

Equality Impact Assessment Form

Please ensure you have read the EIA Policy and Guidance document before completing this form.
If you need assistance please contact the EDU. Please return the completed form to the EDU.

STEP 1 - Define policy/ practice
i. Name of policy/ practice/ significant change
Managing Probation Policy
ii. Owner of policy/ practice (College, School or Service)
Human Resources
iii. Date of policy/ practice approved
TBC
iv. Approved by? (Committee, College, School or Service)
HR Committee

STEP 2 - Description of policy/ practice
i. What are the aims?
<input type="checkbox"/> Maximise the support provided to new employees in order to assist the effective performance of their duties at work and to ensure that they have the required knowledge, skills and ability for the role to which they have been appointed <input type="checkbox"/> Contribute to a culture of excellence within the University <input type="checkbox"/> Encourage communication and dialogue around performance during the early stages of employment with the University <input type="checkbox"/> Ensure the University acts in a fair, reasonable and consistent manner when dealing with performance management issues during the probation period
ii. Who does it cover?
All new University employees who are working within a probation period (typically 6 months)
iii. How often is this policy / practice reviewed?
Annually

STEP 3 - Could there be any implications for a protected characteristic group (as defined by the Equality Act 2010) in this (or the development of) policy/ practice?
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STEP 3a - Yes, there is a potential implication or barrier for a protected characteristic group.		Go to Step 4
Please tick all that are relevant ✓		
	Notes	
Age	<input type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	
Marriage and Civil Partnership	<input type="checkbox"/>	
Pregnancy and maternity	<input checked="" type="checkbox"/>	
Race	<input type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	
Sex	<input type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	

STEP 3b - No, there is no potential implication for a protected characteristic group.		Go to Step 8
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STEP 4 - What evidence do you have for this conclusion (potential implication for a protected characteristic group)?
Briefly explain:

Disability - (Positive) The policy aims to increase overall support for new staff during their probation, including reinforcing the steps which should be implemented as part of the induction process but also around issues of performance should they arise. The policy encourages early dialogue to set out expectations and for either managers or employees to discuss any concerns. New supporting templates encourage structured dialogue to explore any identified or potential problems, and to discuss or explore possible adjustments or support to aid an employee in having a successful probation period. **(Potential Negative)** Disabled staff who are not performing in their role could fail to pass their probation as a result of not being able to carry out their role. More details are noted at step 4b. **(Maternity)** the policy ensures no detrimental impact on probationary employees who require to take any form of parental leave, by delaying the probation period accordingly.

STEP 4a - Does the evidence show a positive impact?	Go to Step 5
Please provide an example and attach evidence:	
The policy has been drafted to empower both managers and their employees to hold more timely and open discussions during the probation period, to ensure clarity around expectations and objectives. It is anticipated that this increased dialogue (at an early stage) will benefit staff (including staff with a disability), encouraging and supporting managers to discuss performance as well as the important issue of considering reasonable adjustments. Enhanced guidance is now available to support managers and employees in the exploration of adjustments which may remove barriers to effective performance during the probation period. (Maternity) the policy ensures no detrimental impact on probationary employees who require to take any form of parental leave, by delaying the probation period accordingly.	

STEP 4b - Does the evidence show a negative impact?	Go to Step 6
You need to consult with relevant stakeholders - the EDU will assist with this process Please provide brief details and attach evidence:	
Potential negative impact (disability) - the policy does outline an approach which could see an employee, who is prevented by a disability from performing their contractual role, failing to pass their probation (and therefore being dismissed on the grounds of capability). Whilst such a position would always be regrettable, it would also be the last resort at the end of a process in which every other alternative would be explored (in conjunction with relevant medical advice).	

STEP 4c - Does the evidence show no impact?	Go to Step 8
Attach evidence to this form	

STEP 5 - Continue to promote good opportunity for all people	Go to Step 8
Promote and implement as exemplar policy/ practice	

STEP 6 - Involve and consult stakeholders to address any negative impacts	Go to Step 7
EDU will assist with this process Please provide brief details of involvement and consultations:	
Employee Trade Unions have been fully consulted in the development of this policy	

STEP 7 - Outline any changes made to the policy/ practice as a result of the consultation	Go to Step 8
Please provide details of changes:	
Changes were made on an ongoing basis through the policy review, as a result of the consultations that took place	

STEP 8 - Publish results (as required by law)	Go to Step 9
Please return this form, once completed, along with copy of amended policy or practice and any relevant information, to the EDU for annual reporting and for inclusion on the University website. Please note items sent to EDU here:	

STEP 9 - Regular review	
Regular reviews ensures that policy and practice is kept up to date and meets the requirements of current equality legislation. Where a negative impact has been identified and remedial actions is being implemented, the policy owner should define a timescale for review.	
Please give details of review process:	The policy will be reviewed annually

SIGNING OFF PROCESS	
Name of EIA Owner	Chris Branney

Signature			
College/ School/ Service		Human Resources	
Date of Completion		08/05/2017	
Date received by EDU			
Approved in principle?		Yes	<input checked="" type="checkbox"/>
		No	<input type="checkbox"/>
Any actions required? Please specify			
Confirm approval date			
Signed on behalf of EDU		Signature	
Date: 21 June 2017		Mhairi Taylor	