



Your Guide to Equality Impact Assessment (EIA)

For Lead Person's Reference:

Safeguarding Learning Plan

**Jacqui Cross (Equality & Diversity Co-ordinator)
Corporate Services, Corporate Policy**

(Final Version) 14 March 2011

Equality Impact Assessment

Section 1: Your details

(1.1) Department: Adult Social Services

(1.2) Division: Human Resources & Organisational Development

(1.3) Assessment Lead: Gill Foden

(1.4) Telephone:

(1.5) Email:

(1.6) Who else will be involved in the process? (see guidance note 1)

Melissa Holt, Organisational Development Manager

Dawn Kelly, Staff Development Officer

Jo Williams, Team Manager, Staff Development

Jenny Woods, Human Resources Officer

(1.7) Please sign & date this form: Gill Foden (signed) 14 March 2011(date)

Guidance Note 1:

For Initial EIA's it is best practice to involve the service / function manager, equality and diversity lead(s) and relevant frontline staff.

For Full EIA's it is best practice to involve the service / function manager, equality and diversity lead(s), relevant frontline staff, customers, appropriate external agencies, and the voluntary and community sector

Section 2: What is to be assessed?

(2.1) Name of service / function / project / strategy / policy to be assessed (see guidance note 2)

Learning Plan

(2.2) Is this a new or existing service / function / project /strategy / policy? (please state)

New learning plan

(2.3) Which equality impact assessment are you completing?

initial or Full

Guidance Note 2:

Service = your department / service area and its employees

Functions = your department / service area's activities

Projects = your department / service area's work programmes

Strategy = a plan of action intended to accomplish a specific goal

Policy = a plan of action to influence and determine decisions, actions and other matters

Procedure = a series of steps taken to implement a policy

Section 3: Let's do the Initial Equality Impact Assessment

3.1 Could a particular group of people be affected differently in either a negative or positive way by the service / function / project / strategy / policy?

Equality Group	Positive Impact (benefits) Please number each one	Negative Impact (disadvantage) Please number each one	Please rate each negative impact 'low', 'medium' or 'high' See guidance note 3
Disabled People	<ol style="list-style-type: none"> 1. Provides for equality of access to all training and development programmes detailed within the learning plan as categorised by key occupational group. 2. Learning Plan allows access to appropriate learning and development activities for DASS employees via occupational groups. 3. Learning Plan includes informal and formal learning and development. 4. Learning Plan in place to support and protect vulnerable adults and children, including disabled people be ensuring staff have the appropriate level of competence through training.. 5. All learning will be evaluated and adapted where 		

	<p>appropriate to improve access and delivery where gaps are highlighted, including gaps impacting on disabled people.</p> <p>6. Monitoring systems in place for all Council training. Statistics reported to Employment and Appointments Committee quarterly.</p>		
<p>Lesbian, Gay & Bisexual People</p>	<p>1. Provides for equality of access to all training and development programmes detailed within the learning plan as categorised by key occupational group.</p> <p>2. Learning Plan allows access to appropriate learning and development activities for DASS employees via occupational groups.</p> <p>3. Learning Plan includes informal and formal learning and development.</p> <p>4. Learning Plan in place to support and protect vulnerable adults and children, including lesbian, gay and bisexual people.</p> <p>5. All training within Learning Plan will</p>		

	<p>be evaluated and adapted where appropriate to improve access and delivery where gaps are highlighted, including gaps impacting on lesbian, gay and bisexual people.</p>		
Women	<ol style="list-style-type: none"> 1. Provides for equality of access to all training and development programmes detailed within the learning plan as categorised by key occupational group. 2. Learning Plan allows access to appropriate learning and development activities for DASS employees via occupational groups. 3. Learning Plan includes informal and formal learning and development. 4. Learning Plan in place to support and protect vulnerable adults and children, including men and women. 5. All training within Learning Plan will be evaluated and adapted where appropriate to improve access and delivery where gaps are highlighted, including gaps 		

	<p>impacting on women.</p> <p>6. Monitoring systems in place for all Council training. Statistics reported to Employment and Appointments Committee quarterly.</p>		
Men	<p>1. Provides for equality of access to all training and development programmes detailed within the learning plan as categorised by key occupational group.</p> <p>2. Learning Plan allows access to appropriate learning and development activities for DASS employees via occupational groups.</p> <p>3. Learning Plan includes informal and formal learning and development.</p> <p>4. Learning Plan in place to support and protect vulnerable adults and children, including men and women.</p> <p>5. All training within Learning Plan will be evaluated and adapted where appropriate to improve access and delivery where gaps are highlighted,</p>		

