

### **Screening/Scoping Pro Forma**

<b>Section</b>	<b>Human Resources</b>	<b>Officer responsible for the screening/scoping</b>	
<b>Name of Policy to be assessed</b>	Training and Development Policy	<b>Date of Assessment</b>	<b>Is this a proposed new or existing policy/procedure/practice?</b> Existing
<b>1. Briefly describe the aims, objectives and purpose of the policy/procedure/practice?</b>	<ul style="list-style-type: none"> <li>▪ Employees are properly trained in the skills they need to carry out their present jobs at a standard acceptable to the Council and its customers</li> <li>▪ Employees are provided with the skills they need for changes in the way jobs are carried out or other internal initiatives</li> <li>▪ As far as possible, employees are encouraged to develop their skills and talents to enable them to progress within the Council and reach their full potential</li> <li>▪ The Council is committed to making the most effective use of the talents and skills of its workforce and to helping all employees maximise the contribution they can make</li> </ul>		
<b>2. Are there any associated or specific objectives of the policy/procedure/practice? Please explain.</b>	<ul style="list-style-type: none"> <li>▪ The Council's approaches to the training and development of its staff are seen as essential in supporting recruitment and retention of staff.</li> </ul>		
<b>3. Who is intended to benefit from this policy and in what way?</b>	<ul style="list-style-type: none"> <li>➤ The community that the Council serves through the continuously improving talents and skills of the GBC staff;</li> <li>➤ The corporate body that is the Council and the achievement of its aims and objective through the continuously improving talents and skills of the GBC staff;</li> <li>➤ Managers who are accountable and responsible for the delivery of services through the continuously improving talents and skills of the GBC staff;</li> <li>➤ Employees through the opportunities to improve continuously their talents and skills to make them more marketable – both inside and outside the organisation.</li> </ul>		

<b>4. What outcomes are wanted from this policy/procedures/practice?</b>	<ul style="list-style-type: none"> <li>➤ A continuous supply of employees who have the skills necessary to deliver the Council's complete range of services.</li> <li>➤ Staff who are motivated</li> <li>➤ Maintenance of IIP Accreditation</li> </ul>		
<b>5. What factors/forces could contribute/detract from the outcomes?</b>	<ul style="list-style-type: none"> <li>➤ Training programmes that are not directly focused on the Council's needs</li> <li>➤ Failure of staff to attend designated training courses</li> <li>➤ Reductions in the Training Budget</li> </ul>		
<b>6. Who are the main stakeholders in relation to the policy?</b>	The local community, Councillors, senior managers, other managers, the HR function, employees.	<b>7. Who implements the policy, and who is responsible for the policy?</b>	HR supported by line management through the local training budgets.  HR is responsible for the policy
<b>8. Are there concerns that the policy <u>could</u> have a differential impact on racial groups?</b>	<b>Y</b>	<b>N</b>	The policy ensures that equality awareness training is made available to all staff which is a positive impact. Access to training is available to all.
<b>What existing evidence (either presumed or otherwise) do you have for this?</b>	The Council does not monitor attendance at training courses by staff from ethnic minority groups and it cannot, therefore, be certain that the policy is not discriminatory in effect but there is no reason to conclude that to be the case.		
<b>9. Are there concerns that the policy <u>could</u> have a differential impact due to gender?</b>	<b>Y</b>	<b>N</b>	The policy ensures that equality awareness training is made available to all staff which is a positive impact. Access to training is available to all.  Although provision is made in the Policy for staff who are part-time to attend training on their non-working days, that may be a barrier to access.
<b>What existing evidence (either presumed or otherwise) do you have for this?</b>	The Council does not monitor attendance at training courses by gender and it cannot, therefore, be certain that the policy is not discriminatory in effect in particular in respect of part-time staff who are more likely to be women.		

<p><b>10. Are there concerns that the policy <u>could</u> have a differential impact due to disability?</b></p>	<p><b>Y</b></p>	<p><b><del>N</del></b></p>	<p>The policy ensures that equality awareness training is made available to all staff which is a positive impact. Access to training is available to all.</p> <p>There may be circumstances in which access to training is more difficult for certain types of disabled staff, for reasons of both physical and mental disability, which may be a barrier to participation.</p> <p>Also certain types of training materials may be unsuitable for certain types of disabled staff and should be made available in alternative formats.</p>
<p><b>What existing evidence (either presumed or otherwise) do you have for this?</b></p>	<p>The Council does not monitor attendance at training courses by staff who are disabled nor for their types of disability. It cannot, therefore, be certain that the policy is not discriminatory in effect but there is no reason to conclude that to be the case.</p>		
<p><b>11. Are there concerns that the policy <u>could</u> have a differential impact due to sexual orientation?</b></p>	<p><b>Y</b></p>	<p><b>N</b></p>	<p>The policy ensures that equality awareness training is made available to all staff which is a positive impact. Access to training is available to all.</p>
<p><b>What existing evidence (either presumed or otherwise) do you have for this?</b></p>	<p>The Council does not monitor staff for their sexuality and it has, therefore, no means of knowing whether this policy has the affect of being discriminatory on grounds of sexuality but it has no reason to suppose that is.</p>		

