

## Form 1: Preparation

Part A must be completed at the beginning of a Policy/function/strategy development or review, and for every such occurrence. (Refer to the Step-by-Step Guide for additional information).

| Step 1 – Preparation |  |   |
|----------------------|--|---|
| 1.                   | <b>Title of Policy</b> - what are you equality impact assessing?   | Parental Leave Guidelines   |
| 2.                   | <b>Policy Aims and Brief Description</b> - what are its aims? Give a brief description of the Policy (The What, Why and How?)  | This guideline allows for the requirements of the Parental Leave provisions as outlined in the Employment Relations Act 1999 and Parental Leave (Amendment) Regulations 2001. The Act requires Employers to grant employees Parental Leave for the purpose of caring for a child. |
| 3.                   | <b>Who Owns/Defines the Policy?</b> - who is responsible for the Policy/work?  | Director for Workforce and Organisational Development   |
| 4.                   | <b>Who is Involved in undertaking this EqIA?</b> - who are the key contributors to the EqIA and what are their roles in the process?                                 | Claire Smith, Employee Engagement and Projects Development Manager<br>David Gogherty, Trade Union Representative  |
| 5.                   | <b>Other Policies</b> - 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? | Flexible Working Policy<br>Special Leave Policy<br>Annual Leave Policy  |
| 6.                   | <b>Stakeholders</b> - Who is involved with or affected by this Policy?   | All employees who have nominated caring responsibility for children under age 14, (18 in cases of adopted or disabled children) are eligible to apply.  |

## Step 1 – Preparation

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.

Changes in legislation.  
Awareness of the guideline  
Staff take up  
Education for Managers

## Form 2: Evidence Gathering

| Equality Strand    | Evidence Gathered   | Does the evidence apply to the following with regard to this Policy/work? Tick as appropriate. |   |                                   |   |   |   |  |   |   |   |   |
|--------------------|---|--|---|-----------------------------------|---|---|---|--|---|---|---|---|
| Race               | <p>The research below was undertaken on the 12<sup>th</sup> October, however, it is not exhaustive.<br/> The Royal Borough of Kingston Upon Thames<br/> Equality Impact Assessment<br/> Ofsted Equality Impact Assessment<br/> Institute of Public Policy Research (IPPR)</p> <p>Neutral impact was found.</p>  | 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* |   |   |
| Disability         | <p>The research below was undertaken on the 12<sup>th</sup> October, however, it is not exhaustive.<br/> The Royal Borough of Kingston Upon Thames<br/> Equality Impact Assessment<br/> Ofsted Equality Impact Assessment<br/> Institute of Public Policy Research (IPPR)</p> <p>Neutral impact was found</p>   |  | ✓ |                                   | ✓ |   | ✓ |  | ✓ |   | ✓ | ✓ |
| Gender             | <p>The research below was undertaken on the 12<sup>th</sup> October, however, it is not exhaustive.<br/> The Royal Borough of Kingston Upon Thames<br/> Equality Impact Assessment<br/> Ofsted Equality Impact Assessment<br/> Institute of Public Policy Research (IPPR)</p> <p>Neutral impact was found</p>   |  | ✓ |                                   | ✓ |   | ✓ |  | ✓ |   | ✓ | ✓ |
| Sexual Orientation | <p>The research below was undertaken on the 12<sup>th</sup> October, however, it is not exhaustive.<br/> The Royal Borough of Kingston Upon Thames<br/> Equality Impact Assessment<br/> Ofsted Equality Impact Assessment<br/> Institute of Public Policy Research (IPPR)</p> <p>A neutral impact was found</p> |  | ✓ |                                   | ✓ |   | ✓ |  | ✓ |   | ✓ | ✓ |

|   |   |  |   |  |   |  |   |  |   |  |  |
|---|---|--|---|--|---|--|---|--|---|--|--|
| Age   | <p>The research below was undertaken on the 12<sup>th</sup> October, however, it is not exhaustive.<br/>The Royal Borough of Kingston Upon Thames<br/>Equality Impact Assessment<br/>Ofsted Equality Impact Assessment<br/>Institute of Public Policy Research (IPPR)</p> <p>A neutral impact was found</p>   |  | ✓ |  | ✓ |  | ✓ |  | ✓ |  |  |
| Religion or Belief  | <p>The research below was undertaken on the 12<sup>th</sup> October, however, it is not exhaustive.<br/>The Royal Borough of Kingston Upon Thames<br/>Equality Impact Assessment<br/>Ofsted Equality Impact Assessment<br/>Institute of Public Policy Research (IPPR)</p> <p>A neutral impact was found</p>   |  | ✓ |  | ✓ |  | ✓ |  | ✓ |  |  |
| Welsh Language  | <p>A search on the 12<sup>th</sup> October result in to evidence being found available.</p> <p>The policy will be made available in Welsh upon request</p>  |  | ✓ |  | ✓ |  | ✓ |  | ✓ |  |  |
| <p>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.</p> |   |  |   |  |   |  |   |  |   |  |  |
| Human Rights  | <p>The underlying aim of the policy is to allow staff to care for their children. The UHB recognises and accepts that staff have childcare commitments outside of work and the guideline takes account of all the articles but particularly respect for private and family life, home and correspondence.</p> |  |   |  |   |  |   |  |   |  |  |

