

Equality Impact Assessment Recording Form

STEP 1 Equality Impact Assessment Team

Name of Policy, practice, service or function: PDR and Learning and Development

Assessment Team Leader Name: Kevin Brewin

Directorate Responsible: Change Management

Service Area: Human Resources

Other members of the assessment team:

Name	Position	Area of Expertise
Lyn Smith	Learning and Development Assistant	L&D
Sarah Cromie	Equality and Diversity Officer	E&D

STEP 2 Identifying the aims/objectives of the policy, practice, service or function

	Questions
I	<p>What are the main aims and objectives or purpose of the policy, practice, service or function?</p> <p>The purpose of the PDR process is to enable an employee and their immediate line manager to spend time, at least once a year, in order to:</p> <ul style="list-style-type: none">• summarise and review performance• set work priorities for the future (this may be up to 3 years for senior positions)• set individual and team targets in line with the service plan• reflect upon the value of learning and development opportunities undertaken• identify future learning and development needs to support the achievement of targets

	<p>The aim of learning and development is to provide staff with the skills and knowledge to perform their roles properly to achieve the corporate priorities</p> <p>Learning and Development priorities are fed into through PDR and strategic corporate priorities</p>
2	<p>Are there any associated services, policies or procedures? Yes/No</p> <p>If 'Yes' please list below</p> <ul style="list-style-type: none"> • Performance Through People Strategy • TRI if you receive funded training you have to pay back if you leave • Succession planning – at discretion of the managers, therefore not always fair
3	<p>Who is affected by this policy, practice, service or function, or by the way it is carried out? i.e. Who are the internal and external customers, groups, communities or any other stakeholders?</p> <ul style="list-style-type: none"> • All employees, specifically managers • Members • LRIP work with Neighbouring authorities • Future potential with residents
4	<p>What outcomes do we want to achieve, why and for whom? i.e. what are the changes, improvements or benefits be for customers, groups or communities?</p> <ul style="list-style-type: none"> • Develop and equip managers to lead the future needs of the organisation • Helping work towards improving the representation of management within the organisation L&D is part of that. • Ensure that no groups are not able to access the L&D opportunities that are available • Including members
5	<p>Who implements, carries out or delivers the policy, practice, service or function? Please state where more than one person, team, department or body? – and include any outside organisations who deliver under procurement arrangements etc.</p> <ul style="list-style-type: none"> • L&D team • Training providers • LRIP

6	<p>Is the policy, practice, service or function affected by external drivers for change? e.g. new legislation, national policy, external inspection etc.</p> <ul style="list-style-type: none"> • CPA – in terms of our ability to deliver our plans etc. • LRIP • Equality legislation • Health and Safety legislation
7	<p>How is information about the policy, practice, service or function publicised?</p> <ul style="list-style-type: none"> • Staff matters • Intranet – academy site, links to first page • Email all managers • Induction people are on the list from day one • Growth area in the future will be around publicity of courses
8	<p>What existing or previous inspections of the policy, practice, service or function are there? E.g. Best Value Inspections, policy reviews, research into the effects of a policy or practice.</p> <ul style="list-style-type: none"> • IIP • Members development charter <p>What did they tell you?</p> <ul style="list-style-type: none"> • Nothing around equality

STEP 3 Equality Impact Assessment

Race

This question looks broadly at adverse impacts/barriers in terms of race, whilst the next page considers adverse impacts/barriers which may be particular to people from one ethnic group.

Question 10 considers impact/barriers for different ethnic groups within the five broad census headings.

