

PROFORMA FOR A FULL EQUALITY IMPACT ASSESSMENT

APPENDIX THREE

Directorate:	Adult and Community Services	Function:	Human Resources and Learning and Development
Assessment by:	Elaine Mccarthy	Related Policies:	<ul style="list-style-type: none"> ➤ ➤ ➤ ➤ ➤
Date:	13/10/2006	Related Procedures:	<ul style="list-style-type: none"> ➤ ➤ ➤ ➤ ➤
Equality Impact Assessment Working Group	Names <ul style="list-style-type: none"> ➤ Sioux Breeze-Derrigan ➤ Jill Hibbs 	Role on Group <ul style="list-style-type: none"> ➤ 	

Step and page in Toolkit	Description of Step	Checklist	Checklist
<p>1 Pg 7</p>	<p>Identify all aims of the function/policy</p>	<p>What do you want to achieve?</p> <p><i>The training we offer is accessible and reflects the diversity of the community and workforce</i></p>	<p>How will you do that?</p> <ul style="list-style-type: none"> ➤ <i>Advertise courses in appropriate ways</i> ➤ <i>Deliver courses and training material in appropriate ways and at appropriate locations</i> ➤ <i>Track and monitor all stages of the training process – in terms of diversity</i> ➤ <i>Using Workforce.</i> ➤ <i>Capture and act upon delegate feedback</i>
<p>2 Pg 7 - 10</p>	<p>Consider the evidence</p> <p>Identify existing data/research sources you will need?</p>	<p>Existing Sources</p> <ul style="list-style-type: none"> ➤ <i>Employee diversity data held on workforce</i> ➤ <i>Record of training attendance which can be linked to</i> 	<p>What does the evidence show you?</p> <ul style="list-style-type: none"> ➤ <i>We do not have a geographical spread of venues</i> ➤ <i>We do not know the take up of courses as we do not analyse</i>

		<ul style="list-style-type: none"> ➤ employee diversity data ➤ Booking records ➤ Library of training materials ➤ Joining instruction – identifying special needs ➤ Preferred list of training venues ➤ Record of cancellations 	<p>the data we hold in this way</p> <ul style="list-style-type: none"> ➤ We do not investigate or monitor cancellations so we do not know why ➤ Limited use of alternative training methods ➤ Over use of classroom training ➤ Over use of Tolladine where access is difficult without a car
	<p>What new data or research, if any, do you need?</p>	<p>New Sources</p> <ul style="list-style-type: none"> ➤ Training portfolio – course list and timetable to base analysis on. ➤ Joined up booking system with complete information ➤ Disability audit ➤ Better and consistent recording of training data on Workforce by the L and D function ➤ Full portfolio of training locations including facilities available ➤ Investigation of cancellations ➤ Diversity data in connection with training evaluation and feedback forms ➤ 	

3
Pg10-12

Assessing the likely Impact

Could some groups be affected differently? If so state which ones

- *Employees with a disability*
- *Part time employees – female / age*
- *Job role – shifts / cover arrangements*
- *BME – but we don't know*
- *Gender – but we don't know*
- *Length of service (longer) – age*
- *homeworkers*
- *single parents*
- *carers*

List the barriers to and opportunities to promoting equality and diversity?

- *Barriers*
- *Limited use of alternative training locations*
- *Limited use of alternative training methods*
- *Lack of monitoring of booking and attendance data to assess the impact*
- *Course timetable – full days*
- *L&D team's ability to use Workforce*
- *Ability to do TNA's by L&D team*
- *Lack of consistent approach to allocate training places*
- *Lack of understanding of diversity issues by the L&D team – inadequate training and support at a Corporate level*
- *Timeliness of courses – running to numbers not to need*
- *Management and expectations of external training providers contracted by us*
- *Opportunities*
- *Website to promote and inform*

