

Equality Impact and Needs Assessment Form

A) Description

Please compile a description – it is important that you have a clear understanding of what it is you are assessing. This information is also useful for people who want to understand the scope of the assessment and who was responsible for it.

Title of theme and associated delivery plan(s)

Access to DCC Workforce Development Provision

Co-ordinator and organisation with lead responsibility (+ directorate/department where relevant)

DCC Workforce Development Management Team

Names and/or job titles of people carrying out the assessment

Pam Tomlinson (Workforce Development Manager)
Nigel Stopard (Senior Workforce Development Advisor)
Mary Dart (Senior Workforce Development Advisor)
Kevin Holohan (Workforce Development Advisor)
Ian Cretney (Workforce Development Advisor)

Is the priority Devon-wide or is it more relevant to particular localities?

Devon-wide

What are the proposed outcomes attached to the theme and associated delivery plan(s)?

- To identify inequalities in accessing DCC workforce development provision and write an action plan to address these inequalities.
- To set up systems to monitor and evaluate access to WD provision.
- Ultimately, to assist all DCC employees to have equal access to the learning and development provision to carry out their current roles and enhance their career opportunities.

What are the National/Local Indicators?

We are currently working on an approach to benchmark our WD activity in order to establish some service measures for 09/10, which will also help us to respond to CAA and other standards assessment. Evaluation of and attendance at our programmes does not currently reveal a breakdown by gender, BME or other equality strands but will be reviewed as part of this exercise. Data on the workforce is undergoing improvement through the implementation of a new Pers and Payroll system and this is expected to be in place by 2011. The liP standard is adopted in the Corporate Resources and provides good practice management criteria for our activities.

Who is intended to benefit from the above outcomes?

All DCC employees and partner organisations.

Who are the stakeholders? What is their interest?

Workforce Development Team – To provide a quality service which takes account of the diverse needs of the workforce.

DCC Directorates – to have a suitably trained and competent workforce

Are there any concerns at this stage which indicate the possibility of inequalities/negative impacts? For example: complaints, comments, research.

Please describe:

Post course evaluations e.g feedback on access to venues.

Informal and formal feedback to Workforce Development staff, e.g difficulties with website and on-line booking system.

Availability of access across the large geographical county.

Availability of training to part time workers, particularly those working out of “office hours” .

B) Initial Screening

With reference to your delivery plan(s) and the guidance above please complete the following table.

If whilst doing so you identify any actual or potential positive or negative impacts then please state the level of impact in the appropriate box – do you consider it to be low, medium or high? **N.B. please bear in mind that the level of impact is not determined by the numbers of people affected, but by the severity of that impact even if it is on a small group of people.**

Alternatively, if you do not identify any positive or negative impacts – or the impact is neutral then please tick the ‘not applicable/neutral’ box.

Equality Strands – Does your delivery strategy consider the needs of disadvantaged and minority groups?	What type of impact have you identified? Is it positive, negative or neutral/not applicable?				Evidence – what evidence have you got to support your assessment of impact?
	Negative	Positive	Neutral	N/A	
Example: Equality Strand (such as Disability)	State whether the impact is high, medium or low here - if applic.	State whether the impact is high, medium or low here - if applic.	<u>OR</u> tick here - if applicable	<u>OR</u> tick here - if applicable	Briefly justify your assessment of impact here (if applicable)
Disability	med				Lack of loop systems in venues Anecdotal and verbal feedback to trainers that some people leave the declaration of specific needs to the day of training rather

