

**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 | Mobility Policy (for lecturers) | | 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 | X |
| Revised |  |

**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 the existing Edinburgh College Mobility Policy is to ensure that Lecturers travelling between the Edinburgh College campuses should be minimised as far as possible for reasons of economy, workload, environment and stress.  The College will consider the personal circumstances of the member of employee and this will include the following principles:   * + - Family friendly policies     - Equality and fairness     - Home location and travel time     - Potential retraining as an alternative to the proposed move     - Any other relevant circumstances |
| Who will be affected?  See Note 2 | All Lecturers and their managers will benefit a consistent and supportive approach from this policy. |
| Who will be consulted?  See Note 3 | This Policy was agreed between EIS-FELA and the Board of Management of the College in February 2018. |

**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 keep a record of employee’s main work location and their sensitive information (on declaration basis) in iTrent.  Review and discussion with EIS-FELA on the implementation of the updated policy may provide evidence of how the polity is working. It has been in place for 6 years and there are very few issues that arise from it.  Ensure updated policy is available on the intranet and circulated to all lecturers so they are aware of their rights. |

**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 provides a framework for the mobility of lecturers being required travelling between college campuses, especially considering for the areas of economy, workload environment and stress aspects. | The College’s IT systems help lectures to work in different campus or from home for avoiding unnecessary travel.  The system for transporting their teaching materials between campuses has been established.  Most teaching is face to face and this is the preference of the students and also necessary for vocational education provision. | The policy has been well publicised to all lecturers with clear guidance to those who are required to travel between the campuses. |

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 | Managers will not unnecessarily ask lecturers to travel between campuses for the purposes of teaching or meetings during the working day. Priority should be given to keeping lecturers within their specific work base whenever possible. | Yes | Older lecturers may be reluctant to ask/request for different treatments for fear of being viewed as less reliable/committed to the work. |
| Disability | Yes | Provision of a consistent and supportive approach in College may benefit people with mental health conditions, or physical disabilities and developmental conditions in particular. | Yes | Disabled employees may be more vulnerable in changing working environment or transferring materials. |
| Gender reassignment | Yes | Where significant increase in travel time for an individual arises, reasonable adjustments will be made where appropriate. | Yes | During transitional period, their actions may be limited than usual, e.g. driving time or moving teaching materials. |
| Marriage/civil partnership (relevant in employment law) | Yes | This Policy and Procedure applies fairly to all employees regardless they are in marriage or in civil partnership. | No | No negative impact has been identified. |
| Pregnancy and Maternity | Yes | Managers will consider the personal circumstances of lecturers. Additionally, the provisions of the Family Friendly Policy will be taken into account and adjustments made for pregnant employees or those returned from maternity leave | Yes | Pregnant employees may be reluctant to ask for/request the different treatment. |
| Race | Yes | Public transport in in Edinburgh (buses, trams, trains) is good and all campuses can be reached by public transport | Yes | Employees from some ethnic groups may have a limited option of travelling, e,g, not be able to drive due to affordability. |
| Religion or belief | Yes | Managers will consider the personal circumstances of employees and arrange reasonable adjustments. | Yes | Employees who believe certain religion or beliefs may have difficulty to travel certain time due to fulfilling religious requirements at that time. |
| Sex | Yes | Managers will consider the personal circumstances of employees and arrange reasonable adjustments where appropriate. | Yes | Female employees tend to have more family related responsibilities but they may be reluctant to ask for adjustments to be made. |
| Sexual orientation | Yes | This Policy and Procedure applies fairly to all employees regardless of their sexual orientation. | No | No negative impact has been identified. |

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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 | For reasons of economy, workload, environment and stress, the Policy states that it is desirable that lecturer travel between campuses should be minimised as far as possible. | Yes | Employees from social deprivation may worry about the cost for travelling between campuses but reluctant to ask for adjustments to be made. |
| Care Experienced people | Yes | Managers will consider the personal circumstances of employees and arrange reasonable adjustments where appropriate. | Yes | Due to potential unstable upbringing, they may be less capable of adjusting frequent environment changes. |
| People with caring responsibilities | Yes | The College will consider the personal circumstances of employees and arrange reasonable adjustments. | Yes | Employee with caring responsibilities may have challenges with managing their work-life balance but may be reluctant to ask for adjustments to be made. |
| 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 | This policy applies to all Lecturers, however, there are support for employees whose position also requires them to travel to other campuses. Some provisions of this Policy are also applied to support staff where necessary.  Employees who have certain types of protective characters may require additional support to be able to travel between campuses and their individual needs will be taken in to account where possible. Consultation will be undertaken before a final decision is made about the permanent change to a base campus. |
| Is there a need to address any gaps in evidence? | Where there has been a permanent change to an employee’s base campus consultation has been undertaken and the needs of the employee taken into account. There have been very few issues with the requirement to travel between campuses and timetables are set to account of the provisions of this policy. If there are any requirements to travel or move base campus that impact disproportionally on protected characteristics adjustments will be made where appropriate. |
| How will equality be advanced/ good relations be fostered? | This policy enables and supports lecturers and their managers to understand the framework of travel requirement between campuses and what supports employees are provided by the College and sees them continue in their roles at the College. |
| 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. All policies are 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:** |
| Ensure all lecturers are made aware of the existence and purpose of this policy. Sensitive approach may be required for different groups. | Sue Clyne | Ongoing |
| Provide opportunities for individuals to explain their circumstances and why they are not able to handle traveling requirements. | HR and managers | Ongoing |
| Regular reviews at LNC meetings to be undertaken with EIS-FELA to request any appropriate general feedback on the impact of the implementation of the policy. | 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** | **17 December 2024** |
| **Date of Publication** | **11 March 2025** |