

**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 | Exit Interview | | EIA Team and Lead Member of Staff | Rob Ferns and Alexia Nikas both in HR & OD | Date | 19 August 2020. |
| Type of Policy/Practice/ (tick box) | New |  |
| Existing |  |
| Revised | X |

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| **Step 1 – Considering the aims of the policy/proposal and evidence of how it affects different groups** | |
| What are the aims and purposes of the activity/ decision/ new or revised policy or procedure?  See Note 1 | The aim of the Exit Interviews project is to overhaul the current Exit Interview form looking to put this online, we also want to offer a one to one interview for staff leaving with their HR representative. We want to use this information for relevant departments and SMT to act on and implement any feedback for improvement and finally for HR to analyse and monitor trends and statistics. |
| Who will be affected?  See Note 2 | All staff that leave the College (potentially not those that leave on Fixed Term contracts in the first instance) |
| Who will be consulted?  See Note 3 | | No direct consultation as this is not a changes to T&Cs however we have worked within HR & OD, with Data Protection and would welcome feedback from the Equality Team. |
| 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 | | No specific evidence has been sought.. |

**Step 2 – 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.

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** |

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 |
| --- | --- | --- | --- | --- |
| All | Y | Potential positive impact as Questionnaire and Interview will be offered to all leavers therefore giving everyone a chance to have their say about their employment. | **Y** | We plan to ask a question around our Dignity & Respect policy and whether employees feel they have experienced behaviours that have been outwith those detailed in the policy. People may feel they have had a bad experience and answer this negatively however it would hopefully lead to good outcomes. |
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**Step 3 – 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 | None that I can see – the Exit questionnaire is voluntary and followed up by an Exit Interview if the employee wishes. We are also seeking view on protected characteristics in the hope to improve. |
| Is there a need to address any gaps in evidence? | Not that I am aware of. |
| How will equality be advanced/ good relations be fostered? | Acting on the feedback from these Exit Interviews |
| Who has been involved in carrying out this assessment? | Rob Ferns (HR Advisor) |
| 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 |  |
| 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? | | |
| May need some help on wording of question and completion of this form. | | |

**Step 4: 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:** |
| Implement and improve on any feedback from questionnaire | SMT, Exec | When reports are given |
| Monthly or quarterly stats/high level reports to be given to SMT | HR | Monthly/quarterly |
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| **Signature of Lead:**  RF **Date: 25/11/2020** | | |
| **Step 5 – Review and Publication**  See Note 11  Please send the completed EIA record to Sara Taylor, Equalities Officer, [sara.taylor@edinburghcollege.ac.uk](mailto:sara.taylor@edinburghcollege.ac.uk) for   * review by Equalities team * publication in whole or in part on the College website. | | |