					<p>than use the opportunity provided on the booking form.</p> <p>Staff with dyslexia may need extra support to access I&d opportunities.</p> <p>E learning provides flexible opportunities which can be customised by existing systems for visually or hearing impaired users.</p>
Race/Ethnicity					Only white British staff represented in surveys
Age – Older People					Information not currently available
Age – Children and Young People					Information not currently available
Gender	med				<p>EINA on residential courses evidences not everyone can stay overnight – this tends to be women though can affect all carers .</p> <p>Anecdotal evidence from trainers is that participants, often women, sometimes leave courses early for childcare reasons.</p>
Religion or Belief	med				Verbal feedback to trainers around display of religious icons in some venues.
Sexual Orientation	med				Some venues are no longer used due to their religious standpoint on LGBT.
Other disadvantaged or minority groups e.g. socio-economic; carers; part time staff; staff with no access to IT; transport issues; people with limited literacy skills	med				<p>Aware from anecdotal evidence that these may be factors but our consultations provided little evidence.</p> <p>Other research has indicated limited support for people who have dyslexia and for people for whom English is not their first language.</p> <p>National statistics indicate 10% of workforce is likely to have dyslexia.</p>

Does the delivery strategy take steps to consult	Yes	No	N/A
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and involve disadvantaged or minority groups?	x		
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Positive Impacts:

If you have identified any positive impacts – can they be enhanced? If so, then how?

Over many years post course evaluations have been collected, collated and action taken to modify content, delivery and venue use as a result of participant feedback.

Generally speaking post course evaluation is positive.

Sometimes people are reluctant to be critical e.g. “because they are such nice trainers” – so we need to find ways to gather information which overcomes the “horns/halo” effect.

Negative Impacts:

If you have identified any **low** negative impacts – can they be mitigated? If so, then how?

No

C) Information

Please summarise your findings here.

Looking at various sources of evidence (post course feedback; anecdotal evidence and verbal feedback to trainers and admin support) there would appear to be no major discriminatory practice within WD. However, it is possible that some negative feedback is not reaching the WD team, for example from staff who do not attend training events or are not made aware of the opportunities.

D) Consultation

<http://www.consultationfinder.com/devon/default.aspx?From=www.devon.gov.uk>

Did you carry out any consultations?

YES

Who was consulted?

Participatory consultations were set up at the Coaver Club at County Hall and in two venues in North Devon. An open invitation was posted to all DCC staff in advance via Insider.

The WD EINA group discussed and first piloted the use of other forms of consultation and concluded that open invitations and participatory consultation was likely to produce appropriate information within our given timeframes and budgets. Summary of findings is available on request.

Describe other research, studies or information used to assist with the assessment

The WD EINA Group took advice from the EINA Facilitators group and Jo Hooper. Participatory Appraisal and consultation with DCC staff and Councillors who have an interest in dyslexia.

E) Conclusions (TIE =Take immediate effect; ADP =Add to Development plans)

	Action/objective/target OR Justification	Resources required	Timescale	TIE/ADP
a)	Find out how WD can influence the procurement of venues	Ian Cretney to investigate	June 09	TIE
b)	Set up systems to collect and use post course anecdotal /verbal evidence and evaluations to improve service	Work being led by Tom Woodward will address this	Sept 2009	ADP
c)	Enable WD commissioned training providers to collect information to feed into the EINA	Work being led by Tom Woodward will address this	Sept 2009	ADP
d)	Find out what is the best way for staff to tell WD what will help them to access learning & development opportunities. Set up systems to gather this information continuously.	To be agreed by WDMT	April 2010 Systems in place by Sept 2009	ADP
e)	Continue to consult with managers on their perceptions of inequalities in access to learning and development opportunities for their staff	Business Partner model	Start June 09 and then ongoing 6 mthly	ADP
f)	Develop an 'easy guide' to managing support for people with dyslexia in the workplace – for managers and staff, WD advisers and commissioned trainers	Pam Tomlinson & Mary Dart and task & finish group.	Sept 2009	ADP

Signed:.....Final draft.....

Date:23.6.09.....

Your completed Equality Impact and Needs Assessment will be published on Devon County Council's website at: www.devon.gov.uk/equality_impact_needs_assess and on Devon Strategic Partnership's website at: www.devonsp.org.uk