



EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Cross-cutting
Section	Cross Council
Title of the activity etc.	Continuous Professional Development/Learning and Development
Aims of the activity	The principle aims of this activity are to move services away from adopting a default position that CPD involves attendance at events, i.e. face-to-face delivery and to encourage the use of alternative methods such as webinars, online / blended learning) where they are equally, or more effective.
Author(s) & Title(s)	Mike Healy and Richard Tucker, L&D Team Leaders

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Feedback received from the learning and development teams regarding the increased use of blended/ online learning material.
Internal consultation with staff and other services affected.	Discussions of the impact on services on the increased use of online learning materials which have taken place at meetings of the L&D Steering Group.
External consultation (partner organisations, community groups, and councils).	Nil.
External data (census, available statistics).	Data from the ONS on <a href="#">Internet Usage in the UK</a> and the EIA from the UK Government on the move towards <a href="#">providing online services</a> .

Other (general information as appropriate).

N/a.

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	Yes. We do not have data on the number of employees with protected characteristics who are likely to be affected by this activity.

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:
	None. In due course this information should be available through the new HR system due to be introduced in 2016.	2016 onwards

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger			Yes	
Age – Older		Yes		
Disability	Yes	Yes		
Race – (includes Gypsy Travellers)			Yes	
Religion or Belief			Yes	
Gender – male/female			Yes	
Pregnancy and maternity			Yes	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			Yes	
Gender reassignment – (includes Transgender)			Yes	

Marriage and Civil Partnership			Yes	
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**Stage 6: What are the positive and negative impacts?**

Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.	Online learning is more accessible to people who have difficulty in travelling to face-to-face activities.	Some disabilities, for example impaired vision or hearing, will negatively affect the use of online learning material.
	N/a	There is a digital divide in Internet Usage across the UK. Nationally around 11% of adults in the UK do not use the Internet, with a greater proportion being older people. Whilst the issue here is not about Internet usage per se this figure does indicate that an unknown proportion of older people are likely to lack the ICT knowledge and skills to access online learning.
	N/a	N/a
	N/a	N/a
	N/a	N/a
	N/a	N/a

**Stage 7: Have any of the affected groups been consulted?**

If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	No.
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**Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?**

	Mitigating Steps	Timescale
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These should be included in any action plan at the back of this form.	<p><b>Impacts relating to disabilities:</b></p> <p>The use of online learning material is already widespread throughout the organisation and so the negative impact given above has already been encountered. This has been in the form of contact from people with disabilities, either directly or through their supervisors/line managers.</p> <p>Reasonable adjustments which have been, and will continue to be put in place include, for example, providing written scripts of video material. For courses which are likely to have particular high uptake, for example those mandatory for all employees, these adjustments will be anticipatory.</p>	Ongoing
	<p><b>Impacts relating to age:</b></p> <p>This is one of the topics which the L&amp;D Steering Group will lead on.</p> <p>L&amp;D is also working with ICT to develop the ICT skills of all our employees in line with the council's Digital Strategy. Group / 1:1 support is already available for those who request it and discussions will take place with ICT on helping services conduct TNAs for the digital skills needed by their employees.</p>	Ongoing
	N/a	
	N/a	
	N/a	

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	<p>The ALDO team receive few complaints about the system or the support service which they provide to individual employees. They have a very positive approach to customer service and equality and diversity which will continue to promote good relations with users of the system.</p> <p>The establishment of the L&amp;D Steering Group has provided a vehicle for the advancement of good relationships on a wider scale.</p>

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

Although not affecting people with protected characteristics in particular, the introduction of alternative methods of delivery which has already taken place has enabled more learning material to be produced and accessed than would have been the case had face-to-face delivery been used exclusively.

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).

The new HR system which is due to be introduced in 2016 should have a facility to for equality of access to learning material through the recording of training completion.

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	Yes	
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

\* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

Alternative methods for delivering learning have already been increasingly used over the last 4-5 years. The L&D teams are aware that there are negative impacts from this and are already working to mitigate them in cooperation with other services.

The use of approaches which have an online component is part of the more widespread move to online services for our employees and the corporate Digital Strategy recognises that actions need, and will, be taken, to mitigate any negative impacts which that move might have. This activity should therefore go ahead as part of that bigger picture.

**Stage 14: Sign off and authorisation.**

Sign off and authorisation.	1) Service and Team	Cross-cutting		
	2) Title of Policy/Activity	Continuous Professional Development/Learning and Development		
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Richard Tucker Position: Team Leader (Employee Development) Date: Signature:	Name: Position: Date: Signature:	
		Name: Position: Date: Signature:	Name: Position: Date: Signature:	
	4) Consultation with Service Manager	Name: Date:		
	5) Authorisation by Director or Head of Service	Name: Laura Simpson Position: Head of HR&OD Date:	Name: Position: Date:	
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.			Date:
	7) EIA author sends a copy of the finalised form to: eia@abdnshire			Date:
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:	

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Producing learning material in a variety of formats to increase their accessibility by those with disabilities.	Ongoing	Ongoing	Richard Tucker	ALDO lends itself well to providing multiple versions of learning material. Thus a written script of a video conversation can be made available alongside the video.	The expected demand for this action can be met within existing resources.
Discussion with ICT regarding the Digital Strategy	Mar 2016		ICT Service Development Manager	Clarity on the nature and level of digital skills which the Strategy aspires to, leading to a plan for how they can be developed.	Not known at present
Discussion at the L&D SG on accessibility to alternative methods of delivery.	June 2015	Ongoing	Chair of L&D SG	Increased accessibility through raising awareness of the access problems which some employees face and continuing to advance good relations between services on L&D matters.	Nil
TNA support for determining services' ICT skills.	Dec 2015	Jan 2016	Mike Healy	Online material to help services conduct TNAs.	Nil
Monitoring of equality of access to alternative methods of delivery.		April 2016	tbc	The ability to monitor equality of access to learning material through training records linked to employees' protected characteristics.	Nil