			<p><i>managers and employees on availability and entitlement to training</i></p> <ul style="list-style-type: none"> ➤ <i>Promotion of training and development opportunity through existing groups, e.g. Black colleagues group, focus groups</i> ➤ <i>Resources available to implement changes and promote / ensure diversity</i> ➤ <i>Vehicles to promote diversity – ACT, SLG's</i> ➤ <i>Potential offered by National Minimum Data set</i>
		<p>Negative impacts (if yes, state how) e.g.</p> <ul style="list-style-type: none"> ➤ <i>Is there any unlawful discrimination?</i> ➤ <i>Potentially yes – gender, age, part time, inability to produce stats on designated groups.</i> ➤ <i>BME potentially in the Voluntary sector (language) if community specific</i> ➤ <i>Could any communities get an adverse outcome?</i> 	<p>Positive impacts (if no, could they be yes) e.g.</p> <ul style="list-style-type: none"> ➤ <i>Does it promote equality of access or opportunity?</i> ➤ <i>Partly</i> ➤ <i>Does the policy/function address existing differential outcomes?</i> ➤ <i>Reactive willingness – if made aware of an issue. E.g. through the booking form under the special needs section, will</i>

		<ul style="list-style-type: none"> ➤ <i>Volunteer sector – particularly community volunteer groups where English is not their first language</i> ➤ Could any group be excluded from the benefits of the policy/function? ➤ <i>Part time workers, employees with a disability, voluntary and independent sector may not be able to access information about our training programme</i> ➤ Does it reinforce negative stereotypes? ➤ <i>Yes – adds to perception of difficulties in employing part time workers</i> ➤ Are there any trends? ➤ <i>We don't know</i> ➤ Does it damage relations? ➤ <i>Part timers – probably yes but we do not have the data to look at this</i> 	<p><i>adapt course to meet needs, Access and timing</i></p> <ul style="list-style-type: none"> ➤ Does it challenge negative stereotypes? ➤ <i>Potential to by automatically offering a variety of solutions rather than having to make individual adaptations</i> ➤ Does it give real choices? ➤ <i>No</i>
		<p>Could these be justified? If so, how?</p> <ul style="list-style-type: none"> ➤ <i>Some specific training is not relevant to all groups / service area so are not offered –</i> 	<p>What, if anything, could be done to improve positive impact or promote equality?</p> <ul style="list-style-type: none"> ➤ <i>Change approach to the way we deliver training and start to</i>

		<p><i>specific application to SMAT courses</i></p> <ul style="list-style-type: none"> ➤ <i>We deliver generic training as apposed to developing bespoke training courses which could exclude some specific needs (reason not necessarily a justification)</i> ➤ <i>Some training is so specific it can only be delivered in a certain way at a certain location – e.g. equipment and classroom based teaching for moving and handling.</i> ➤ <i>Physical aspects of some courses may limit ability of some people to attend</i> ➤ <i>Cost of delivering courses in a variety of formats, e.g.. modular, production o materials,</i> 	<p><i>monitor and analyse attendance and take up data</i></p> <ul style="list-style-type: none"> ➤ <i>Address skills gap in L&D function</i>
		<p>What are the reasons for adverse impact? Is it illegal? Is it unavoidable? State why?</p> <ul style="list-style-type: none"> ➤ <i>Resources</i> ➤ <i>Existing training programme, culture and data capture / analysis, systems</i> 	

		<ul style="list-style-type: none"> ➤ <i>Lack of cohesive training strategy for the organisation</i> ➤ <i>Potentially illegal</i> ➤ <i>Elements are avoidable with changes mentioned above</i> 	
<p>4 Pg 12-14</p>	<p>Consider the alternatives</p>	<p>What would make it possible to reduce or eliminate adverse impact?</p> <ul style="list-style-type: none"> ➤ <i>Revised training portfolio taking into account alternative methods of delivery, locations and materials.</i> ➤ <i>Robust management reporting process including recording and analysis of take up data</i> ➤ <i>Briefing suppliers to set standards for external providers</i> ➤ <i>Up-skilling of the L&D function</i> <ul style="list-style-type: none"> ○ <i>Data recording</i> ○ <i>Diversity</i> ○ <i>Training needs analysis</i> ➤ <i>Communication to organisation about what we are doing and</i> 	<p>What action do you intend to take?</p> <ul style="list-style-type: none"> ➤ Are you going to make changes that satisfy concerns raised? ➤ Yes ➤ Are you going to consider ways of putting the proposed policy into practice which remove or reduce potential for effecting equality groups adversely and that take into account the results of any investigations the council may have carried out into institutional barriers to equality of opportunity and equal treatment?

