

Integrated Impact Assessment – Summary Report

Each of the numbered sections below must be completed
Please state if the IIA is interim or final

1. Title of proposal

Review of workplace coaching

2. What will change as a result of this proposal?

As a result of this proposal, the organisation will gain a clear understanding of how workplace coaching impacts different employee groups and can use this insight to make coaching more inclusive and equitable.

3. Briefly describe public involvement in this proposal to date and planned

This IIA focuses on internal employees rather than the general public.

4. Is the proposal considered strategic under the Fairer Scotland Duty?

No

5. Date of IIA

28th August 2025

6. Who was present at the IIA? Identify facilitator, lead officer, report writer and any employee representative present and main stakeholder (e.g. Council, NHS)

Name	Job Title	Date of IIA training
Mhairi-Ann Pedlar	Senior HR Consultant. Lead officer, Facilitator, Report Writer.	21.11.2023
Erin Smith	Senior HR Consultant	17.04.2024

Kathy Mclauchlan	Lead HR Consultant	15.11.2018
Eve Small (note taker)	HR Consultant	02.07.2025
Angela Voulgari	Equally Safe Edinburgh Committee Lead Officer	02.07.2025
Christine Mullen	Senior HR Consultant	Scheduled
Layla Smith	Corporate Services Operations Manager	N/a
Caroline McKellar	Senior HR Consultant	N/a
Julie Kemp	Senior HR Consultant	N/a

7. Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Data on populations in need – where available use disaggregated data	Information on workforce populations was consolidated into a support presentation and shared with attendees in advance of the IIA session to provide context and support discussion.	Summary of Council demographic information as of March 2025. - Breakdown: full time 56.8% and part time 43.2% - Age: under 22 years 1%; 22-30 years 12%; 31-40 years 24%; 41-50 27%; 51-60 years 25%; 61-68 years 10%; 69 years 1%. - Women and men: women 70% and men 30% - Ethnicity: minority ethnic 6.8%; white 76.3%; prefer not to say 0.2%; no information 16.3% - Disability: disabled 3.2%, not disabled 77.1%, prefer not to say 4.2%, no information 15.1% - Carer workforce: carers 4.9%, not carers 32.1%, prefer not to say 1.6%, no information 60.9% - Religious belief: religious belief 16.4%, no religious belief 27.8%, prefer not to say 5.2%, no information 50.6% - Sexual orientation: LGB+ 3.6%, straight/heterosexual 40.3%, prefer not to say 3.8%, no information 52.3%
Data on service uptake/access	Internal information	Approx % of take up for coaching by women compared to men – 75% women. - Number of women coaches: 21 - Number of male coaches: 10
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation	Information on workforce populations was consolidated into a support presentation and shared with	Workforces pay gaps (at 31 March 2025): - Gender 1.7% - Ethnicity 18.5% - Disability; 6.7% - Part-time women 13.7%

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
	attendees in advance of the IIA session to provide context and support discussion.	- part-time minority ethnic women 28.9% - part-time disabled women 19.0% Grade distribution: - over-representation of disabled workforce in the lower grades and an under-representation in the most senior grades. - over-representation in lower grades and under-representation in senior grades for ethnic minority colleagues - over-representation of part time workforce in the lower grades and an under-representation in senior grades. - higher turnover within the first twelve months in the lower grades. - over-representation of women in the lower grades and an under-representation in many of the senior grades. Workforce returned to work follow an extended period of absence in the last 12 months: 331 employees returned to work from maternity leave, 483 employees returned from long-term sickness absence, 99 employees returned from employment break.
Data on equality outcomes	Workforce demographic data presentation	Demographic data is disaggregated and shows our workforce profile: - Part time versus full-time working by grade. The data shows an overrepresentation of part time workforce in the lower grades and an under-representation in senior grades

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
		- Women are strongly represented in the workforce overall, with particularly high representation in lower and mid-level grades. However, there is a noticeable drop-off in some senior grades e.g. grade 11, which suggests potential barriers to progression at higher levels. - Our workforce profile by Ethnicity and by Disability where the data shows an over-representation of our minority ethnic workforce and disabled workforce in the lower grades and an underrepresentation in senior grades. - Caring responsibilities, religious belief and sexual orientation by grade where disclosure rates are low (gender re-assignment was not provided by grade to ensure privacy).
Research/literature evidence	The assessment draws on secondary research, including published studies and sector reports on coaching and its impacts for different employee groups. This helped identify potential differential impacts and informed discussion	Summary of research: The evidence shows that coaching can have positive impacts across a range of groups but that experiences differ. For women, coaching supports confidence, leadership and career progression. It also helps women returning from maternity leave by easing transitions back to work. At the same time, research highlights barriers such as caring responsibilities which can restrict access to coaching. For disabled and neurodivergent colleagues, studies show coaching is most effective when adapted to individual needs rather than applied as a one-size-fits-all model. Coaching can have been linked to improved

