Equality Impact Assessment forms – Internal Processes



# **Equality impact assessment (EqIA) form - Procurement and Implementation of Flexitime and Time and Attendance System**

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| Title of work to be assessed | Procurement and Implementation of Flexitime and Time and Attendance System |
| Assessment undertaken by | Janet Stewart, Head of HR |
| Date of assessment submission | 28 March 2024 |
| Details of the work being assessed | Due to the expiry (June 2024) of the current contract for the Flexitime and Time and Attendance System (Imperago) we are conducting a Procurement and Implementation process for a Flexitime and Time and Attendance System. |
| Who from EqIA Review group have you discussed this with? | Ellie Muniandy, EDI Officer  Tadeja Pirih, EDI Assistant |

## **Introduction: Timeline and purpose of the form**

This equality impact assessment form must be completed **before** you have developed or revised the work in question. This task and form should not be completed by one person – it should be a team effort where possible.

For guidelines on how to work on an EqIA form please read and follow **Equsality Impact Assessment Guidance**.

## **Step 1: Impact of the work to be assessed**

* Who does the work affect, and in what way? Think about audiences, staff, partners.

The procurement is to go out to tender for the provision of a flexitime and time and attendance management system as the current contract is due to end in June 2024.

The system will be used by all staff to record their time at work and any absences.

It will affect all staff.

* Might anyone else be affected indirectly?

No.

* Are any other policies or projects affected by this work?

HR System (Cascade) will receive absence data from the Flexitime and Time and Attendance System.

The system will work to support the processes within the Flexi Time Policy 2023.

## **Step 2: Identify some evidence**

You must show what will inform your assessment (step 3).

The most basic evidence is Census data. The Scottish Government's [Equality Evidence Finder](https://www.gov.scot/collections/equality-evidence/) can be used to source more detailed and specific evidence relating to different characteristics.

What evidence and research have the Library already conducted that may inform your assessment.

Ensure to include any research you are drawing on in order to complete this assessment in the table below:

|  |  |
| --- | --- |
| Resource that informs your assessment | Information provided by the resource |
| Current system already in operation (Imperago). | How the system is used and the functionality of the system.  Any issues identified by staff. |
|  |  |

## **Step 3: Assess the impact**

It may be helpful to look at the possible outcomes of this assessment before you start – see step 4.

**A positive impact** is one where the policy, practice, process or service can improve access to your policies, practices, processes or services by removing barriers for equality groups and/or improve understanding between groups.

**A negative impact** may indicate the potential for direct or indirect discrimination, both of which are unlawful.

**Please note you need not provide written answers to the prompting questions, they are there to guide you through the kind of considerations that need to be made for each characteristic.**

### **Age**

Does the work impact on people of different ages differently?

* How might the work impact differently on children and young people, and older people?
* Could a 10 year-old and a 105 year-old easily use, attend this?
* Might age affect how the work is used, accessed or understood?
* How will the communication and engagement strategy take into account the differing needs of people of different ages?
* Does the work make blanket assumptions about age?
* Is there an opportunity to improve outcomes for a certain age group through this policy?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The use of the system would not be limited by age.  Staff are already familiar with the rules surrounding a Flexi Time Policy and using a Flexitime and Time and Attendance System.  Guidance notes would be provided and any assistance with the system would be provided by HR. |

### **Disability**

Does the work impact on disabled people differently to non-disabled people?

* How might your work impact differently on disabled people?
* What barriers, physical or attitudinal, might exist that could hinder disabled people's access and participation?
* What psychological barriers might exist for people with mental health issues?
* Will you need to consider different communication and engagement strategies to take into account disabled people's needs, and how will disabled people find out about this work, if it will affect them?
* Is take-up of this service or information disproportionately low by disabled people?
* Is there an opportunity for this work to improve outcomes for disabled people?
* Is this wheelchair accessible (lifts, doorways, height of written information, interactivity…)?
* Are there disabled toilets nearby?
* Have you assumed everyone attending will be able to hear and see?
* Have you assumed everyone attending will be able to walk?
* Has it been made clear in advance that anyone with specific needs can get in touch in advance, for example audio-description or subtitles required?
* Does this require people to declare if they have a disability? For example, they need a key to use the accessible toilet.

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The use of the system would not be limited by a member of staff having a disability.  Staff are already familiar with the rules surrounding a Flexi Time Policy and using a Flexitime and Time and Attendance System.  There are a number of ways that staff can access the system, such as online (PC), phone, terminals. The system will be cloud based so can be accessed from home.  Guidance notes would be provided and any assistance with the system would be provided by HR. |

### **Gender Reassignment**

Does this work impact on transgender and cisgender people differently?

* How can you ensure that your work does not discriminate against transgender people – especially in terms of dignity?
* Are there any opportunities for advancing equality for transgender people through your policy?
* Does your policy present opportunities to tackle discrimination and harassment towards transgender people?
* Are there gender-neutral toilets in the building? How are you communicating their existence and location?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The use of the system would not negatively affect transgender and cisgender people. |

### **Pregnancy and Maternity**

Does this work impact on people because of maternity and pregnancy?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The use of the system would not be limited by a member of staff because of maternity and pregnancy.  There are a number of ways that staff can access the system, such as online (PC), phone, terminals. The system will be cloud based so can be accessed from work and home. |

### **Race**

Does this work impact on people of different races differently?

* Might your work impact differently on people of different ethnicities?
* How will you make sure that people from a wide range of ethnic backgrounds will be able to access your service and information?
* Have you considered different venues and places that you might need to use to advertise your policy or service?
* Are there any particular communities for whom take up of the service/information is disproportionately low?
* Are there any barriers (including cultural) that might impede a group of people from accessing your policy and information? Consider that not everybody will be able to understand English, either written or spoken.
* What opportunities does your policy present to tackle discrimination, and to advance equality of opportunity and help develop community cohesion?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | The use of the system would not be limited by staff of different races.  Where there were problems with English, support from the member of staff's manager would be available to ensure they understood the process and the information provided. |

### **Sex**

Does this work impact on men and women in different ways?

* Will men and women be affected by this policy equally, or are there differences, in which case, are there actions needed that can be taken to redress the balance?
* Is it easier for men or women to find out about the work?
* Does the work have any in-built stereotypes about what men and women can and can't do, and does it seek to dismantle those?
* Does the work recognise the particular issues faced by certain groups of men and women, for example the additional barriers to employment faced by minority ethnic women?
* Is the space pushchair accessible?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | There would be no difference on the impact between men and women. |

### **Sexual Orientation**

Does this workpeople with different sexual orientations differently?

* Might your policy impact differently on people in the LGBTQ+ community in comparison to heterosexual people?
* Does your policy present opportunities to advance equality for lesbian, gay or bisexual people and to tackle discrimination and harassment?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | There would be no difference in how this work would affect staff with different sexual orientations. |

### **Religion or Belief**

Does this work impact on people of different religions and beliefs differently?

* Might your work impact people differently depend on their religion and beliefs as well as those with no religion?
* Is the take up of or access to your policy, service or information disproportionately low amongst those of a particular religion or belief?
* How will your community engagement and communication strategy take into account different religious communities?
* Might different religions practices or observance need to be taken into account in the design of your work, or when consulting, for example, consider the potential impact of Ramadan or the Jewish Sabbath, dietary requirements at events, and so on?
* Does your work present an opportunity to tackle discrimination and to advance equality of opportunity and increase community cohesion between those of different faiths (and none)?
* Is this event on a religious holiday?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | There would be no difference in how this work would affect staff with different religions and beliefs. |

### **Marriage and Civil Partnership**

Does this work impact on people because of their marriage or civil partnership status?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | There would be no impact on people because of their marriage or civil partnership status. |

The following groups are not covered by the Equality Act (2010) but are covered in the Fairer Scotland Duty. We are not legally obliged to assess our work against this Duty but considering the impact of our work on these groups means we might reach more people and are addressing access issues pertinent to Scotland.

### **Households with low or no income or wealth**

How does this work impact on people with little or no income or wealth compared to those with more income or wealth?

* What are the public transport facilities to access this event in person?

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| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | It would not have a negative impact as staff have a number of ways they can access the system, such as online (PC), Phone, terminals. The system is cloud based and can be accessed from work and home. |

### **Rural or island location**

Does this work impact differently on people living in rural or island locations compared to those in urban areas, particularly the Central Belt?

* Will this work be available online?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
| X |  |  | The system is cloud based and can be accessed from home as well as the workplace. |

### **Digital literacy and access**

Does this work impact differently on people with high digital literacy and easy access to the internet and computing, compared to those with lower digital literacy and less access?

* Is this work only available online?
* What are the public transport facilities to access this event in person?

|  |  |  |  |
| --- | --- | --- | --- |
| Positive | Negative | None | Reasons for decision |
|  |  | X | As is already the case, training in the use of the system would be provided as part of the induction process. Staff who do not have personal access to a PC in relation to their work have access to a dedicated PC for their use. Terminals would be available in each building allowing staff to swipe their ID Card to log in and out. Support is available from their manager and HR. Training sessions would be delivered to staff groups where the staff lack confidence in the use of IT related systems. A requirement for staff approving them to work from home is that they have access to the internet.  There are a number of ways that staff can access the system, such as online (PC), phone, terminals. The system will be cloud based so can be accessed from home.  Guidance notes would be provided and any assistance with the system would be provided by HR. |

## **Step 4: Monitoring**

* How will this work be monitored, evaluated to check progress on any equality issues that may arise or have arisen in the EqIA?

Feedback from managers, staff, HR, EDI Officer.

Any feedback from the staff survey, staff focus groups.

* Who will carry this out?

The feedback would be collated by HR and any actions delegated to the appropriate person, for example manager, IT.

* How often will this be carried out?

Annually and on an ad hoc basis.

## **Step 5: Publishing**

Publish screening form on website. EqIAs will be published in six-month cycles. Part of our Equality Act (2010) duty is to make our EqIAs publicly available.

## **Sign off**

**Stage 1: For the EDI officer to sign off**

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| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 02 April 2024 |

**Stage 2: For the Equalities Review Group to sign off**

|  |  |
| --- | --- |
| Do you accept the outcome? Yes or No | Yes |
| If no, what action do you recommend or require? |  |
| Signed | E. Muniandy |
| Date | 24 April 2024 |