

# Equality Impact Assessment (EQIA) Screening Form – V2 Template – November 2024

A successful EQIA screening will look at 5 key areas:

**1. Identify the Policy, Project, Service Reform or Budget Option to be assessed.**

A clear definition of what is being screened and its aims.

**2. Gathering Evidence and Stakeholder Engagement**

Collect data to evidence the type of barriers people face to accessing services (research, consultations, complaints and/or consult with equality groups).

**3. Assessment and Differential Impacts**

Reaching an informed decision on whether or not there is a differential impact on equality groups, and at what level.

**4. Outcomes, Action and Public Reporting**

Develop an action plan to make changes where a negative impact has been assessed. Ensure that both the assessment outcomes and the actions taken to address negative impacts are publicly reported.

**5. Monitoring, Evaluation and Review**

Stating how you will monitor and evaluate the **Policy, Project, Service Reform or Budget Option** to ensure that you are continuing to achieve the expected outcomes for all groups.

## Section 1: Identify the Policy, Project, Service Reform or Budget Option

|  |   |
|--|---|
| <b>Name of the Policy, Project, Service Reform or Budget Option to be screened</b>                               | Study Leave Policy  |
| <b>Reason for change in Policy or Policy Development</b>   | Review of existing policy using the new Equality Impact Assessment (EIA) template |
| <b>List main outcome focus and supporting activities of the Policy, Project, Service Reform or Budget Option</b> |   |
| <b>Name of officer completing assessment (signed and date)</b>   | Ross Potter (HR & Learning Advisor) – <i>R. Potter</i> December 2024              |
| <b>Assessment verified by (signed and date)</b>  | Marie Harley – HR Business Partner – March 2025                                   |

**If applicable, please provide further details about the name and description of policy being analysed**

*Briefly summarise the policy including any key information such as aims, context etc; note timescales and milestones for new policies; use plain language – NO JARGON; refer to other documents if required*

The policy sets out the Council's approach to granting leave of absence without loss of salary to employees for the purposes of sitting any examination paid for by the Council.

## Section 2: Gathering Evidence and Stakeholder Engagement

The best approach to find out if a policy, etc. is likely to impact positively or negatively on equality groups is to look at existing research, previous consultation recommendations, studies or consult with representatives of those groups. You should list below any data, consultations (previous relevant or future planned), or any relevant research or analysis that supports the Policy, Project, Service Reform or Budget Option being undertaken.

**Reminder** – protected characteristics include age, disability, race and/or ethnicity, religion or belief (including lack of belief), gender, gender reassignment, sexual orientation, marriage and civil partnership, pregnancy and maternity.

| Name any research, data, consultation or studies referred to for this assessment   | State if this reference refers to one or more of the protected characteristics | Do you intend to set up your own consultation? If so, please list the main issues that you wish to address if the consultation is planned; or if consultation has been completed, please note the outcome(s) of consultation. |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Previous Code of Practice</li> <li>• Best practice from ACAS &amp; appropriate legislation</li> <li>• Brightmine</li> <li>• Consultation from Corporate Management Team (CMT), Management, Trade Union &amp; Staff Partnership (MTSP), Employment Committee, employees and HR Team</li> </ul> |  | No consultation required  |

**If applicable, please provide further Information about stakeholder engagement or detail used for customer analysis**  
*Note relevant consultation; who took part and key findings; refer to, or attach other documents if needed; include dates where possible*

### Section 3: Assessment and Differential Impacts

Use the table below to provide some narrative where you think the Policy, Project, Service Reform or Budget Option has either a positive impact (contributes to promoting equality or improving relations within an equality group) or a negative impact (could disadvantage them) and note the reason for the change in policy or the reason for policy development, based on the evidence you have collated.

Please note that:

- a Positive Impact could benefit an equality group and a negative impact could disadvantage an equality group
- for reasons of brevity race is not an exhaustive list – please edit the list if appropriate to reflect the complexity of other racial identities
- a definition of disability under the Equality Act 2010 is available on the [gov.uk website](http://gov.uk)
- there are too many faith groups to provide a list, therefore, please input the faith group e.g., Muslims, Buddhists, Jews, Christians, Hindus, etc. Consider the different faith groups individually when considering positive or negative impacts