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
	where primary data is limited.	confidence, working memory, inclusion and return to work after illness. For minority ethnic colleagues, coaching can provide important support for career progression and tackling under-representation at senior levels. Research also shows benefits for men, who may use coaching to reflect on leadership, communication and caring roles. For other groups such as LGBT+ colleagues, veterans, carers and care experienced colleagues, coaching has been shown to support inclusion and career development. Overall, the research highlights that coaching has potential to reduce inequalities when delivered flexibly and inclusively, but access and design need to account of differential impacts. - <u><i>Institute for Employment Studies (Aug 2012) Impact of Coaching</i></u> - <u><i>EHRC & Learning and Work Institute 2023, The future of work: protected characteristics in a changing workplace</i></u> - <u><i>Minority ethnic women's experiences in Scotland 2024: intersectional evidence review</i></u> - <u><i>Henley Centre for Coaching 2021, Racial Justice, Equity and Belonging in Coaching</i></u> - <u><i>CIPD, 2021, Race inclusion report: Equality of career progression.</i></u> - <u><i>Upwardly Global</i></u> - <u><i>IZA Discussion Paper</i></u> - <u><i>Coaching interventions for dyslexia in adults.</i></u> - <u><i>Is coaching really neuro-inclusive?</i></u>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
		- <u>Evaluating the role and impact of coaching for family carers: a pilot study.</u> - <u>Mentoring and befriending interventions for care experience young people</u> - <u>Archives of Women's mental health 2024 systematic review</u> - <u>EHRC & Learning and Work Institute 2023, The future of work: protected characteristics in a changing workplace</u> - <u>Government Equalities Office, Women's progression in the workplace, Research and Analysis.</u> - <u>An exploration of the relationship between self-confidence and female leadership: the role of workplace coaching in supporting gender equality</u> - <u>The impact of executive coaching on leadership effectiveness</u> - <u>Gender diversity and inclusion in the workplace: experiences of non-binary employees, William Institute 2024.</u> - <u>The Pride in Leadership report</u>
Public/patient/client experience information		Not applicable
Evidence of inclusive engagement of people who use the service and involvement findings		Not applicable
Evidence of unmet need		Not applicable
Good practice guidelines		As a member of the Employer's Network of Equality and Inclusion we

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
		have access to a wide range of Employer Guides and Resources ENEI as well as Equally Safe at Work and Stonewall.
Carbon emissions generated/reduced data		Not applicable
Environmental data		Not applicable
Risk from cumulative impacts		Not applicable
Other (please specify)		Not applicable
Additional evidence required		Not applicable

8. In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights and Children's Rights	Affected populations
Positive Positive: Coaching supports older colleagues move into new roles and support them during career transitions. Positive: Coaching supports colleagues into retirement or reduction of hours and prepare for loss of structure and routine. Positive: Older colleagues coaching younger colleagues is positive for succession planning and closing the knowledge gap between generations. Positive: Younger people use coaching to boost their confidence in current roles. Positive: Coaching supports women through pregnancy and maternity by helping maintain career confidence, manage workload changes which can support their mental and physical wellbeing.	Older colleagues Older colleagues Older colleagues Younger colleagues Women

Equality, Health and Wellbeing and Human Rights and Children's Rights	Affected populations
Positive: Supports women moving into leadership roles and builds confidence in male-dominated sectors. This can positively contribute to reducing the gender pay gap. Positive: Coaching can be particularly helpful for women returners to work, especially women who have had their first child. For some women, returning to work full time can mean the transition has a significant impact on their lives. Coaches who have a similar experience could support colleagues work-life-balance by offering insights. We have predominately female coaches which is also a positive to this point. Positive: Coaching can support women returning to work from maternity leave to think about their career development and build confidence whilst support them with the transition back to work. Positive: Coaching supports gender equality and aligns with Equally Safe at Work standards. Positive: Coaching paired with supportive workplace policies helps smooth transitions post maternity. Positive: Coaching can provide men with space to reflect on their leadership and communication styles, helping to build emotional awareness and resilience in a supportive environment. Positive: Non-binary people face discrimination and identity concealment and the importance of supportive coaching to improve wellbeing and career progression. Positive: When coaching is adapted to individual needs it can increase inclusion, wellbeing and retention. Positive: Coaching can support employees with mental health conditions return to work.	Women Women Women Women Women Men Non-binary Colleagues with disabilities or long-term health conditions Colleagues with disabilities or long-term health conditions

