# Equality Impact Assessment (EIA)

IT Training Strategy

# Equality impact, needs and requirements assessment form

Please use this form to record your findings, proposed actions, equality objectives and targets.  Use the guidance notes to help you do the assessment or contact the Equality Standard Project Manager if you need some advice

## About the policy, practice, service or function you are assessing

Name of policy, practice, service or function:  **IT Training Strategy**

Assessment team leader name: **John Cornall**

Departments responsible:  **Resources**                                 Service Area:  **ICT and Performance**

Date:April 2006

Other members of assessment team:

| Name | Position | Area of expertise | Comments |
|---|---|---|---|
| Mike Thompson | Head of ICT | ICT | |
| Chris Perry | Head of Insurance and External Payments | Equalities | |
| Carol Brown (Capita) | Training Advisor | Training | |
| Simon Blaken | Training Advisor | Training | |
| | | | |
| | | | |
| | | | |

| | | | |
|---|---|---|---|

| Question | Response/ findings |
|---|---|
| What are the main aims and objectives or purpose of the policy, practice, service or function that you are assessing? | To develop a sustainable IT training programme which will equip staff and citizens with the right skills to be able to realise the maximum benefits of technology and to address any "digital divide" |
| Who implements, carries out or delivers the policy, practice, service or function? Please state where this is more than one person, team, department, or body – and include any outside organisations who deliver under procurement arrangements | All Departmental Managers, IT staff and Capita. |
| **Question** | **Response/ findings** |
| Who is affected by the policy, practice, service or function, or by how it is delivered? Such as, who are the external and internal customers, groups, or communities? | All employees using or planning to use technology to support their work. Citizens and their communities as part of the planned level 4 of the training strategy. |
| What outcomes do we want to achieve, why and for whom? For example, what do you want to be providing, how well, what changes or improvements, and what should the benefits be for customers, groups or communities? | To equip employees and citizens with the means to fully exploit the potential benefits of technology and to bridge any "digital divide" . |
| **Question** | **Response/ findings** |
| What existing or previous inspections of the policy, practice, service or function are there? For example, Best Value Inspections, policy reviews, research into the effects of a policy or practice. What did they tell you? | None. This is a new policy launched in March 2006 |
| | |
| **Identifying potential equality issues and factors** | |
| | |

| Question | Response/ findings |
|---|---|
| What do you already know about the equality impact or need?  For example, from research, feedback, consultation or any performance monitoring | Consultation has taken place with Departmental representatives at which equalities issues have been considered and where identified have been used to modify the strategy. As part of the equality impact assessment three modifications have been made to the strategy covering – Plain English,  consideration of disability requirements when training is being considered and specific equalities feedback on the training feedback form. |
| **Question** | **Response/ findings** |
| Is there any evidence of higher or lower take up under the policy or practice, or of the service or function for any particular groups?   For example, who uses the service, who doesn't and why not? | Not applicable as this is a new strategy. |
| Have there been any important demographic changes or trends locally?  For example is the population changing, and if so, how and what might that mean for the service or function? | Not currently assessed although this will be picked up as apart of the development and deployment of the level 4 training for which consultation will be sought from the equalities team. |
| **Question** | **Response/ findings** |
| Is there an indication that any of the policies or practices involved with the service or function creates particular problems or difficulties for any groups of customers or communities? | Potential disability issues will be picked up as part of the planning of training and assessed on a case by case basis. Language issues will be considered as part of the development of the level 4 training. |
| What information or data exists?  For example, statistics, customer feedback, complaints, research, monitoring – who keeps it and can you get hold of it? | None currently identified. |
| **Question** | **Response/ findings** |
| Does any equality or diversity objectives already exist? If so, what are they and what is current performance like against them? | None currently exist however consideration will be given to developing appropriate objectives based on the feedback arising out of deployment of the IT training strategy. |

| Is the service having a positive or negative effect on particular people in the community, or particular groups or communities? | Not until level 4 is fully developed and deployed, which is recognised will be a major piece of work in its own right. |
|---|---|

# Collecting the information and data about how the policy, practice, service or function, impacts on communities

Please record your information and data in this table and think about:

what information or data you will need
using both quantitative and qualitative data
making sure that where possible there is information that allows all perspectives to be considered
identifying any gaps in the information/ data and what it can tell you

| Data or information | When and how was it collected? | Where is it from? | What does it tell you? You need to consider all six equality strands where you can | Gaps in information |
|---|---|---|---|---|
| Peoples opinions and feedback on training | At the end of the training activities/ delivered training | Employees and their managers/supervisors | Specific aspects around accessibility | None currently. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Analysing the information and data and setting equality objectives and targets

Please give your detailed findings in this table

| Service or function | Policy or practice | Findings | Which groups are affected and how | Whose needs are not being met and how? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

|  |  |  |  |  |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Objectives - process, impact or outcome based

Please give your proposed objectives/ targets in this table

| Objective/Target: | |
|---|---|
| Specific | |
| Measurable | |
| Achievable | |
| Relevant | |
| Timed | |

| Objective/Target: | |
|---|---|
| Specific | |
| Measurable | |
| Achievable | |
| Relevant | |
| Timed | |

| Objective/Target: | |
|---|---|
| Specific | |
| Measurable | |
| Achievable | |
| Relevant | |
| Timed | |

# Monitoring and reviewing - incorporating into performance management

Please summarise your objectives and targets in this table with your proposed monitoring and reporting arrangements

| Objective | Planned action | Target performance | | | Responsible lead officer | Reporting cycle, for example, quarterly |
|---|---|---|---|---|---|---|
| | | 2005/6 | 2006/7 | 2007/8 | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |