Appendix 2 – Equality Impact Assessment

Step 1 - Preparation		
1.	**Title of Policy** - what are you equality impact assessing?	**STUDY LEAVE GUIDELINES**
2.	**Policy Aims and Brief Description** - what are its aims? Give a brief description of the Policy (The What, Why and How?)	To demonstrate the commitment of the UHB to continuing education, training and development of all staff to enhance the work environment, competence of employees, and improve quality of services. The priority (table 1) and funding available for training and development activity directly linked to the Knowledge and Skills Framework (KSF). These guidance notes apply to all staff groups employed by Cardiff and Vale UHB, this includes part-time (including bank staff) that will be considered for study leave on a pro-rata basis, full-time staff and those on fixed term contracts; applying to all employees who come under the Agenda for Change Agreement, therefore excluding Medical and Dental staff and Executive Directors. The ethos of the funding that should be given is outlined for managers to consider to work towards equality of funding allocation when all study leave budgets are devolved to the divisions.
3.	**Who Owns / Defines the Policy?** - who is responsible for the policy/work?	The Policy is released on an annual basis and it is owned by the UHB as it is guidance the Learning Education and Development Department are responsible for updating the guidelines. Each division is required to have their own lead for study leave to report on the spend and staff release processes that they have implemented adhering to these guidance. The executive lead for this is the Director of workforce and Organisational development. However within the divisions the Divisional management team are responsible for monitoring the spend and ensuring equity of access to leave.

4.	**Who is Involved in undertaking this EqIA? -** who are the key contributors to the EqIA and what are their roles in the process?	Currently the senior Team in the LED department however moving forward the Integrated education group for the organisation will take responsibility for this policy formation and up dating as it involves all staff groups.
5.	**Other Policies** - Describe where this Policy/work fits in a wider context. Is it related to any other policies/activities that could be included in this EqIA?	This policy provides the overarching set of values, principles and criteria for study leave for all individuals within the health board. It is linked to a wide range of other activities, procedures and policies :- • Integrated Workforce Plan for the UHB. • Strategy for Postgraduate Medical and Dental Education Strategy • Induction Strategy • Leadership and Management Strategy • Talent management/succession planning framework • Customer Care Education Framework • Study leave guidance document • Team Development Strategy • Staff Engagement Strategy • Preceptorship policy • Clinical Supervision policy • Mandatory Training Policy
6.	**Stakeholders** - Who is involved with or affected by this Policy?	The policy applies to all staff within the UHB. Managers of staff and staff representation.
7.	**What factors may contribute to the outcomes of the Policy? What factors may detract from the outcomes?** These could be internal or external factors.	• Good internal dissemination of the values outlined within these guidance for managers to adopt when dealing with study leave. • Commitment to a fair, transparent and robust system of decision making by divisions within health boards to be able to report their study leave spend annually and account for their study leave. Prioritising mandatory

		first, then essential skills then professional/personal development. • Inconsistency of approach and poor implementation across NHS Wales will detract from the outcomes of the policy.

Evidence gathering

Equality Strand	Evidence Gathered	Does the evidence apply to the following with regard to this Policy/work? Tick as appropriate.						
All strands: Race Disability Gender Sexual Orientation Age Religion or Belief Welsh Language	Study leave policies were investigated from:- Southampton University Hospitals NHS Trust Norfolk and Norwich University Hospitals North Western Deanery Aneurin Bevan Health Board NHS Education for Scotland Study Leave operational Guide NLIAH	Eliminating Discrimination and Eliminating Harassment	✓	Promoting Equality of Opportunity / ✗	Promoting Good Relations and Positive Attitudes	✓	Encouraging participation in Public Life / ✗	Take account of difference even if it involves treating some individuals more favourably* / ✓

People have a human right to: life; not to be tortured or treated in a degrading way; to be free from slavery or forced labour; to liberty; to a fair trial; not to be punished without legal authority; to respect for private and family life, home and correspondence; to freedom of thought, conscience and religion; to freedom of expression and of assembly; to marry and found a family and to not be discriminated against in relation to any of the rights contained in the European Convention.	
Human Rights	The referenced study leave guidance from other organisations throughout the UK provides a commentary over time on the applicability of such a policy in the context of both equality and human rights legislation and concludes that the existence and implementation of such a policy is the right process for the UHB to undertake.

Equality Strand	Evidence: Existing evidence to suggest some groups affected. Gathered from Step 2. (See Scoring Chart A)	Potential Impact: Nature, profile, scale, cost, numbers affected, significance. Insert one overall score (See Scoring Chart B)	Decision: Multiply 'evidence' score by 'potential impact' score. (See Scoring Chart C)
Race	1	0	0
Disability	1	0	0
Gender	1	0	0
Sexual Orientation	1	0	0
Age	1	0	0
Religion or Belief	1	0	0
Welsh Language	1	0	0
Human Rights	1	0	0

Scoring Chart A: Evidence Available

3	Existing data/research
2	Anecdotal/awareness data only
1	No evidence or suggestion

Scoring Chart B: Potential Impact

-3	High negative
-2	Medium negative
-1	Low negative
0	No impact
+1	Low positive
+2	Medium positive
+3	High positive

Scoring Chart C: Impact Decision

-6 to -9	High Impact (H)
-3 to -5	Medium Impact (M)
-1 to -2	Low Impact (L)
0	No Impact (N)
1 to 9	Positive Impact (P)

FORM 4: (Part A) Outcome Report

Policy Title:	**Study Leave Guidance**
Organisation:	Cardiff and Vale UHB
Name:	Head of Learning Education and Development
Summary of Assessment:	The body of evidence supporting this policy concludes that its existence and application is required, lawful, appropriate and non-discriminatory. Our assessment as applicable to the UHB is that there is no impact and that Managers are given this guidance to adhere to in their departments to use appropriately to the staff they manage. Staff can also refer to this document for clarity of the process of applying for study leave. It is vital that the public are aware of the existence of such a policy as it protects the patients and citizens that access all our services by ensuring our staff are appropriately prepared. It is also vital for the NHS to communicate the existence of the policy as widely as possible, to engage with the staff on how it will be applied and to listen and respond to concerns and feedback.
Decision to Proceed to Part B Equality Impact Assessment:	**Yes** Given the importance of this policy – and the assessment summary above which indicates the need for wide public awareness and understanding – it has been agreed to undertake a 4-week engagement exercise across the UHB to gauge opinions of staff from all levels on the issues pertaining to these guidelines.

	Action Plan				
You are advised to use the template below to detail any actions that are planned following the completion of Part A or Part B of the EqIA Toolkit. You should include any remedial changes that have been made to reduce or eliminate the effects of potential or actual adverse impact, as well as any arrangements to collect data or undertake further research.					
	Action(s) proposed or taken	**Reasons for action(s)**	**Who will benefit?**	**Who is responsible for this action(s)?**	**Timescale**
What **changes** have been made as a result of the EqIA?	Undertake a 4-week engagement across the UHB	These are guidelines and they are subject to managers interpretations	Staff, managers from the UHB	Head of the LED department	Oct 2012
Where a Policy may have differential impact on certain groups, state what arrangements are in place or are proposed to **mitigate** these impacts?	N/A				
Justification: For when a policy may have adverse impact on certain groups, but there is good reason not to mitigate.	N/A				
Describe any **mitigating actions** taken?	N/A				
Provide details of any actions planned or taken to **promote equality**.	N/A				

Date:	12/July 2011
Monitoring Arrangements:	The policy will be reviewed regularly in response to new guidance nationally to ensure its continued relevance and alignment with other organisations.
Review Date:	July 2014
Signature of All Parties:	Lesley Jones