

## Appendix 2

### Surrey County Council Equality Impact Assessment Template

#### 1. Context of the Service or Policy

##### **Service or Policy being assessed**

Countywide training programme, which encompasses the following sections,

- Personal development,

Which includes customer care course – ‘Exceeding customer expectations’ and Step Ahead (the council appraisal process)

- County Induction

Which has an Equality and diversity element to it as well as details on our ‘employability’ scheme (a scheme for those with learning difficulties)

- Equality and Diversity training

Including Equality and Diversity drama workshop, workbooks, and EIA awareness, screening and full assessment training

- Health & Safety

Which includes handling aggressive customers

Management and Leadership. Is also included as part of this EIA.

Under the Management and Leadership section are courses such as

- Recruitment and selection
- Absence management
- Resolving conflict in the workplace
- Disciplinary and capability management
- Step Ahead for managers

This EIA does not include IT training, professional training, Social care training, Libraries training, commercial services training, or any other service specific training that takes place outside the corporate remit

**Assessor:** Lucinda Gray **Date:** 17<sup>th</sup> March 2009

**What are the aims of the service or policy? If this assessment is part of a project it is important to focus on the service or policy the project aims to review/improve**

(NB this should set out the aims and objectives of the policy or service)

The Countywide programme is a suite of corporate classroom based training programmes that are designed to equip people with the personal development skills they need to do carry out their role. The programme is designed to ensure that staff working in all directorates have access to sufficient training and development as identified by their directorates and within their personal development plans (Step Ahead Appraisals) to improve the quality of service delivery and to contribute to individual professional and career development.

**Who are the beneficiaries /users of this service or policy?**

(NB this should address needs of client groups and a review of barriers to policy or services)

Beneficiaries of this service include all staff that work for the council including Councillors and Surrey residents and community groups. However, schools run their own programmes.

**What is the existing situation in relation to minority, disadvantaged and excluded groups in which this service/policy operates?** (Including age, belief/faith, disability, Gender/transgender, sexual orientation, race and other general equality strands or issues that might make people vulnerable. NB this will require declaring what information is currently captured with respect to equality & diversity Monitoring) of this service or policy. It is also important to show the relevance of capturing this data.)

The existing situation is that all employees are booked onto Induction and the Equality and Diversity drama workshop before they actually start. This information is sent to them with their letter of invite. When they start they are able, along with everyone else, to book onto our courses which are advertised on the s-net and in a hard copy catalogue so that everyone can access the information regarding what courses are available. Managers are encouraged to support anyone who may have difficulty in understanding the information to explain what training exists. There are some courses reserved for staff who are at management level.

Recently, we conducted a quality assurance exercise on course materials for all the courses we are currently running. We ensured that all language used was not gender specific, that all materials were created in a large enough font size, that all content is inclusive and that any scenarios used are varied in terms of Equality and Diversity issues. We also made sure that an equality element was feed through most of our courses.

Generally, we ensure that a mix of people attend each of our courses. Exceptions to this is either where a service has specifically asked us to commission a course, or our Equality and Diversity workshop because it was thought to be more valuable to run service specific workshops so members of the same team can explore and discuss issues as a group.

Currently only attendance is reported on as the system does not give any personal information relating to the individual who has attended the course, only the date of attendance and evaluation of the training event. Thus whilst a crude analysis of who has attended from particular services can be obtained, little else by way of ethnic, gender or disability monitoring is available.

**2. Given what you already know, what is the potential for this service/policy to have a negative or differential impact on minority, disadvantaged, vulnerable and excluded groups or on race relations and community cohesion?**

Please summarise the negative impact identified due to age, belief/faith, disability, Gender/transgender, sexual orientation, race and other or general equality issues

Given what we know, the way courses are scheduled, could have a negative impact on those working part time/ compressed hours or shift patterns outside normal core hours as they would find it extremely difficult to be able to attend the course of their choice if it does not fit into their day. We know that the majority of people that work outside the 'normal' contractual hours/ week are usually women with caring responsibilities and therefore our countywide training programme (or rather the scheduling of it) may have a negative impact on some women, although where we are aware of specific needs (e.g. commercial services), tailored courses have been run at times to suit

We endeavour to accommodate the needs of people with disabilities or special needs, and are aware that some of our venues may not be suitable for their needs, which has to be taken account of in our planning of events.

There are currently no direct restrictions on those with certain beliefs or any given sexual orientation, transgender or race. However, there may be an indirect negative impact on BME groups because the existing management programme has been designed for those who are in management positions and at present the majority of those who are in management positions are from a white background.

**3. Given what you already know, what is the potential for this service/policy to have a positive impact, such as tackling discrimination, promoting equality of opportunity and / or promoting good community relations, for minority, disadvantaged and excluded groups?**

Please summarise the positive impact identified due to age, belief/faith, disability, Gender/transgender, sexual orientation, race and other or general equality issues. NB this would include positive initiatives delivery by the service or through the policy for any/all of these equality groups. What have been the outcomes or changes?

The countywide programme is open to all staff and will have a positive impact on those who can access the training in the following ways;

All groups are able to develop personally and professionally. Development usually has a direct link with promotional rates (although not measured here at Surrey)

Because of the nature of the countywide programme, it allows people meet and network with others they would not normally have the opportunity to meet. This would have a positive impact on all groups.

