

14. Appendix 5

Equality Impact Assessment Summary

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Policy/Service: Learning and Education Development Policy

Background

- Description of the aims of the policy
- Context in which the policy operates
- Who was involved in the Equality Impact Assessment

The aims of the policy are to ensure that all staff receive appropriate mandatory training on an annual basis.

There is equity of access to appropriate ongoing professional development for their role.

The assessment was undertaken by Harriet Stephens, Education, Training and Development Manager. The policy was sent to the Employee Partnership Forum for review.

Methodology

- A brief account of how the likely effects of the policy was assessed (to include race and ethnic origin, disability, gender, culture, religion or belief, sexual orientation, age)
- The data sources and any other information used
- The consultation that was carried out (who, why and how?)

The policy has been taken to the Employee Partnership Forum

The policy aims that there is equitable access to all staff for education and development.

Key Findings

- Describe the results of the assessment
- Identify if there is adverse or a potentially adverse impacts for any equalities groups

There are no adverse impacts for any equality groups, the policy will help support the development for all groups of staff whatever their equality group.

Conclusion

- Provide a summary of the overall conclusions

This policy when implemented will promote equality of access to staff in regard to education and training

Recommendations

- State recommended changes to the proposed policy as a result of the impact assessment

Volume 1 Organisation and Finance	Section 1 Organisation	First Ratified August 2010	Reviewed August 2010	Issue 1	Page 26 of 27
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- Where it has not been possible to amend the policy, provide the detail of any actions that have been identified
- Describe the plans for reviewing the assessment

The uptake of education will be reported on by staff groups to determine whether all groups have equal access to education and training.

Guidance on Equalities Groups

<p>Race and Ethnic origin (includes gypsies and travellers) (consider communication, access to information on services and employment, and ease of access to services and employment)</p>	<p>Religion or belief (include dress, individual care needs, family relationships, dietary requirements and spiritual needs for consideration)</p>
<p>Disability (consider communication issues, access to employment and services, whether individual care needs are being met and whether the policy promotes the involvement of disabled people)</p>	<p>Sexual orientation including lesbian, gay and bisexual people (consider whether the policy/service promotes a culture of openness and takes account of individual needs)</p>
<p>Gender (consider care needs and employment issues, identify and remove or justify terms which are gender specific)</p>	<p>Age (consider any barriers to accessing services or employment, identify and remove or justify terms which could be ageist, for example, using titles of senior or junior)</p>
<p>Culture (consider dietary requirements, family relationships and individual care needs)</p>	<p>Social class (consider ability to access services and information, for example, is information provided in plain English?)</p>