9	Identify an adverse impacts/barriers of the policy or procedure on people who may be disadvantaged because of their race <ul style="list-style-type: none"> • Current statistic don't show disparities but need to continue to monitor • Currently a lack of BME managers • The current workforce isn't a good representation throughout the grades of the community so the workforce profile is being covered 	
10	Broad categories used in 2001 census	Identify any adverse impact/barriers of the policy, practice, service or function on people who may be disadvantaged because of their race
	• Asian or Asian British	
	• Black or Black British	
	• Chinese	
	• Dual Heritage	
	• White	
	• Any other people	
	Gypsies and Travellers Asylum Seekers and Refugees	

11	<p>Where do you think improvements could be made for people of different racial groups?</p> <ul style="list-style-type: none"> • Potential for incentives for underrepresented groups and other factors • ILM has weighted criteria • Work with Communications and Consultation on PTP project • Look at outside providers to send people on courses.
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Gender

It is worthwhile remembering that women and men have different priorities in relation to what services they want and different needs for how these are provided. Men-only or women-only delivery for some services could be an option.

12	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their gender.	
	Women	
	Men	
13	<p>Where do you think improvements could be made for people experiencing disadvantage because of their gender?</p> <p>Training provision is fairly close to profile</p> <ul style="list-style-type: none"> • Need to provide management development opportunities for women within the organisations as there is still an under representation at senior management of women. • Need to run courses on different days to ensure people working flexible hours can attend • People on maternity leave receiving their PDR when they return to work ACTION include in return to work information a mini PDR • Monitor customer services induction as it is currently female dominated with not as many male new starters attending 	

Disability

14	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their disability.	
	People with physical or mobility impairments	No physical access issues Training content
	People with sensory impairments (hearing, visual and speech)	Loop Training content
	People who use mental health services	Training content
	People with learning disabilities	Training content
	People who have a non-visible condition such as epilepsy or diabetes	Training content
15	Where do you think improvements could be made for people experiencing disadvantage because of their disability? <ul style="list-style-type: none"> • Reflects the provision of the building • ACTION ask on training request form any access needs and food needs 	

Age

When answers the following questions consider the needs of the wider age range of Borough

16	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their age.	
	0-9	
	10-15	
	16-19	
	20-29	
	30-44	
	45-59	Training tails off at this age group

	60-64	
	65-74	
	75-over	
17	<p>Where do you think improvements could be made for people experiencing disadvantage because of their age?</p> <ul style="list-style-type: none"> • Up skilling of the older age group • Targeted training on retirement planning • Apprenticeship courses for younger age groups 	

Religion and Belief

18	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their religion or belief.	
	Christian	
	Buddhist	
	Hindu	
	Jewish	
	Muslim	
	Sikh	
	Other	
19	<p>Where do you think improvements could be made for people experiencing disadvantage because of their religion or religion?</p> <ul style="list-style-type: none"> • ACTION needs requirements on request for training • ACTION festivals calendar and requirements • ACTION when finding out why people can't attend find out if there are religious reasons 	

Sexuality

20	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their sexuality. Lesbian, gay or bisexual people
21	Where do you think improvements could be made for people experiencing disadvantage because of their sexuality? Awareness training on breaking down stereotypes

Other Categories

22	Students Developmental work <ul style="list-style-type: none"> • Links with the University • Alternative working places • Community Challenge work
23	Rural/Urban N/A
24	Any other ACTION Equality checklist in the PDR process PTP action on competency framework – use the values Barriers to training needs – timings for child care prayer etc. variety of days and times Training on appropriate and inappropriate comments

General	<p>Quality of the PDR – questions on staff survey</p> <p>Difficulty in getting information on who has been funded on external training courses as TRI forms have not been widely used</p> <p>The monitoring information currently available is only the first ¼ 06/07. Therefore an annual review of monitoring information needs to be incorporated into the PDR and L&D development process – potentially each July/August</p> <p>There is a difficulty in finding out if PDRs are actually of a high standard. The only current method is through a question in the staff survey on ‘how satisfied were you with your PDR?’</p>
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STEP 4 Collecting the information and data about how the policy, practice, service or function impact on communities

Data or information	When and how collected	Source	What it tells you – please consider all 6 equality strands where possible	Gaps in information
Customer feedback and complaints	All courses have evaluation forms			
Consultation and community involvement	Staff survey			
Performance information including Best Value	Hours of training received per member of staff			
Take up and usage data	Data for all courses provide centrally. Growing for those provided adhoc in departments			