\* This column relates only to Disability due to the specific requirement in the Equality Act 2010 to treat disabled people more favourably to achieve equal outcomes. This is not applicable to the other equality strands.

### Form 3: Assessment of Relevance and Priority

| Equality Strand    | Evidence:<br>Existing evidence to suggest some groups affected. Gathered from Step 2.<br>(See Scoring Chart A) | Potential Impact:<br>Nature, profile, scale, cost, numbers affected, significance.<br>Insert one overall score<br>(See Scoring Chart B) | Decision:<br>Multiply 'evidence' score by 'potential impact' score.<br>(See Scoring Chart C) |
|--------------------|--|---|--|
| Race               | 3  | 0   | 0  |
| Disability         | 3  | 0   | 0  |
| Gender             | 3  | 0   | 0  |
| Sexual Orientation | 3  | 0   | 0  |
| Age                | 3  | 0   | 0  |
| Religion or Belief | 3  | 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

|  |  |
|--|--|
| <b>Policy Title:</b>   | Parent Leave Guidelines  |
| <b>Organisation:</b>   | Cardiff and Vale University Health Board   |
| <b>Name:</b><br><b>Title:</b><br><b>Department:</b>              | Claire Smith, Employee Engagement and Projects<br>Development Manager, Learning and Education Department.<br><br>David Gogherty, Trade Union Representative  |
| <b>Summary of Assessment:</b>                                    | Evidence was found to indicate a neutral impact.<br><br>This policy follows the Institute of Public Policy Research (IPPR) that states that parental leave should be fair and equitable which we believe this policy is.                                       |
| <b>Decision to Proceed to Part B Equality Impact Assessment:</b> | <p style="text-align: center;"><b>Yes/No</b></p> <p style="text-align: center;"><b>Please record reason(s) for decision</b></p> <p>Where evidence was collected there was no adverse impact identified, therefore it is not necessary to undertake Part B.</p> |

## 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 EqlA 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.

|  | <b>Action(s)<br/>proposed or<br/>taken</b> | <b>Reasons for<br/>action(s)</b> | <b>Who will<br/>benefit?</b> | <b>Who is<br/>responsible for<br/>this action(s)?</b> | <b>Timescale</b> |
|--|--|----------------------------------|------------------------------|---|------------------|
| 1. What <b>changes</b> have been made as a result of the EqlA?   | n/a  | n/a                              | n/a                          | n/a   | n/a              |
| 2. Where a Policy may have differential impact on certain groups, state what arrangements are in place or are proposed to <b>mitigate</b> these impacts? | n/a  | n/a                              | n/a                          | n/a   | n/a              |

|   |   |  |  |                      |  |
|---|---|--|--|----------------------|--|
| 3. <b>Justification:</b> For when a policy may have adverse impact on certain groups, but there is good reason not to mitigate. | n/a   | n/a  | n/a  | n/a                  | n/a  |
| 4. Describe any <b>mitigating actions</b> taken?  | n/a   | n/a  | n/a  | n/a                  | n/a  |
| 5. Provide details of any actions planned or taken to <b>promote equality</b> .   | <p>We have included an equality statement into the guideline that clearly states that the policy is open to all as appropriate to individual and organisational circumstances</p> <p>We would provide</p> | <p>The UHB want to be explicit about its commitment to the equality agenda/legislation.</p> <p>To ensure that are policies are accessible to all</p> | <p>Staff will be primary benefit which will impact on positive on their families and/or patients as applicable</p> <p>Any individual making the request as well as the organisations reputation.</p> | Appropriate Managers | <p>Already completed within the document</p> <p>There is no timescale as this will be responsive to individual need.</p> |



|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | copies of the document in alternative formats, including Welsh if required. |  |  |  |  |
|--|---|--|--|--|--|

|                                  |   |
|----------------------------------|---|
| <b>Date:</b>                     | 20 <sup>th</sup> October 2011   |
| <b>Monitoring Arrangements:</b>  | All Parental Leave Applications are monitored by the Human Resources Advisory Team. |
| <b>Review Date:</b>              | October 2014  |
| <b>Signature of all Parties:</b> |   |