<u>Equality Analysis</u>

Legislation requires that our policy documents consider the potential to affect groups differently and eliminate or minimise this where possible. This process helps to address inequalities by identifying steps that can be taken to ensure equal access, experience and outcomes for all groups of people.

Step One – Policy Definition

Function/policy name and number:	**Study Leave Policy**
Main aims and intended outcomes of the function/policy:	The Trust aims to enable employees to reach their potential and deliver high-quality healthcare services. It prioritises training and development that improves service delivery, quality improvement, and innovation. It also focuses on current and future roles and any specific at-risk roles. This policy aims to ensure equity of access to Study Leave while maximising the use of any funds available.
How will the function/policy be put into practice?	When employees ask for study leave and or funding for a course/qualification
Who will be affected/benefit from the policy?	The employee, department and Trust
State type of document	Policy
Is an EA required? NB:Most policies/functions will require an EA with few exceptions, such as routine procedures-see guidance attached	Yes
Accountable Director: (Job Title)	Chief People Officer
Assessment Carried out by:	Learning and OD Service Manager
Date Completed:	1/5/2025

To help you to determine the impact of the policy, think about how it relates to the Public Sector Equality Duty, the key questions as listed below the and prompts for each protected characteristic included Step 3:

-Eliminate unlawful discrimination, victimisation, and harassment
-Advancing equality of opportunity
-Fostering good community relations

KEY QUESTIONS

- Are people with protected characteristics likely to be affected differently even though the policy is the same for everyone?
- Could there be issues around access, differences in how a policy is experienced and whether outcomes vary across groups?
- What information /data or experience can you draw on to indicate either a positive or negative impact on different groups of people in relation to implementing this function policy?

Step Two – Evidence & Engagement

What evidence have you identified and considered? This can include research (national, regional, local) surveys, reports, NICE guidelines, focus groups, pilot activity evaluations, clinical experts or working groups, information about Dudley's demographics, The Dudley Group equality and diversity reports, Joint Strategic Needs Assessment (JSNA) or other equality analyses, Workforce Race and Disability Equality data, anecdotal evidence.

Research/Publications	Working Groups	Clinical Experts
Reviewed Study Leave Policies with the Dudley Group and other NHS Trusts		Divisional Chief AHP Community with Core Clinical Services (CCCS) Division
The Newcastle Upon Tyne Hospitals NHS Foundation Trust		
Milton Keynes University Hospital NHS Foundation Trust		
Sherwood Forest Hospitals NHS Foundation Trust		

Engagement, Involvement and Consultation:

If relevant, please state what engagement activity has been undertaken and the date and with which protected groups:

Engagement Activity	Protected Characteristic/ Group/ Community	Date
Head of Learning and Organisational Development	All	February 2024
Head of People, Workforce, Employee Relations	All	June 2024

Director of HR Operations	All	September 2024
Equalities and Wellbeing Team	All	October 2024
Head of Education - Nursing/Midwifery/AHP's	All	June, September and October 2024
Associate Director of Medicines Optimisation & Chief Pharmacist Controlled Drug Accountable Officer	All	October 2024

For each engagement activity, please state the key feedback you have received and then use this in step 3. List a summary of the Feedback in the 'list of feedback received' column, then add your mitigation and then your action to address.

Summary of the feedback:

- There was a difference between doctors and other staff, the period we asked employees to work post-study leave, and the amount required to pay back to the Trust.
- To move policy into the new format and use email (as an electric form, such as a change form, was not possible)
- Some general feedback on the change of roles and reference to other policies
- Some feedback on the change of roles and reference to other policies and request more information in some areas
- Some general feedback on the change of roles
- What happens if someone is on a live warning or has a disciplinary? Do they qualify for study leave?
- The statement concerning support for those who are dyslexic or have sensory impairments requires some more thought. Maybe we could use the term neurodiverse? There are many conditions or disabilities that may mean people need more support. It is also odd that it is at the start of the process. You could link to the neurodiverse toolkit so people can see what they need.
- Add the new anti-discrimination statement to equality section 7.

Step Three – Assessment of Impact

Complete the **relevant** boxes below to help you record your assessment.

Consider information and evidence from the previous section covering:

- Engagement activities
- Equalities monitoring data
- Wider research

Also, consider due regard under the general equality duty, NHS Constitution and Human Rights.

Positive Impact HIGH MEDIUM LOW / Negative Impact HIGH MEDIUM LOW — **Positive OR Negative Impact** (not both)		Neutral Impact (Tick)	• List concerns raised for possible negative impact **OR** • List beneficial impact (utilise information gathered during assessment)	Mitigation **List actions to redress concerns raised if a negative impact has been identified** in the previous column	Lead [title]	Timescale	How are actions going to be monitored/reviewed/ reported? (incl. after implementation
1) Age Describe age-related impact and evidence. This can include safeguarding, consent and welfare issues:							
		X					
2) Disability Describe disability-related impact and evidence. This can include attitudinal, physical, communication and social barriers, as well as mental health/ learning disabilities and cognitive impairments:							
	Medium		Strengthen the statement concerning support for those who are dyslexic or have sensory impairments.	Use the term neurodiverse as there are many conditions or disabilities which may mean people need more support. The link was added to the	Learning & OD Service Manager	Policy updated 11/10/2024	They are monitored via employee feedback.

			neurodiverse toolkit so people can see what they need.			

