

**The Equality Impact Assessment (EIA) Guidance and Glossary explain how to complete this form.**

Please complete the form below. Where the term 'item' is used in this document it includes policy, service, process, function, project and strategy.

**Section I: Screening**

Part A: Item Details			
1	Department/School/Institute	Human Resources	
2	What is the type of the item undergoing assessment?	Policy <input checked="" type="checkbox"/>	Procedure <input checked="" type="checkbox"/> Function <input type="checkbox"/>
			Service <input type="checkbox"/> Other <input type="checkbox"/> (Specify)
3	Name of item	Section 63D "Time off for Training" arrangements	
4	Reference Code (if any)	None	
5	Is the item existing, new or an amendment?	Existing <input type="checkbox"/>	Amendment <input checked="" type="checkbox"/> New <input checked="" type="checkbox"/>
6	Aims and purpose of item: To enable the College to respond appropriately and in time to applications for time off to train under Section 63D of the Employment Rights Act		

Part B: Screening			
1 Will the item impact directly or indirectly on any of the following impact groups:			
Students <input type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Visitors <input type="checkbox"/>	Suppliers <input type="checkbox"/>
Organisational Partners <input type="checkbox"/>	Others <input type="checkbox"/> (please specify)		
Please give details for choices made above and provide any evidence			
The provisions of Section 63D apply only to employees.			
2 Does or could the item have an adverse effect, directly or indirectly on members of an equality group – Age, Disability, Gender, Race, Religion/Belief, Sexual Orientation? (please give details)			
We are not aware of any adverse effect arising from the implementation of these new arrangements. Any employee can apply, the request can only be refused for specified reasons (thus the discretion of the HoD is minimised) and the employee has a right of appeal if the request is refused. It is hard to envisage how the arrangements could be made fairer. However one source of inequality might be that some groups will opt to use the new arrangements more than others. In practice any such effect would be countered by the College's own systematic approach to assessing and filling training needs.			



## Part B: Screening

**3** Could the item have a significant positive impact on equality by reducing inequalities that already exist? (please give details)



The new right to unpaid time off for training might theoretically have an impact on reducing inequalities by extending the right to unpaid time off to train to all classes of employee and in particular to manual staff - more than 50% of grade 1 staff, for example, are from BME backgrounds. However, in practice, College policies on training are already more generous and focussed than the provisions included in these new legal entitlements.

**4** Should a full impact assessment be carried out? YES  NO

Please provide justification for answer to the above

College policy already addresses the fulfilment of training needs in a systematic way. It is thought unlikely that the addition of these new rights to apply for unpaid time off to train will have any significant practical effect. College policy is to encourage staff to apply for training using the College's own procedures rather than by using the new legal right which is thought to be overly bureaucratic and not particularly attractive to staff.

## Part C: Details of Assessor Completing Form

<b>1</b> Name	B. Kerner	<b>2</b> Phone number	020 7882 5519
<b>3</b> e-mail address	b.kerner@qmul.ac.uk		
<b>4</b> Signature		<b>5</b> Date of signature	27 April 2010
<b>6</b> Name of Head of Department Susanne Byrne	<b>7</b> Signature of Head of Department		

## Next Step:

(i) If you need to carry out a full impact assessment, please read Section 2 of the guidance (page 7) and complete Section 2 of this form below.

(ii) If you do **not** need to carry out a full impact assessment:

- Are there any further steps you can take to promote equal opportunities and eliminate discrimination?
- Arrange for the proper approval authority to "sign-off" a statement (usually Head of Department or Institute), supported by the evidence of this screening EIA that the policy isn't "relevant to Equality & Diversity" or does not have any negative impacts
- Set a review date in three years' time.
- File the screening report and associated documentation and email a copy to the College's Diversity Specialist, Bertille Calinaud at [b.calinaud@qmul.ac.uk](mailto:b.calinaud@qmul.ac.uk)