If you cannot fully review the impact now, what else must be done, by/with whom and why? |  |

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| **Recommended decision:** (place an x against relevant outcome)  See note 9 | Outcome 1: Proceed – no potential identified for discrimination or adverse impact, and all opportunities to promote equality have been taken | **X** |
| Outcome 2: Proceed with adjustments to remove barriers identified or to better promote equality |  |
| Outcome 3: Continue despite having identified some potential for adverse impact or missed opportunity to promote equality |  |
| Outcome 4: Stop and rethink as actual or potential unlawful discrimination has been identified |  |
| Any other recommendations? | | |
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**Step 5: The monitoring and review stage**

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| **Plan actions to reduce negative impact, advance equality and monitor the impact of the policy, proposal or decision**   * Please indicate if there is any data which needs to be collected as part of action to be taken and how often it will be analysed. * Indicate how the person responsible will continue to involve relevant groups and communities in the implementation and monitoring of the policy, etc. * How will the impact of the policy/procedure/decision be monitored?   See Note 10 | | |
| **Action to be Taken:** | **Person Responsible:** | **Completion/Review Date:** |
| Run a statistical annual report on cases which were active/live during this period by each protected characteristic to identify if those in any particular group(s) are being disproportionately affected. | Systems Team (Irene Michie) | Ongoing - Quarterly |
| Regular reviews at LNC meetings to be undertaken with unions to request any appropriate general feedback on the impact of the implementation of the policy & procedure. | Sue Clyne | Ongoing |
| Undertake a 3-yearly review of the policy and procedure, or sooner if legislative changes require it, to ensure it remains in line with current legislation, terminology etc. | Sue Clyne (as part of the management/union group) | Ongoing – every 3 years |
| Distribute positive messages, on a regular basis, about the confidential support employees can access as and when needed | Sue Clyne | Ongoing |
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| **Signature of Lead:**   **Date: 7 November 2024** | | |

**Step 6 – Review and Publication**

See Note 11

Please send the completed EIA record to [equality@edinburghcollege.ac.uk](mailto:equality@edinburghcollege.ac.uk) for

* review by Quality and Improvement;
* publication in whole or in part on the College website.

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| **Date of Review** | **11 December 2024** |
| **Date of Publication** | **11 March 2025** |