



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:	Absence Management
Impact Assessed by:	Gill Donald
Signature(s) of assessor(s):	
Date of Impact Assessment:	13 June 2022

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 absence management to ensure a fair and legal process. By having a policy and procedure it ensures a fair, transparent and consistent approach to managing absence across the organisation.

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	We know that those with a disability face challenges are are likely to have high absence. 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>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 launched their own health and wellbeing strategy to support staff in any further additional needs.</p>
Sex (man or woman)	The college is 57% female and 40% male. We do know that there is a gender imbalance in some areas in the college and in some job roles.	Additional support is in place to support any member of staff, health and wellbeing courses are run on a monthly basis. These sessions include dealing with cancer, how to cope with burn out and menopause information sessions. We will continue to monitor gender related absence reasons and design support as required.

<p>Race (refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins)</p>	<p>As an organisation, we are mostly representative of the general population, in terms of our BAME staffing numbers.</p> <p>In terms of the policy, there is no evidence to indicate any disadvantage to anyone in this category.</p>	<p>Forth Valley College is aware of the societal barriers that people from different heritages and backgrounds face and how this flows through to how organisations operate. Forth Valley College is committed to being an inclusive employer and has signed up to a sector-wide anti-racism commitment.</p>
<p>Age</p>	<p>The majority of the staff at the college are in the 40+ age grouping and as the majority of the staff affected by this process. FVC is aware of the disadvantages those who are perceived to be 'older' face finding suitable employment or in maintaining attendance on full time hours.</p>	<p>Additional support is in place to support any member of staff, health and wellbeing courses are run on a monthly basis. Options for phased retirement and flexible working are available to support staff to work as long as they feel able.</p>
<p>Gender reassignment (the process of transitioning from one gender to another)</p>	<p>FVC acknowledges that those who fall under the LGBTQIA+ umbrella still face barriers and prejudice in wider society.</p> <p>In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category</p>	<p>The absence process will align with our, already inclusive, processes. Gender transition and mental health will be supported in line with the colleges inclusive approach and in recognition of the challenges those in this category face</p>
<p>Sexual orientation (whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)</p>	<p>FVC acknowledges that those who fall under the LGBTQIA+ umbrella still face barriers and prejudice in wider society.</p> <p>In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category.</p>	<p>No impact.</p>

Religion and belief (inc. no belief)		No Impact
Pregnancy and maternity	Those who are on maternity leave or pregnant can face discrimination or disadvantage because of this status.	Pregnant staff are met regularly by Health and Safety, and Human Resource Business Managers and pregnancy related absences are fully supported as are appointments for care. Pregnancy and maternity related absences are not linked to trigger points within the absence policy.
Marriage and civil partnership	In terms of the absence policy there is no evidence to indicate any disadvantage to anyone in this category by the process itself.	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 an intersectional nature to caring that FVC is aware of. In terms of this process, there is no evidence to indicate any disadvantage to anyone in this category.	Adjustments are made to support those with caring responsibilities to allow appropriate support through informal flexible working, parental leave and annual leave. These absences should not be recorded as sickness. The college is seeking to improve its records on those with caring responsibilities to better understand the impact

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

Data will be continually gathered and methods of analysis reviewed and developed. Health and Safety Committee (which includes unions representatives) updates and feedback given and received regularly. In addition support to reduce stress from supporting family is being researched.

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?	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Please provide reasons why you did/did not offer a consultation:	
<i>If 'yes', please complete the following sections.</i>	
Analysis of the views/evidence gathered from the consultation:	
Managers and staff feedback is used as well as information from the Health and Safety Committee and discussions with union representatives	
Recommendation(s):	
No points that were related to the protected characteristics were provided though general feedback and suggestions provided however this highlighted the complexity of the area and the need to keep making statistical analysis and listening to comments and feedback	

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).
4.2
Data was collected from a full years absence was collated and compared to appointments. Training given to managers and is available online through pre recorded sessions.

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	<input checked="" type="radio"/> 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 as well as feedback forums including Return to Work interviews and Health and Safety Forum	
Staff member/designation responsible for writing the monitoring report:	HR Business Manager
Monitoring report publication date:	June 2022
Review date: (no later than 3 years after the policy/decision has been impact assessed)	June 2025

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