		<p><i>why</i></p>	<ul style="list-style-type: none"> ➤ <i>Develop Action Plan to address the points opposite</i> ➤ Are you going to find alternative ways of achieving the aims of your policy? ➤ <i>Review content of current training courses to assess if they can be delivered in alternative ways (method, time, location)</i> ➤ Are you going to justify the policy, as originally proposed, because of the policy's importance on the grounds that it has nothing to do with equality? ➤ <i>NA</i>
<p>5 Pg 15-16</p>	<p>Consult Formally</p> <p>Identify existing consultation data that you need</p>	<p>Existing consultation sources:</p>	<p>What does this show you?</p>

		<ul style="list-style-type: none"> ➤ <i>SLG's</i> ➤ <i>Service Monitoring</i> ➤ <i>WCC consultation strategy</i> ➤ <i>ACT - independent and voluntary sector</i> ➤ <i>Employee group representatives</i> <ul style="list-style-type: none"> ○ <i>Black colleagues group</i> ○ <i>UNISON</i> ○ <i>Carers unit</i> ○ <i>New disability group</i> 	<ul style="list-style-type: none"> ➤ <i>Not enough established groups to cover our internal staff consultation needs</i>
	<p>What new consultation, if any do you need to undertake?</p>	<p>Original consultation</p> <p>Who</p> <ul style="list-style-type: none"> ➤ <i>Disabled employees – through Sandy</i> ➤ <i>Part time workers</i> ➤ <i>Job role groups</i> ➤ <i>Female managers</i> ➤ <i>Single parents</i> ➤ <i>Carers</i> ➤ <i>Other training managers and providers</i> <p>How</p> <ul style="list-style-type: none"> ➤ <i>Refer to guidance</i> 	<ul style="list-style-type: none"> ➤ <i>Can course be delivered in different ways</i> ➤ <i>What are the motivators for these</i> ➤ <i>What ways would be beneficial</i> ➤ <i>How do they feel excluded</i> ➤ <i>What prevents you from attending</i> ➤ <i>Who or how have you been prevented and why</i> ➤ <i>Is selection process for places equitable</i> ➤ <i>Is there evidence or anecdotal information about exclusion</i> ➤ <i>What other barriers do they encounter</i> ➤ <i>Possible solutions</i> ➤ <i>Patterns or trends of exclusion</i>

			<ul style="list-style-type: none"> ➤ Experience on courses – are they treated equitably when they do attend ➤ Are special requirements met ➤ Are you able to give your special requirements ➤ Are you aware you can give these
<p>6 Pg 17-18</p>	<p>Decision and recommendation</p>	<p>What is your decision/recommendation?</p> <p>Will you be taking immediate action? Yes/No</p> <p>Have you developed equality objectives and targets? What are they?</p> <p>Have you attached a timescale to your targets?</p> <p>Have the equality objectives and targets been included in your service plan?</p> <p>Have these objectives and targets been incorporate into your monitoring and performance management system?</p>	<p>Who will sign this off?</p>

		<p>Yes/No How often will they be monitored and by whom?</p> <p>➤</p>	
<p>7 Pg 18-19</p>	<p>Make the monitoring arrangements</p>	<p>What monitoring arrangements are in place?</p> <p>➤</p> <p>How will you publish results of monitoring?</p> <p>➤</p>	<p>Who will monitor?</p> <p>➤</p>
<p>8 Pg 20-21</p>	<p>Publish assessment results</p>	<p>How will you publish?</p> <p>➤</p>	<p>Has a copy been given to your Directorate Equalities Lead? Yes/No</p>

		Has a summary report been prepared? Yes/No	
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Signed (Completing Officer).....

Dated.....

Signed (Lead Officer)

Dated.....