

Equality Impact and Needs Assessment Form

Section One – Screening

Name of strategy, policy or project:
Piloting a Management Competency Framework
Directorate and service area:
Personnel & Performance Directorate
Name and contact details of officer completing assessment:
Jackie Phillips and Jay Hooper
1. What is the main purpose of the strategy/policy/project (or the changes you want to make to it)?
To put in place a framework of core competencies for managers
2. What are the main activities of the strategy/policy/project?
To implement a pilot scheme for a structured and consistent approach to develop and support managers through appraisal and supervision
3. Who is intended to benefit from the strategy/policy/project, and how?
All staff with line management responsibility (53 in P&P Directorate), and ultimately the staff they manage
The organisation, through improved leadership and management skills
Any staff to use as a tool to assist in developing managerial competencies with a view to progression
4. Is the strategy/policy/project consistent with the Council's equality policies?
Yes. Publication will follow corporate publication standards and all staff with line management responsibility will have access to the framework.
The framework will be made available in different formats (eg large print) and this will be reflected in the guidance and training.
Line managers will receive training in appraising people based on competencies prior to the start of the pilot. (Sessions arranged during April 2007)
5. Is responsibility for the strategy/policy/project shared with another department, authority or organisation? If so, what responsibility and which bodies?
No

6. What impact is the strategy/policy/project likely to have on different sections of the community? You may wish to use the table below as a prompt.

	Positive impact – it could benefit ✓ (check box)	Negative impact – it could disadvantage ✓ (check box)	Reason	Are there additional factors that could contribute to the experience of isolation¹? If so, what are they?	Evidence
Gender					
• Women	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Equal access to consistent standards, development and support		IIP Standards Consultation with DMT, Unions and Directorate Managers
• Men	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Ethnic Group					
• Asian or Asian British people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	People for whom English is a second language, or from different cultural backgrounds may have difficulties with regard to nuances of language Career path progress for staff from other backgrounds may not be monitored		Unions There are currently no staff members within these categories with whom to consult. This will be kept under review, as will career path progress for staff from BME backgrounds
• Black or Black British people	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
• Chinese people	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
• Gypsy or Roma People	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
• Irish People	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
• People of Mixed Heritage	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
• White People	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
• People of other ethnic backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Asylum Seekers and Refugees	<input type="checkbox"/>	<input checked="" type="checkbox"/>	People for whom English is a second language, or from different cultural backgrounds may	It is likely that additional complex issues will be present, which will impact on the ability	Unions There are currently no staff members within these categories with

¹ Refer to section 3 of the EINA guidance.

	Positive impact – it could benefit ✓ (check box)	Negative impact – it could disadvantage ✓ (check box)	Reason	Are there additional factors that could contribute to the experience of isolation¹? If so, what are they?	Evidence
			have difficulties with regard to nuances of language	of people from this group to thrive in a managerial post	whom to consult.
People with physical, sensory or learning disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	May not be able to access the framework, forms, guidance and training in the format(s) offered. May not be able to discuss adequately		Unions There are currently no staff members within this category with whom to consult.
Deaf People who use British Sign Language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	May not be able to access the framework and discuss adequately		Unions There are currently no staff members within this category with whom to consult.
People with mental health issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Confidentiality may be breached by not securing records adequately	Managers may make wrongful assumptions and/or allow prejudice to influence decisions	Unions
Lesbians, gay men and bisexual people	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Trans people	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
Age					
• Older people (60 +)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	May not understand	Managers may	Unions

	Positive impact – it could benefit ✓ (check box)	Negative impact – it could disadvantage ✓ (check box)	Reason	Are there additional factors that could contribute to the experience of isolation¹? If so, what are they?	Evidence
<ul style="list-style-type: none"> Younger people (17-25) and children 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	some modern or older vernacular or jargon. Expectations of supervision may differ.	make wrongful assumptions and/or allow prejudice to influence decisions	
People of different faith groups or beliefs including non-believers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Religious obligation may be in opposition to responsibilities of post. Unawareness of faith issues may be interpreted as unacceptable behaviour or discrimination	Managers may make wrongful assumptions and/or allow prejudice to influence decisions	Unions
Travellers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Unawareness of issues may be interpreted as unacceptable behaviour or discrimination	Managers may make wrongful assumptions and/or allow prejudice to influence decisions	Unions