Many of our courses make specific reference to Equality and Diversity issues, such as our 'handling aggressive customer situations (a Health & safety course), and 'Exceeding Customer Expectations' (our generic customer care course.

There has been a strong focus on Equality and Diversity training, which is delivered in different formats. We have a workbook that people can go through in their own time. This allows people to gain a general understanding in a safe and private environment if they want and is suitable training for those who work in the fire service and commercial services who may only work a few hours a week. There is a test at the end of the each booklet. This test is a multiple-choice questionnaire based on the content of the booklet. The test is generally completed online, but we have made provisions for people to complete the tests via phone or hard copy if requested.

We also have Equality and Diversity workshops and within each of these workshops, we use real life scenarios that are powerful in challenging peoples behaviours. Both interventions have been well received by all staff in attendance who have reported greater understanding of the Equality and Diversity issues.

**4. Give details of involvement, consultation and or research undertaken for each relevant equality and diversity grouping, upon which this policy/service has had an impact either internally or externally.**

**What is the research telling you in relation to age, belief/faith, disability, race gender/transgender, sexual orientation and other equality issues?**

BELIEF - None

AGE - None

DISABILITY - None

GENDER - None

ETHNICITY - None

RACE - None

**Research and Feedback**

When analysing the evaluations sheets that are returned to us from courses, people are generally happy with course content and delivery. The only real complaints received are those about venue suitability, which we do take into account.

At present we are not in a position to analyse the diverse make up of the attendees so it is difficult to analyse the feedback from an Equality and Diversity perspective.

The staff survey asks only asks one question about learning and development Please indicate how satisfied you are with each of these factors in your current role receiving sufficient training to do their job well. If people feel they receive adequate training to do their job well. Over 60% of respondents are satisfied with Learning and development.

**Consultation**

In terms of consultation that has taken place is talking to services to ascertain what it is they have needed to be able carry out their roles i.e. what development has been business critical. The only information this gives us is that a lot of staff want personal development which if categorised, fits into a management or leadership category. Because these courses are restricted to those in management roles, it might mean that those who are not in these roles (i.e. BME, women) are not getting the development they want. However, as aforementioned, no specific research has been carried out in collaboration with any equality group.

**5. Given your answers to the previous questions, how will your service or policy be revised to mitigate, reduce or eliminate negative impacts and enhance positive impacts for the relevant equality groups?**

(NB this is in effect the Recommendations to improve this policy)

- ◆ More flexible with the scheduling of courses. We could possibly explore running some sessions in the evenings/ earlier in the mornings or perhaps even on weekends where viable
- ◆ Continue to be mindful of where training takes place ensuring the buildings; rooms and equipment are suitable for those who have a disability.
- ◆ Work towards integrating a blended learning approach so that learning is not just about classroom learning but offering e learning shadowing, mentoring, etc as viable learning options.
- ◆ More consultation with different groups of staff and past course participants when re tendering for providers and revising our course offerings.
- ◆ Once the SAP system is upgraded improve the quality of reporting by linking diversity data to attendance and training evaluation results.

**6. Actions needed to implement the EIA recommendations:**

**Action Plan**

<b>Issue</b>	<b>Action</b>	<b>Expected outcome</b>	<b>Who</b>	<b>Deadline for action</b>
Scheduling	To investigate the desire for scheduling courses. Earlier or later in the day than they currently take place.	That people with caring responsibilities will have more choice in their development	OD team	Sept 09
Venues	To ensure that people with disabilities/dietary needs are fully catered for on our courses through booking venues appropriate to the audience	That certain groups will feel more valued and engaged with programme.	OD team	Apr 09
Blended learning	To introduce a blended learning approach including e learning so that staff have a range of development options to choose from	Will mean that all groups get to develop in a way that suits them	OD team	Jan 2010
Consultation equality	Ensure that all Equality and Diversity groups are consulted with when we renew our tender through a representative group of staff	This will ensure that all Staff group s will have a say in how the programme is delivered.	OD team Business services team	Sept 09
Monitoring	Ensure that we collect Equality and Diversity stats so we can measure what groups are attending courses, When the SAP system is modified (Modification of SAP is not an OD team function and relies on the transformation team)	This will enable us to target those groups who generally are not accessing courses and understand feedback from delegates	OD team in collaboration with SSC training admin	Dec 09

NB these actions should have SMART Targets

Please continue and attach a separate sheet if necessary

NB these actions should be reported to the Departmental Equality and Diversity Implementation Group (DIG) and incorporated into the Equality and Diversity Action Plan, Service Plans and/or personal objectives of key staff.

7. **If no actions are to be taken with respect to the recommendations please give reasons below:**

**Action plan review date:** 1 September 09

**Name of person responsible for review:** Nadine Anderson

**Name of person who carried out assessment:** Lucinda Gray

**Name Head of Service:**   Carmel Millar   **Signed:**

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**Date Completed:** 17<sup>th</sup> March 09

1. Signed off electronic version to be kept in your team for monitoring and audit purposes
2. Send an electronic copy to the SCC 'Web Operations Team' for publication on the SCC website
3. Send Action Plan to DIG for review at its next meeting.

**Date sent to Web Operations Team:** \_\_\_\_\_