Data or information	When and how collected	Source	What it tells you – please consider all 6 equality strands where possible	Gaps in information
Comparative information or data where no local information	? LRIP			
Census, national or regional statistics	n/a			
Access audits or assessments e.g. DDA assessments	n/a			
Workforce profile			Difference in male and female attendance on particular courses	
Where service delivered under procurement arrangements – workforce profile for deliverers				
Monitoring and scrutiny outcomes				Current limitations in the database system for training as all equality information needs to be collected manually. Plans for a learning and development module to be added to TRENT DATES?????

STEP 5 Monitoring

For this step it is important to refer to any monitoring information which is already held. As stated in the guidance notes arrangements need to be set up for effective monitoring if this is not already taking place.

	How do we know whether our service is accessible to all groups? Current monitoring information shows that across the board training is being provided equally. Drilling down to specific courses shows some patterns around male and female attendance differences
	If there is a lack of information, what research will be carried out, and for which groups?
	If this is a new policy, or one not currently monitored, what are the arrangements to begin monitoring the actual impacts of the policy?

STEP 6 Consultation

	What have service users/non-users or other stakeholders (including employees) already told you about the policy and negative impacts? Who has been consulted and what methods were used? <ul style="list-style-type: none"> • Feedback forms for all courses • Everything is evaluated on a form and evaluation sessions • Induction surveys • Staff surveys on PDR etc. • Managers produce learning plans based on the PDRs
	If you need to carry out further consultation, who will you be consulting with and by what methods? n/a

STEP 7 Equality Action Plan

Problem/barrier identified	Actions to overcome problem/barrier	Resources required	Responsibility	Target date
Lack of awareness of course provided	Increase publicity mechanisms for courses and the Academy intranet site	Leaflets / posters	Lyn Smith	30th Nov 2006
Lack of representation of BME in management positions	<ul style="list-style-type: none"> • Investigate potential for incentives for underrepresented groups and other factors • ILM has weighted criteria • Look at outside providers to send people on courses. 	All Linked to Future Leaders Programme	Kevin Brewin	31st March 2007
Lack of representation of women in management positions	Provide management development opportunities for women within the organisation	Linked to Future Leaders	Kevin Brewin	31st March 2007
Flexibility of training times	Need to run courses on different days to ensure people working flexible hours can attend	Academy programme	Lyn / Kevin	1st Oct 2006
Women on Maternity missing their PDR	Include in return to work information a mini PDR	PDR Guidelines / Training	Kevin Brewin	31st March 2007

Lack of male attendees on Customer Service Training	Monitor customer services induction as it is currently female dominated with not as many male new starters attending	Attendance sheets	Lisa Grant	From 13th Sept 2006
Meet the needs of attendees or potential attendees on course	<ol style="list-style-type: none"> 1. Include on training request form any access or dietary requirements 2. When finding out why people can't attend find out if there are religious reasons 	TRF	Lyn Smith	20th Oct 2006
Developing skills of order workforce	Providing up skilling opportunities for older workforce	PDR	All Managers	30th April 2007
Support to staff approaching retirement	Targeted training on retirement planning		Lyn Smith	End Nov 2006
Encouraging younger people into the workforce	Apprenticeship courses for younger age groups		Included in PTPS project	
Challenging stereotyping of LGBT people	Awareness training on breaking down stereotypes		Kevin Brewin	Sept 2007
Engaging with the potential workforce of Students at Loughborough University	<ul style="list-style-type: none"> • Links with the University • Alternative working places • Community Challenge work 	Linked to Future Leaders	Kevin Brewin	31st March 2007
Lack of awareness of cultural and religious traditions etc	<ol style="list-style-type: none"> 1. Cultural awareness training 2. Festivals calendar and requirements 		Kevin Brewin Sarah Cromie	31/03/06