



Equality Impact: Screening and Assessment Form

Section 1: Policy details - policy is shorthand for any activity of the organisation and could include strategies, criteria, provisions, functions, practices and activities including the delivery of our service.	
a. Name of policy or practice (list also any linked policies or decisions)	Learning and Development Policy
b. Name of department	Human Resources and Organisational Development
c. Name of Lead	Paul Bowtle
d. Equality Impact Assessment Team [names, job roles]	Paul Bowtle, Capable Workforce Group, Ann Tobin, Equalities Manager
e. Date of assessment	November 2017
f. Who are the main target groups / who will be affected by the policy?	All operational, support and managerial staff of the Scottish Ambulance Service
g. What are the intended outcomes / purpose of the policy?	<p>The purpose of this policy is to provide consistent, clear and transparent guidelines for all staff participating in learning and development opportunities across the Scottish Ambulance Service.</p> <p>The policy sets out the guidance for staff members and managers that enable decisions to be made regarding access to learning and development opportunities, making links to the Knowledge and Skills Framework (KSF) where post outlines exist for roles.</p> <p>The document makes reference to relevance, methods of development, resources, roles and responsibilities, effectiveness and equality of access.</p>
h. Is the policy relevant to the General Duty to eliminate discrimination? Advance equality of opportunity? Foster good relations?	<p>1. Eliminate Discrimination:</p> <p>The policy is relevant to eliminating discrimination of staff groups gaining access to learning.</p>

	<p>2. The policy is relevant to advancing all staff groups equality of opportunity of learning and development</p> <p>3. The policy is relevant to the fostering of good relations by providing fair and transparent decisions for the provision of learning and development</p>
<p>If yes to any of the three needs complete all sections of the form (2- 7)</p> <p>If no to all of the three needs provide brief detail as to why this is the case and complete only section 7</p> <p>If don't know: complete sections 2 and 3 to help assess relevance</p>	

Section 2: Evidence, consultation and involvement

Please list the available evidence used to assess the impact of this policy, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.

a. Previous consultation / involvement with community, including individuals or groups or staff as relevant. Please outline details of any involvement / consultation, including dates carried out and protected characteristics

Details of consultations - where, who was involved	Date	Key findings	Protected characteristics
			Age
			Disability
			Gender reassignment
			Gender / sex
			Marriage / civil partnership *
			Pregnancy / maternity
			Race
			Religion / belief
			Sexual orientation

			<p>Cross cutting - e.g. health inequalities - people with poor mental health, low incomes, involved in the criminal justice system, those with poor literacy, are homeless or those who live in rural areas. Other?</p>
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	Available evidence
b. Research and relevant information	NHS Scotland Staff Survey (Appropriately Trained) results
c. Knowledge of policy lead	
d. Equality monitoring information -- including service and employee information	Scottish Ambulance Service - Workforce Equality Monitoring Report 2016-2017
e. Feedback from service users, partner or other organisations as relevant	
f. Other	
g. Are there any gaps in evidence? Please indicate how these will be addressed	
Gaps identified	
Measure to address these; give brief details. Further research? Consultation? Other	
Note: specific actions relating to these measures can be listed at section 5	

Section 3: Analysis of positive and negative impacts Please detail impacts in relation to the three needs specifying where the impact is in relation to a particular need - eliminating discrimination, advancing equality of opportunity and fostering good relations			
Protected characteristics	i. Eliminating discrimination	ii. Advancing equality of opportunity	iii. Fostering good relations
Age	It is unlikely that the Learning and Development policy proposals will lead to differential impact within this protected characteristic		
Positive impacts			
Negative impacts			
Opportunities to enhance equality			
Disability			
Positive impacts			
Negative impacts			
Opportunities to enhance equality	It is unlikely that the Learning and Development policy proposals will lead to differential impact within this protected characteristic, however when considering the delivery of learning and		

	<p>development, those commissioning the events that are delivered in a physical space should consider:</p> <ul style="list-style-type: none"> • Accessibility for wheelchairs • Designated parking spaces • Ramps • Lifts in buildings • Meeting rooms equipped with a loop system for hearing aid users <p>Consideration for a range of alternative learning and development delivery methods will require to be identified for those with physical or visual impairment.</p>
Gender reassignment	It is unlikely that the Learning and Development policy proposals will lead to differential impact within this protected characteristic
Positive impacts	
Negative impacts	
Opportunities to enhance equality	
Gender / sex	It is unlikely that the Learning and Development policy proposals will lead to differential impact within this protected characteristic
Positive impacts	
Negative impacts	
Opportunities to enhance equality	
Marriage / civil partnership	It is unlikely that the Learning and Development policy proposals will lead to differential impact within this protected characteristic
Positive impacts	
Negative impacts	
Opportunities to enhance equality	
Pregnancy / maternity	