| Protected Characteristic | Specific Characteristics                    | Positive Impact | Neutral | Negative Impact | Socio Economic/Human Rights Impacts |
|--------------------------|---|-----------------|---------|-----------------|-------------------------------------|
| Sex or Gender            | Women                                       |                 | X       |                 |                                     |
|                          | Men   |                 | X       |                 |                                     |
|                          | Transgender                                 |                 | X       |                 |                                     |
| Race                     | White                                       |                 | X       |                 |                                     |
|                          | Mixed or Multiple Ethnic Groups             |                 | X       |                 |                                     |
|                          | Asian                                       |                 | X       |                 |                                     |
|                          | African                                     |                 | X       |                 |                                     |
|                          | Caribbean or Black<br>Other Ethnic Group    |                 | X       |                 |                                     |
| Disability               | Physical disability                         |                 | X       |                 |                                     |
|                          | Sensory Impairment<br>(e.g. sight, hearing) |                 | X       |                 |                                     |
|                          | Mental health                               |                 | X       |                 |                                     |
|                          | Learning disability                         |                 | X       |                 |                                     |

| Protected Characteristic       | Specific Characteristics | Positive Impact | Neutral | Negative Impact | Socio Economic/Human Rights Impacts |
|--------------------------------|--------------------------|-----------------|---------|-----------------|-------------------------------------|
| LGBT                           | Lesbians                 |                 | X       |                 |                                     |
|                                | Gay Men                  |                 | X       |                 |                                     |
|                                | Bisexual                 |                 | X       |                 |                                     |
| Age                            | Older people (60+)       |                 | X       |                 |                                     |
|                                | Younger people (18-25)   |                 | X       |                 |                                     |
|                                | Children (0-16)          |                 | X       |                 |                                     |
| Marriage and Civil Partnership | Women                    |                 | X       |                 |                                     |
|                                | Men                      |                 | X       |                 |                                     |
|                                | Lesbians                 |                 | X       |                 |                                     |
| Pregnancy and Maternity        | Women                    |                 | X       |                 |                                     |
| Religion and belief            | See below                |                 | X       |                 |                                     |

|  |   |
|--|---|
| Summary of Protected Characteristics most impacted                       | This policy has a neutral impact as it provides the options staff are given who need to take leave for their studies. |
| Summary of Socio-Economic impacts  | There are no Socio-Economic impacts from this Code of Practice.   |
| Summary of Human Rights impacts  | There are no Human Rights impacts from this Code of Practice.   |
| Summary Explanation of the scoring against the protected characteristics | All scores remain neutral due to no positive or negative impact on the protected characteristics by employees.        |

## Section 4: Outcomes, Actions and Public Reporting

| Screening Outcome   | Yes, No or not at this stage |
|---|------------------------------|
| Was a significant level of negative impact arising from the project, policy or strategy identified? | No                           |
| Does the project, policy or strategy require to be amended to have a positive impact?               | No                           |
| Does a Full Impact Assessment need to be undertaken?  | Completed                    |

|  |
|--|
| <p><b>If applicable, please state the overall outcome of the assessment, impacts and customer analysis</b></p><br><br><br><br><br> |
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## Section 5: Monitoring outcomes, evaluation and review

The Equalities Impact Assessment (EQIA) screening is not an end in itself but the start of a continuous monitoring and review process. The relevant Service responsible for the delivery of the Policy, Project, Service Reform or Budget Option, is also responsible for monitoring and reviewing the EQIA Screening and any actions that may have been taken to mitigate impacts.

|                              |   |
|------------------------------|---|
| Arrangements for Monitoring  | This policy is reviewed periodically to ensure it remains fit for purpose |
| Timing of the current review | December 2024   |
| Next scheduled review        | Will review in December 2025, or sooner if the policy is updated          |

**If applicable, please provide details of the arrangements for future monitoring:**

*Note when analysis will be reviewed; include any equality indicators and performance against those indicators*

The next review date will be on the policy itself

**If applicable, please provide details of any supporting data/ research linked to monitoring arrangements (both FDC & Partners):**

Conversations with anyone who has taken study eave to ensure the leave taken was adequate

## Legislation

### **Equality Act (2010) – the Equality Act 2010 (Specific Duties)**

The 2010 Act consolidated previous equalities legislation to protect people from discrimination on grounds of race, sex, being a transsexual person (transsexuality is where someone is changed, is changing or has proposed changing their sex – called ‘gender reassignment’ in law), sexual orientation (whether being lesbian, gay, bisexual or heterosexual), disability (or because of something connected with their disability), religion or belief, having just had a baby or being pregnant, being married or in a civil partnership and age.