Equality, Health and Wellbeing and Human Rights and Children's Rights	Affected populations
Positive: Research shows coaching improves working memory and self-efficacy, helping adults with dyslexia perform better at work. Positive: There is already a bank of flexible coaches. Positive: Coaching can support refugees learn about employment in the UK and support assimilation into society. Positive: Coaching might address challenges like unstable housing that affect work attendance and focus. Positive: Provides carers with a safe space to be listened to as individuals. Positive: Veterans may benefit from coaching to help adapt the skills and experience gained in the military to civilian workplaces, supporting career confidence, career development and smoother transitions. Positive: students may require coaching to build early career confidence. Positive: Coaching can support career progression and confidence in applying for promotions contributing to the reduction in the ethnicity pay gap. Positive: Domestic issues related to marriage or civil partnership can affect wellbeing and performance at work. Coaching may provide a supportive space to	Colleagues with disabilities or long-term health conditions Colleagues with disabilities or long-term health conditions, women, carers Refugees, asylum seekers, migrants Homelessness Women, carers Veterans Students Minority ethnic colleagues Marriage or civil partnership

Equality, Health and Wellbeing and Human Rights and Children's Rights	Affected populations
manage stress, build resilience and maintain focus at work. Positive: For care-experienced colleagues, coaches with lived experience can be especially valuable as they may better understand the challenges faced and provide tailored support. Positive: Coaching links with the organisations wider corporate parenting commitments, strengthening alignment between coaching and existing support priorities. Positive: Coaching programmes improve employability, mental health and social outcomes for care experienced youth. Positive: Coaching can help build confidence, life skills, access to opportunities. Positive: Supports smoother transition into independent living and workforce. Positive: Drop-in's coaching could be offered to reach front-line workers.	Care experienced Care experienced Care experienced Care experienced Care experienced Part-time, shift workers, women
Negative Negative: Women may find it more difficult to access coaching when they return to work with juggling conflicting priorities. Negative: Women from minority ethnic background might face distinct barriers compared to white women. Negative: There might be barriers to older colleagues accessing coaching as they don't see it relevant to them as they are nearing retirement. Negative: Childcare and caring responsibilities can limit availability for coaching sessions. Coaching content may not always feel relevant to women if not designed with gender in mind.	Women Minority ethnic women Older colleagues Women

Equality, Health and Wellbeing and Human Rights and Children's Rights	Affected populations
Negative: Gender stereotypes may impact confidence and access to leadership opportunities. Women might not always recognise coaching as something for them.	Women
Negative: Cultural or organisational norms may still limit progression despite coaching.	Women
Negative: One-size fits all coaching may unintentionally exclude or disadvantage disabled colleagues.	Colleagues with disabilities or long-term health conditions
Negative: Some colleagues with disabilities or health conditions may have stretched capacity so may have limited availability to attend coaching sessions.	Colleagues with disabilities or long-term health conditions
Negative: Lack of awareness or flexibility from coaches could limit benefits for colleagues.	Colleagues with disabilities or long-term health conditions
Negative: Some colleagues may be unsure before starting coaching whether the coaching will be effective therefore apprehensive to start.	All colleagues
Negative: Some people may struggle with the transition away from coaching and there may be blurred lines between coaching and counselling.	Colleagues with disabilities or long-term health conditions, women, carers
Negative: Coaching might not grasp the intersectionality of the coachee which could impact them negatively.	All employees
Negative: Some colleagues may require a coach due to religion/belief which could impact access to coaching due to limited coaching bank.	Religion or belief
Negative: Coaches must have an understanding in trauma informed approaches as not to retraumatise.	All colleagues who have been impacted by trauma including victim survivors of domestic abuse,

