



Equality Impact Assessment – Learning and Development Policy

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Author's initials	AM
Job title	L&D Adviser
Responsibility for this document	Executive Director of Strategy and Improvement
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Key changes made since last version of document	
This is the first version of this document.	

Equality Impact Assessment – Template

Please refer to the Equality Impact Assessment Guidance for details on how to complete this template.

Section 1: Details of the Policy/Practice

Department/Team responsible for the policy:	Organisational and Workforce Development		
Name of Policy or Practice being assessed:	Learning and Development Policy		
Purpose and anticipated outcomes of the policy:	<p>This policy sets out our approach and organisational commitment to learning and development. It outlines the support available to staff and the procedures for requesting, approving and managing applications for internal and external training.</p> <p>Anticipated outcomes of the policy are to provide staff with access to learning and development activities to ensure that our workforce are competent and confident. It aims to ensure that all employees are aware of the learning and development opportunities, understand how to access them. This will ensure we apply a fair and consistent approach when offering learning and development opportunities.</p>		
Is this a new or existing policy?	New	x	Existing
How does this policy link to corporate values?	<p>The policy links to our corporate values by:</p> <p>Fairness: we will act fairly, be transparent and treat people equally throughout all our learning and development processes. The policy outlines our approach to learning and development and provides detail of the processes that all employees will follow to access development.</p> <p>Respect: we will be respectful in all what we do when applying this policy.</p> <p>Person-centred: we will consider the needs of all our staff and provide support to enable them to take ownership of their development and provide opportunities to allow them to develop their skills knowledge and experience.</p> <p>Integrity: we will be impartial and act to improve</p>		

	<p>care for the people of Scotland by supporting our workforce develop their skills and experience. Efficiency: we have a robust and planned approach to identifying learning and development priorities for the organisation. The policy outlines a clear process for applying and approving L&D activity.</p> <p>When applying our Learning and Development policy we expect our employees and our managers to act in accordance with our organisational values.</p>		
List of participants in Equality Impact Assessment Process:	<p>Abby McKay – OD Advisor</p> <p>Jacqui Duncan – Acting Senior OD Advisor</p>		
Date assessment started:	20/06/19	Completion Date:	7/5/20

<p>Please indicate who is likely to be affected by the policy:</p> <p>For example: Employees, Care service providers/users, men, women, young people, children for whom there are corporate parenting responsibilities, people with disabilities</p>	<p>Care Inspectorate employees from and across all the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation).</p>
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Section 2: Collecting Information

What evidence is available about the needs of relevant groups? Please consider Demographic data, including Census information, Research, Consultation and survey reports, Service user feedback and complaints, Case law, Officer/adviser knowledge & experience. Please refer to the list of evidence on the EIA page of the intranet.

Details	Source of Evidence
<p>Recent employee equality monitoring reports indicate the following:</p> <ul style="list-style-type: none"> • 608 employees • 79.6 % are female • 61.15% are aged between 50-65 years (or over) • 2.62% have a disability • 42.3% are married or in a civil partnership • No employees have disclosed a gender reassignment • Black or Minority Ethnic (BME) Ethnicity, Lesbian, Gay or Bisexual low numbers so not able to report. 	<p>Employee Information - Equality Outcomes and Monitoring Report, Care Inspectorate, April 2019</p>

<ul style="list-style-type: none"> 24.10% say they have no religion or belief 	
<p>A range of information was examined including the</p> <p>Scottish Government Equality Evidence Finder</p>	http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid
<p>Recent employee equality monitoring reports indicate that no employees aged over 65 and no employees aged between 16 and 24 accessed learning and development between 2018 – 2019. This is reflective of the low workforce numbers of both 16 to 24 year olds and those who are over 65 years of age.</p>	<p>Employee Information - Equality Outcomes and Monitoring Report, Care Inspectorate, April 2019</p>
<p>Recent employee equality monitoring reports indicate that 88.2% of the disabled workforce accessed learning and development tools between 2018 – 2019.</p>	<p>Employee Information - Equality Outcomes and Monitoring Report, Care Inspectorate, April 2019</p>

From your research above have you identified any gaps in evidence? If so what are the gaps?

We will continue to monitor learning and development by protected characteristic to assess if there are any particular issues or patterns.