<p><b>12. Are there concerns that the policy <u>could</u> have a differential impact due to their age?</b></p>	<p>¥</p>	<p>N</p>	<p>The policy ensures that equality awareness training is made available to all staff which is a positive impact. Access to training is available to all.</p> <p>Younger staff who are in the stage of developing their career may be more likely to take advantage of training opportunities than older staff who may feel that the organisation does not expect them to take up training opportunities. The Council could do more to promote training amongst staff in the age group &gt; 50 years.</p> <p>The Council should ensure that it makes training available in a variety of means so that people can use the learning method that suits them best in the light of their age, e.g. e-learning does not suit every learner but its unsuitability may increase with the age of the member of staff.</p>
<p><b>What existing evidence (either presumed or otherwise) do you have for this?</b></p>	<p>The Council does not monitor attendance at training courses by age and it has no basis on which to conclude that older staff find training less accessible.</p>		
<p><b>13. Are there concerns that the policy <u>could</u> have a differential impact due to their religious belief?</b></p>	<p>¥</p>	<p>N</p>	<p>The policy ensures that equality awareness training is made available to all staff which is a positive impact. Access to training is available to all.</p>
<p><b>What existing evidence (either presumed or otherwise) do you have for this?</b></p>	<p>The Council does not monitor staff for their religion or belief and it has, therefore, no means of knowing whether this policy has the affect of being discriminatory on those grounds. It has no reason to suppose that is although awareness of the norms for minority (in the UK) religions should help ensure that training is not organised for unsuitable times...</p>		

<p><b>14. Are there concerns that the policy <u>could</u> have a differential impact due to them having dependants/caring responsibilities?</b></p>	<p><b>Y</b></p>	<p><b><del>N</del></b></p>	<p>The policy ensures that equality awareness training is made available to all staff which is a positive impact. Access to training is available to all. However, training programmes/courses are arranged at standard times that may make them less accessible for staff who are carers. Alternative methods of delivering training, including running one day training programmes over two half days, would help reduce barriers.</p>
<p><b>What existing evidence (either presumed or otherwise) do you have for this?</b></p>	<p>The Council does not monitor for staff who have caring responsibilities and it cannot, therefore, be certain that the policy is not discriminatory in effect. As identified in 9. above, carers are more likely to be women and may work part-time hours. They may have less flexibility, than part-time staff who are not carers, to adapt their hours to enable attendance at training courses.</p>		
<p><b>15. Are there concerns that the policy <u>could</u> have a differential impact due to them have an offending past?</b></p>	<p><b>¥</b></p>	<p><b>N</b></p>	<p>The policy ensures that equality awareness training is made available to all staff which is a positive impact. Access to training is available to all.</p>
<p><b>What existing evidence (either presumed or otherwise) do you have for this?</b></p>	<p>The Council does not monitor staff who are ex-offenders and it has, therefore, no means of knowing whether this policy has the affect of being discriminatory to staff who are ex-offenders but it has no reason to suppose that it is.</p>		
<p><b>16. Are there concerns that the policy <u>could</u> have a differential impact due to them being Transgender or transsexual?</b></p>	<p><b>¥</b></p>	<p><b>N</b></p>	<p>The policy ensures that equality awareness training is made available to all staff which is a positive impact. Access to training is available to all.</p>
<p><b>What existing evidence (either presumed or otherwise) do you have for this?</b></p>	<p>The Council does not monitor staff who are transgender and it has, therefore, no means of knowing whether this policy has the affect of being discriminatory to staff who are transgender but it has no reason to suppose that it is.</p>		

<p><b>17. Could the differential impact identified in 8-16 amount to there being the potential for adverse impact in this policy/procedure/practice?</b></p>	<p>Y</p>	<p><del>N</del></p>	<p>There are probably barriers, at times, for part-time staff and disabled staff in accessing training although being aware of this should result in readily available solutions.</p> <p>The main focus of attention should be on the equality monitoring of those who put themselves forward for and attend training courses to help to identify whether people from particular equality groups find greatest difficulty in participating in training and development activities.</p>
<p><b>18. Can this adverse impact be justified on the grounds of promoting equality of opportunity for one group? Or any other reason?</b></p>	<p>¥</p>	<p>N</p>	<p>Training is peculiar to the individual any action would be to ensure that all have equal access.</p>
<p><b>Business improvement</b></p> <p><b>19. Is there any concern that there are unmet needs in relation to any of the above groups?</b></p>	<p>Y</p>	<p><del>N</del></p>	<p>The concern is a 'possible' for the reason that there is no equality monitoring of people attending training events and, therefore, no evidence that any groups are disadvantaged.</p>
<p><b>20. Does differential impact or unmet need cut across the equality strands (e.g. elder BME groups)?</b></p>	<p>Y</p>	<p><del>N</del></p>	<p>In that it could possible do so. Part-time staff may also be from an ethnic minority group etc.</p>
<p><b>21. If yes, should the full EIA be conducted jointly with another service area/contractor/partner/agency?</b></p>	<p>Y</p>	<p>N</p>	<p>Not applicable</p>

<b>22. Is there a missed opportunity to improve your business in relation to any of the policies, procedures or practices to promote racial, gender, disability, age, sexual orientation, religion or belief equality?</b>	≠	N	Not obviously so		
<b>23. Should the policy proceed to a full equality impact assessment?</b>	≠	N		<b>Yes</b>	<b>No</b>
<b>24. If No, are there any changes required to the policy to improve it around the equality agenda?</b>			Yes – thought needs to be given to improving access to training by making it available in different formats and at different times.  Training materials available in alternative formats where necessary;  Also, the need to equality monitor attendees at training events		

Signed  
(completing officer)

Date December 2008

Signed  
(Head of Section) |

Date December 2008

Countersigned  
(Corporate Diversity/Diversity/Policy Team) .....

Date