Positive impacts	
Negative impacts	
Opportunities to enhance equality	<p>It is unlikely that the Learning and Development policy proposals will lead to differential impact within this protected characteristic , however, to promote inclusion, keep in touch days should be arranged for attending appropriate training, learning and development, taking into account occupational risk assessments.</p> <p>Prior to attending training, learning and development a risk assessment would need to be made and appropriate Health and Safety legislation considered. In spite of this, some individuals may not be able to complete all training due to pregnancy/maternity.</p> <p>To ensure this is not detrimental, arrangements would need to be made for training to be provided at a later date or qualification times to be extended.</p>
Race	It is unlikely that the Learning and Development policy proposals will lead to differential impact within this protected characteristic
Positive impacts	
Negative impacts	
Opportunities to enhance equality	
Religion / belief	It is unlikely that the Learning and Development policy proposals will lead to differential impact within this protected characteristic
Positive impacts	
Negative impacts	
Opportunities to enhance equality	
Sexual orientation	It is unlikely that the Learning and Development policy proposals will lead to differential impact within this protected characteristic
Positive impacts	
Negative impacts	

Opportunities to enhance equality	
Cross cutting - e.g. health inequalities people with poor mental health, low incomes, involved in the criminal justice system, those with poor literacy, are homeless or those who live in rural areas. Other	
Positive impacts	
Negative impacts	Dependency upon e-learning as a primary delivery channel for Statutory/Mandatory learning
Opportunities to enhance equality	Consideration of alternative learning and development delivery methods for those in remote and rural locations where limited WiFi band width restricts the access to e-learning and computer based training. Alternative methods considered for those with poor literacy.
Note: specific actions relating to these measures can be listed at section 5	

Section 4: Addressing impacts Select which of the following apply to your policy and give a brief explanation - to be expanded in Section 5: Action plan	
	Reasons
a. No major change - the EQIA shows that the policy is robust, there is no potential for discrimination or adverse impact and all opportunities to promote equality have been taken	The policy is robust in relation to the principles under-pinning the equitable, transparent and fair access to learning and development opportunities. Consideration is required by those commissioning learning and development activities to ensure a wide range of access is considered in the design, development and implementation stages of the opportunity.
b. Adjust the policy – the EQIA identifies	

<p>potential problems or missed opportunities and you are making adjustments or introducing new measures to the policy to remove barriers or promote equality or foster good relations</p>	
<p>c. Continue the development and implementation of the policy without adjustments – the EQIA identifies potential for adverse impact or missed opportunity to promote equality. Justifications for continuing without making changes must be clearly set out, these should be compelling and in line with the duty to have due regard. See option d. if you find unlawful discrimination. Before choosing this option you must contact the Equalities Manager to discuss the implications.</p>	
<p>d. Stop and remove the policy - there is actual or potential unlawful discrimination and these cannot be mitigated. The policy must be stopped and removed or changed. Before choosing this option you must contact the Equalities Manager to discuss the implications.</p>	

Section 5: Action plan Please describe the action that will be taken following the assessment in order to reduce or remove any negative / adverse impacts, promote any positive impacts, or gather further information or evidence or further consultation					
Action	Output	Outcome	Lead responsible	Date	Protected characteristic / cross cutting issue*
Staff Governance Committee	Approval of L&D Policy	Approved Policy applied across the Service	Paul Bowtle	December 2017	

* list which characteristic is relevant - age, disability, gender reassignment, gender / sex, marriage and civil partnership, pregnancy and maternity, race, religion / belief, sexual orientation or cross cutting issue e.g. poor mental health, illiteracy etc

Section 6: Monitoring and review Please detail the arrangements for review and monitoring of the policy	
	Details
a. How will the policy be monitored? Provide dates as appropriate	Monitored by the Capable Workforce Group who have oversight of the policy – quarterly throughout 2018 - 2020
b. What equalities monitoring will be put in place?	EQIA undertaken during review
c. When will the policy be reviewed? Provide a review date.	Three yearly from approval (December 2020)

Section 7: Sign off Please provide signatures as appropriate			
Name of Lead	Title	Signature	Date
Paul Bowtle	Head of Leadership and Learning		November 2017

Completed form: copy of completed form to be retained by department and copy forwarded to Equalities Manager for publication on Service website

Provide date this was sent	23 rd November 2017
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