



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)	Personal Development Planning and Review 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 Capable Workforce Group
e. Date of assessment	January 2018
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?	The policy is designed to set a minimum standard which all NHSScotland Boards must adhere to in all matters relating to Personal Development Planning and Review arrangements. In addition, the policy recognises that PDP/R is part of a continual process of planning, monitoring, assessment and support to help staff develop their capabilities and potential to fulfil their role.
h. Is the policy relevant to the General Duty to eliminate discrimination? Advance equality of opportunity? Foster good relations?	<p>1. Eliminate Discrimination: The policy is relevant to eliminating discrimination of staff groups gaining access to personal development planning, setting objectives and reviewing progress against the Knowledge and Skills Framework dimensions.</p> <p>2. The policy is relevant to advancing all staff groups equality of opportunity of personal development planning and the identification of learning needs.</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 as a result of the review of personal development.</p>

<p>If yes to any of the three needs complete all sections of the form (2- 7) If no to all of the three needs provide brief detail as to why this is the case and complete only section 7 If don't know: complete sections 2 and 3 to help assess relevance</p>	
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<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.</p>			
<p>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</p>			
Details of consultations - where, who was involved	Date	Key findings	Protected characteristics
HR Management Team/Equalities Manager	April 2012	No impact identified during the review, EQIA published March 2013	Age
HR Management Team/Equalities Manager	April 2012	<p style="color: red;">There is no need to repeat this across each of the protected characteristics – the list on right is just as a prompt.</p> No impact identified during the review, EQIA published March 2013	Disability
HR Management Team/Equalities Manager	April 2012	No impact identified during the review, EQIA published March 2013	Gender reassignment
HR Management Team/Equalities Manager	April 2012	No impact identified during the review, EQIA published March 2013	Gender / sex

HR Management Team/Equalities Manager	April 2012	No impact identified during the review, EQIA published March 2013	Marriage / civil partnership *
HR Management Team/Equalities Manager	April 2012	No impact identified during the review, EQIA published March 2013	Pregnancy / maternity
HR Management Team/Equalities Manager	April 2012	No impact identified during the review, EQIA published March 2013	Race
HR Management Team/Equalities Manager	April 2012	No impact identified during the review, EQIA published March 2013	Religion / belief
HR Management Team/Equalities Manager	April 2012	No impact identified during the review, EQIA published March 2013	Sexual orientation
HR Management Team/Equalities Manager	April 2012	No impact identified during the review, EQIA published March 2013	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?

	Available evidence
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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	iMatter Board Report – “I am clear about my duties and responsibilities” response 85% (2016) “I get enough helpful feedback on how well I do my work” response 61% (2016) “I am given the time and resources to support my learning growth” response 57% (2016).
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 Personal Development Planning and Review policy proposals will lead to differential impact within this protected characteristic		
Positive impacts			
Negative impacts			
Opportunities to enhance equality	Is there an opportunity with the new policy to promote and raise awareness which in turn might enhance equality? Are there any other ways to enhance equality?		
Disability			
Positive impacts			
Negative impacts	Are there any barriers for disabled staff – just thinking here about the accessibility of the process in written format or where individual needs to complete information themselves or complete training where reasonable adjustments might need to be put in place.		
Opportunities to enhance equality			
Gender reassignment	It is unlikely that the Personal Development Planning and Review 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 Personal Development Planning and Review 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 Personal Development Planning and Review 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 Personal Development Planning and Review 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 identified through the Personal Development Planning cycle, 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 Personal Development Planning and Review 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 Personal Development Planning and Review 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 Personal Development Planning and Review 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	Dependancy upon e-learning as a primary delivery channel for Statutory/Mandatory learning identified through the PDP/R cycle

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 personal development planning, the agreeing of objectives and the review of progress of personal development planning.
b. Adjust the policy – the EQIA identifies 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	
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.	
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.	

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*
National Partnership Forum	Oversight of Reviewed PDP/R Policy	Agreed to be forwarded for approval by Staff Governance Committee.	Paul Bowtle	January 2018	
Staff Governance Committee	Approval of PDP/R Policy	Approved Policy applied across the Service	Paul Bowtle	April 2018	

* 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 - 2021
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 (2020)

Section 7: Sign off			
Please provide signatures as appropriate			
Name of Lead	Title	Signature	Date
Paul Bowtle	Head of Leadership and Learning		January 2018
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			