	<p>including gaps impacting on men.</p> <p>6. Monitoring systems in place for all Council training. Statistics reported to Employment and Appointments Committee quarterly.</p>		
Transgendered People	<p>1. Provides for equality of access to all training and development programmes detailed within the learning plan as categorised by key occupational group.</p> <p>2. Learning Plan allows access to appropriate learning and development activities for DASS employees via occupational groups.</p> <p>3. Learning Plan includes informal and formal learning and development.</p> <p>4. Training Plan in place to support and protect vulnerable adults and children, including transgendered people.</p> <p>5. All training within Learning Plan will be evaluated and adapted where appropriate to improve access and delivery where gaps</p>		

	are highlighted, including gaps impacting on transgendered people.		
Black & Racial Minority People (please state which group)	<ol style="list-style-type: none"> 1. Provides for equality of access to all training and development programmes detailed within the learning plan as categorised by key occupational group. 2. Learning Plan allows access to appropriate learning and development activities for DASS employees. 3. Learning Plan includes informal and formal learning and development. 4. Learning Plan in place to support and protect vulnerable adults and children, including black and racial minority people. 5. All training within Learning Plan will be evaluated and adapted where appropriate to improve access and delivery where gaps are highlighted, including gaps impacting on black and racial minority people. 6. Monitoring systems in place for all 		

	<p>Council training. Statistics reported to Employment and Appointments Committee quarterly.</p>		
<p>Older People (60+)</p>	<ol style="list-style-type: none"> 1. Provides for equality of access to all training and development programmes detailed within the learning plan as categorised by key occupational group. 2. Learning Plan allows access to appropriate learning and development activities for DASS employees. 3. Learning Plan includes informal and formal learning and development. 4. Learning Plan in place to support and protect vulnerable adults, of all ages. 5. All training within Learning Plan will be evaluated and adapted where appropriate to improve access and delivery where gaps are highlighted, including gaps impacting on older people. 6. Monitoring systems in place for all Council training. Statistics reported to Employment and 		

	Appointments Committee quarterly.		
Younger People (17-25) and Children Please state male or female	<ol style="list-style-type: none"> 1. Provides for equality of access to all training and development programmes detailed within the learning plan as categorised by key occupational group. 2. Learning Plan allows access to appropriate learning and development activities for DASS employees. 3. Learning Plan includes informal and formal learning and development. 4. Learning Plan in place to support and protect vulnerable adults and children, of all ages. 5. All training within Learning Plan will be evaluated and adapted where appropriate to improve access and delivery where gaps are highlighted, including gaps impacting on younger people. 6. Monitoring systems in place for all Council training. Statistics reported to Employment and Appointments Committee 	1.	

	quarterly.		
Religious / Faith Groups	<ol style="list-style-type: none"> 1. Provides for equality of access to all training and development programmes detailed within the learning plan as categorised by key occupational group. 2. Learning Plan allows access to appropriate learning and development activities for DASS employees. 3. Learning Plan includes informal and formal learning and development. 4. Learning Plan in place to support and protect vulnerable adults and children, of all religious/faith groups. 5. All training within Learning Plan will be evaluated and adapted where appropriate to improve access and delivery where gaps are highlighted, including gaps impacting on any religious/faith groups. 6. Monitoring systems in place for all Council training. Statistics reported to Employment and Appointments Committee 	1.	

	quarterly.		
Other excluded groups (please state)			

Note: If you have rated any negative impact(s) as ‘High’ please go straight to Section 4 to complete a full assessment.

Note: If you have rated any negative impact as ‘Low’ or ‘Medium please complete the rest of this section on pages 9 and 10.

Guidance Note 3: How to assess negative impacts

Low = It is not discriminatory according to current legislation. However, it might not be seen as being in line with best practice.

Medium = It is not discriminatory according to current legislation. However, it is not in line with the council’s Corporate Equality Policy and/or Strategy

High = It is discriminatory according to current anti-discrimination legislation (i.e. it is unlawful), and therefore contravenes the council’s Equality Policy

3.2 Please list below any actions that you plan to take as a result of any negative impact

Low or medium negative impact	Action required to remove or minimise the impact	Lead person	Timescale	Resource implications	Any other comments
No monitoring for lesbian, gay, bisexual or transgendered people.	Determine whether monitoring should be implemented for these groups	HR/OD	Post September 2011	<ul style="list-style-type: none"> • CEIG Monitoring Task Group • Jacqui Cross • ITS • HR/OD • Internal Communications Team 	Dependent on workforce profile data. Workforce monitoring survey due to take place September 2011.

3.3 Could you improve the positive impact(s)? Please explain how

The positive impacts will be re-emphasised as the Training Plan is launched and promoted across the Council, its agencies and partners. This will raise employee awareness of all positive impacts.

3.4 If you have identified no negative impact, then please explain how you reached that decision

Thank you for completing the initial assessment

Please note that the lead assessment person is responsible for ensuring the actions on pages 9 and 10 are incorporated into your departmental plan.