Notes:

- Faith groups cover a wide range of groupings, the most common of which are Muslims, Buddhists, Jews, Christians, Sikhs and Hindus. Consider faith categories individually and collectively when assessing positive and negative impacts.
- The categories relating to ethnicity include those used in the 2001 census. Consideration should be given to the needs of specific communities within the broad categories such as Bangladeshi people and to the needs of other communities such as Turkish/Turkish Cypriot, Greek/Greek Cypriot and Polish that do not appear as separate categories in the census.
- An adverse impact does not necessarily require action to be taken. Actions must remain in proportion with the benefits that could be achieved and resources available to complete them. If adverse impacts are identified and actions for improvement are not proportionate, the reasons for not taking action should be detailed and open to challenge.

7. If you have indicated there is a negative impact on any group, is that impact:		
Legal?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>(i.e. it is not discriminatory under anti-discriminatory legislation – refer to the Council’s website or your Directorate Equality Representative if guidance is needed)</i>		
Intended?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Level of impact	HIGH <input type="checkbox"/>	LOW* <input checked="" type="checkbox"/>
*The level of impact is seen as low, due to the staff profile at this date.		
If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete section two of this form. If not, complete the rest of section one below and consider if completing section two would be helpful in making a thorough assessment.		
8. a) Could you minimise or remove any negative impact that is of low significance? Explain how: Follow corporate publication standards: http://staff.devon.gov.uk/fit/customerservices/plaincomms.htm Ensure that managers receive adequate training, for using competencies within appraisals, and with regard to issues for specific equality strands such as, age, race, sexual orientation, and so on. Use supervision policy with individual staff members if appropriate. Ensure that all managers know how to access information in different formats, and how to arrange signers / interpreters. Further amend guidance to include how the scheme will be monitored, and make explicit what will happen with regard to transgressions.		
b) Could you improve the strategy, project or policy’s positive impact? Explain how: Following consultation with DMT and Managers, guidance notes have been amended and enhanced. Following consultations with unions a pilot status has been agreed, with formal evaluation. At the request of Managers, implementation plans include briefing sessions. A scoring system has been removed, to ensure that the focus remains on individual development issues. Continue to review the staff profile, and monitor career progress of staff in minority groups.		
9. If there is no evidence that the strategy, policy or project promotes equality, equal opportunities or improved relations – could it be adapted so that it does? How?		

The framework provides a focus on personal and professional development for all managers, using a consistent standard against which to assess performance, and including an element of ongoing, self-regulated reflexive practice.

Please sign and date this form. Keep one copy, send a copy to your Directorate Equality Representative and publish the results on the Council's website.

Signed: *Jay Hooper*

Date: 26th March 2007

Equality Impact and Needs Assessment Action Plan

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

Issue	Action required	Lead officer	Timescale	Resource implications	Comments
Guidance and training	Ensure that the process for obtaining the framework in different formats, such as large print, are included.	Jackie Phillips	Prior to briefing sessions	Time	
Guidance and training	Ensure that potential issues relating to using a competency framework with reference to specific issues for various equality strands, such as age, race, sexual orientation and so on, are explored, with particular reference to language. This will also include reference to the keeping and confidentiality of records.	Jackie Phillips	Prior to briefing sessions	Time	
Guidance and training	Amend guidance to	Debbie Haskins	Prior to briefing	Time	

	explain how transgressions will be monitored and be explicit about the consequences		session		
Monitoring	Continue to monitor and review the staff profile, and career progress of staff in minority groups	Directorate Management Team	Ongoing	DMT time	

NOTES:

Monitoring: Agreement needed (in conjunction with unions) regarding how long warnings are to be kept on record.