Equality, Health and Wellbeing and Human Rights and Children's Rights	Affected populations
Negative: Concerns around domestic safety and disclosure in coaching. Negative: Coaches might not be aware of political climate and hate speech which could impact negatively. Negative: care experienced colleagues might have had lots of people intervening in their lives. They might not be interested in another service. Negative: frontline workers in rural areas might not see the communications and promotions around coaching. Negative: face to face meetings can be difficult for some and virtual options might not be as effective for coaching. Negative: managers might not allow time for coaching during working hours. This can be barrier especially those who work part-time or shifts, they might not have time to access coaching outside of work. Negative: Women are disproportionately represented in part time and shift roles, often juggle additional responsibilities like childcare and caring duties. This overlaps with socioeconomic vulnerability, as these factors can limit opportunities for career progression.	refugees, colleagues with disabilities or LTHC, carers Colleagues with disabilities or long-term health conditions, LGBT+, women Colleagues with disabilities or long-term health conditions, religion or belief, LGBT+, gender identity, age, refugees, women Care experienced Colleagues in rural areas Colleagues in rural areas Part time/ shift workers, women Women, carers

Equality, Health and Wellbeing and Human Rights and Children's Rights	Affected populations
Negative: Staff vulnerable to falling into poverty- those on low incomes or living in deprived areas: they may experience stressors that impact their engagement and confidence at work.	All colleagues, including shift workers, women, part-time workers

Environment and Sustainability including climate change emissions and impacts	Affected populations
Positive Positive: potential for increased environmental literacy.	All colleagues
Negative Negative impacts include travel for face-to-face sessions and printed materials increasing emissions.	All colleagues

Economic	Affected populations
Positive Positive: coaching can help support colleagues to advance skills to enhance career progression e.g. into leadership roles. Positive, increase employment opportunities: coaching enhances job readiness and retention Positive, help young people into positive destination: helping young people progress in their careers Positive, improve working conditions and equal pay: coaching helps develop leadership focused on fairness Positive improve literacy and numeracy: coaching sessions can include skills development Positive income from employment and social: coaching increases employability potentially raising incomes and reducing reliance on benefits	All colleagues Those seeking employment or development opportunities Young people All colleagues All colleagues All colleagues
Negative	

Economic	Affected populations

9. **Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children's rights, environmental and sustainability issues be addressed?**

N/A

10. **Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.**

Information about coaching will be communicated through multiple channels including Newsbeat and Managers news, updated HR Orb pages, colleague networks and promotional materials distributed across services. We will encourage line managers to brief colleagues of the new changes to coaching, so they are aware. Information about coaching will be made accessible for colleagues with low literacy and those for whom English is a second language. We will do this by using plain language, visuals and alternative formats as needed.

11. **Is the plan, programme, strategy or policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a Strategic Environmental Assessment (SEA) will be required and the impacts identified in the IIA should be included in this. See section 2.10 in the Guidance for further information.**

Not applicable

12. **Additional Information and Evidence Required**

N/A

13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
Offer coaching for women returning from maternity leave, colleagues returning from a long period of absence or extended career breaks.	Learning and development and Organisational Development		
Guidance for women returning from maternity leave for managers with reference to workplace coaching.	Organisational Development		
Share e-learning resources with coaches e.g. on gender equality, LGBT+ inclusion, neurodiversity and disability. This provides coaches access to relevant resources and guidance, enabling them to signpost colleagues as needed.	Learning and Development		
Targeted and inclusive communications. Communicate coaching opportunities clearly and inclusively, ensuring all colleagues, know how to access and benefit from coaching.	Learning and Development and Communications		
Accessible scheduling of coaching sessions – ensure coaches are aware that sessions should be offered at varied times, where possible, and formats to accommodate caring responsibilities, part-time schedules, and other commitments.	Learning and Development		
Ensure coaching opportunities are promoted to colleague networks so all groups are aware of and can access coaching.	Organisational Development		

14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?

N/A

15. How will you monitor how this proposal affects different groups, including people with protected characteristics?

We will monitor the impact across different groups by collecting and reviewing anonymised data on coaching uptake (e.g. by gender, working pattern, grade and other available characteristics). Feedback from participants and colleague networks will also be used to understand experiences and identify any barriers. This will help us spot any differential impacts and make adjustments where needed.

16. Sign off by Head of Service

Name Nareen Turnbull, Service Director, HR

Date 16 September 2025

17. Publication

Completed and signed IIAs should be sent to:
integratedimpactassessments@edinburgh.gov.uk to be published on the Council website www.edinburgh.gov.uk/impactassessments

Edinburgh Integration Joint Board/Health and Social Care
sarah.bryson@edinburgh.gov.uk to be published at
www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/