3) Gender re-assignment
Describe any impact and evidence on transgender people. This can include issues such as privacy of data and harassment:

4) Marriage and civil partnership
Describe any impact and evidence in relation to marriage and civil partnership. This can include working arrangements, part-time working, and caring responsibilities:

		X				

5) Pregnancy & Maternity
Describe any impact and evidence on pregnancy and maternity. This can include working arrangements, part-time working, and caring responsibilities:

		X				

6) Race
Describe race-related impact and evidence. This can include information on different ethnic groups, Roma gypsies, Irish travellers, nationalities, cultures, and language barriers:

		X				

7) Religion or Belief
Describe any religion, belief or no belief impact and evidence. This can include dietary needs, consent and end-of-life issues:

		X				

8) Sex
Describe any impact and evidence on men and women. This could include access to services and employment:

		X				

9) Sexual Orientation
Describe any impact and evidence on heterosexual people as well as lesbian, gay and bisexual people. This could include access to services and employment, attitudinal and social barriers:

		X						

10) Other marginalised groups, e.g. Homeless people
Describe any impact and evidence on groups experiencing disadvantage and barriers to access and outcomes. This can include lower socioeconomic status, resident status (migrants, asylum seekers), homeless, looking after children, single-parent households, victims of domestic abuse, and victims of drug/alcohol abuse. (This list is not exhaustive)

		X						

11) Privacy, dignity, respect, fairness etc.

| | High | | There was a difference between doctors and other staff, the period we asked employees to work post-study leave, and the amount required to pay back to the Trust.

Anti-discrimination statement added detailing different characteristics. | The rules on study leave for medical staff are different. The requirements for consultants are outlined in the Consultants Pay guidance, and for trainees, they are outlined in the Deanery guide. | N/A | N/A | N/A |
|---|---|---|---|---|---|---|---|
| **High** | | | | | | | |

EQUALITY ANALYSIS - GUIDANCE NOTES

Equality Analysis is a tool for ensuring that issues for equality, diversity and inclusion are considered when drawing up or revising policies or proposals which affect the delivery of services and the employment practice of the Trust.

Why do carry out Equality Analysis?

We are required to carry out equality impact assessments because:

- There is a legal requirement to do so in relation to the protected characteristics
- They help identify gaps and make improvements to services
- They help avoid continuing or adopting harmful policies or procedures
- They help you to make better decisions
- They will help you to identify how you can make your services more accessible and appropriate
- They enable the Trust to become a better employer

Equality Impact Assessments help us to:

- Determine how Trust policies and practices, or new proposals, will impact or affect different communities' groups, especially those groups or communities who experience inequality, discrimination, social exclusion or disadvantage.
- Measure whether policies or proposals will have a negative, neutral, or positive effect on different communities.
- Make decisions about current and future services and practice in fuller knowledge and understanding of the possible outcomes for different communities or customer groups.

What do we need to assess?

Trust policies are subject to a 3-year review. Alongside the reviews, new policies will emerge. Most policies, strategies, and business plans will need an EA.

However, EAs are not required in relation changes in routine procedures, administrative processes or initiative that will not have a material impact on staff, patients, carers and the wider community. Examples include things such as checking the temperature of fridges, highly technical clinical procedures, office moves etc.

DGFT Process for EIAs

The revised EIA process is a single-stage process carried out in three steps.

Step One: Policy Definition

This involves describing the policy details. It also decides whether the policy under consideration needs an assessment.

Step Two: Evidence and Engagement

EAs should be underpinned by sound data and information. This should be sought from various sources, including information on Trust record systems, consultation and engagement activities, demographic information sources, etc.

Step Three: Assessment of Impact

This is the main and the most important part of the EIA.

To help you determine the policy's impact, think about how it relates to the Public Sector Equality Duty. The key questions are listed below, along with prompts for each protected characteristic.

-Eliminate unlawful discrimination, victimisation, and harassment
-Advancing equality of opportunity
-Fostering good community relations

KEY QUESTIONS

- What information /data or experience can you draw on to indicate either a positive or negative impact on different groups of people in relation to implementing this function policy

- Are people with protected characteristics likely to be affected differently even though the policy is the same for everyone?

- Could there be issues around access, differences in how a service or policy is experienced and produces outcomes that vary across different groups
- Does the policy relate to the Trust's equality objectives?

NB It is important that, where an adverse impact is known or likely, mitigation measures must be identified and taken to reduce or minimise the impact.

Step Four: Assurance

This section enables the EA to be signed off.