As appropriate please describe the consultation/engagement undertaken including details of the groups involved and the methods used.

We have developed the Learning and Development Policy in consultation with the Policy Review Group and Human Resources, the Executive Group and Partnership Forum.

Are there any other groups to be consulted?

Not at this time.

Section 3: Impacts

Has the research and consultation identified any potential for impacts on the following groups:

Protected Characteristic	Yes	No	Please explain
Age (Older people, children and young people)	x		There is a low risk that some people may not access learning and development

			opportunities. Learning and development opportunities are available for all employees and should not discriminate against any group.
Disability		x	Research and evidence has not identified any potential for impacts on this protected group at this stage.
Gender Reassignment (Where a person is living as the opposite gender to their birth)		x	It is not considered that the policy will have potential for impact on this protected group(s).
Pregnancy and Maternity	x		Potential positive impact for women who are on maternity leave as they can access learning opportunities from home.
Race, ethnicity, colour, nationality or national origins (including Gypsy/Travellers, refugees, asylum seekers)		x	It is not considered that the policy will have potential for impact on this protected group(s).
Religion or belief (including non-belief)		x	It is not considered that the policy will have potential for impact on this protected group(s).
Sex/Gender		x	It is not considered that the policy will have potential for impact on this protected group(s).
Sexual Orientation		x	It is not considered that the policy will have potential for impact on this protected group(s).
Children for whom there are corporate parenting responsibilities.		x	It is not considered that the policy will have potential for impact on this protected group(s). Learning and development opportunities are available for all employees and should not discriminate against any group.

Is there any evidence that the policy may:

	Yes	No	No Evidence
Result in less favourable treatment for particular groups?			X
Give rise to direct or indirect discrimination?			X
Give rise to unlawful harassment or victimisation?		x	

If yes to any of the above, please give details:

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n/a
How will the policy be modified to mitigate this?
n/a

Section 4: Meeting our General Equality Duty

The following sections must be completed:

Which aspects of the policy seek to eliminate unlawful discrimination, harassment and victimisation?
The policy covers all employees across the organisation and aims to treat everyone fairly regardless of any protected characteristic. It seeks to ensure that there are no barriers to anyone accessing and making use of the policy and related procedures.

Which aspects of the policy seek to advance equality of opportunity between people which share a relevant protected characteristic and those who do not?
The policy as a whole seeks to advance equality of opportunity for and between different protected groups. Actions have been included to advance equality of opportunity including equality monitoring of who accesses learning and development.

Which aspects of the policy seek to foster good relations between people who share a protected characteristic and those who do not?
The purpose and intended outcomes of the policy do not seek to foster good relations between and across protected groups. However, the organisation has a range of other policies, projects and actions to help bring people together – e.g. Equality Training, Involvement Strategy, Equality Outcomes and Mainstreaming Report.

Section 5: Outcome of Assessment

Please detail the outcome of the assessment:

No major change	X
Adjust the policy	
Continue the policy	

Stop and remove the policy	
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Please detail recommendations, including any action required to address any negative impacts identified:
N/A

Section 6: Monitoring

Describe how you will monitor the impact of this policy e.g. performance indicators used, other monitoring arrangements, who will monitor progress, criteria used to measure achievement of outcomes:
<p>The OWD will team will request policy monitoring information from the HR Team and will also ask for feedback from the Policy Review Group.</p> <p>The Learning Management System will allow the OWD team to closely monitor the access of learning and development activity across the organisation.</p>

When and how is the policy or practice due to be reviewed?
<ul style="list-style-type: none"> • We have a policy monitoring programme that means we review all our policies every three years. • The policy will be reviewed on an on-going basis e.g. if we receive intelligence from colleagues that would call for an earlier review of the policy.

Section 7: Sign Off

Please note that comments are only required from the Involvement and Equalities Team on the rare occasion that the team has not been involved earlier in the process.

Date sent to Involvement and Equalities Team:	21/6/19
Comments from Involvement and Equalities Team	Policies have continued to evolve through consultation since June 2019

Date signed off by Involvement and Equalities Team	7/5/20
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Please insert name and title of the Senior Manager who has signed off this Equality Impact Assessment:

Name	Janice Gibson
Title	Head of Organisational and Workforce Development
Date approved	25/5/2020