

EQUALITY IMPACT ASSESSMENT

Step 1 – Preparation		
1.	Title of Policy	Mandatory Training Policy
2.	Policy Aims and Brief Description	To ensure that staff and Line Managers have a greater understanding of the purpose of the Mandatory Training Programme, and to provide clarity in relation to the reasons for attendance and the refresher periods.
3.	Who owns/defines the Policy?	Members of the Learning Education and Development Department, UHB Leads for the specific Mandatory Training topics outlined within this Policy and Staff Side Lead.
4.	Who is involved in undertaking this EqlA?	Learning Education and Development Manager
5.	Other Policies	Study Leave Policy
6.	Stakeholders	All UHB staff, patients, visitors, Contractors.
7.	What factors may contribute to the outcomes of the Policy. What factors may detract from the outcomes?	

Form 2: Evidence Gathering

Equality Strand	Evidence Gathered	Does the evidence apply to the following with regard to this Policy/work? Tick as appropriate.									
Race	Statutory/Mandatory Training Policy, Northamptonshire Healthcare NHS Foundation Trust (<i>Impact</i>) Mandatory Training Policy Dorset Primary Care Trust (<i>Impact</i>) Mandatory Training Policy NHS Haringley and Islington (<i>Impact</i>)	Eliminating Discrimination and Eliminating Harassment	✓	Promoting Equality of Opportunity	✓	Promoting Good Relations and Positive Attitudes	✓	Encouraging participation in Public Life	✓	Take account of difference even if it involves treating some individuals more favourably*	
Disability	Statutory/Mandatory Training Policy, Northamptonshire Healthcare NHS Foundation Trust (<i>Impact</i>) Mandatory Training Policy Dorset Primary Care Trust (<i>Impact</i>) Mandatory Training Policy NHS Haringley and Islington (<i>Impact</i>)		✓		✓		✓		✓		✓
Gender	Mandatory Training Policy, NHS Walsall and NHS Community Health Trust (<i>No Impact</i>)		✓		✓		✓		✓		
Sexual Orientation			✓		✓		✓		✓		
Age			✓		✓		✓		✓		
Religion or Belief			✓		✓		✓		✓		
Welsh Language			✓		✓		✓		✓		
People have a human right to: life; not to be tortured or treated in a degrading way; to be free from slavery or forced labour; to liberty; to a fair trial; not to be punished without legal authority; to respect for private and family life, home and correspondence; to freedom of thought, conscience and religion; to freedom of expression and of assembly; to marry and found a family and to not be discriminated against in relation to any of the rights contained in the European Convention.											
Human Rights	The Human Rights Act contains 15 rights, all of which the UHB have a duty to act compatibly with and to respect, protect and fulfil. The policy takes particular account of these rights but with a particular focus on a right to education, not to be treated in a degrading way, respect for privacy and family life as well as freedom of thought, conscience and religion. We have taken account for this in the action plan below.										

Form 3: Assessment of Relevance and Priority

Equality Strand	Evidence: Existing evidence to suggest some groups affected. Gathered from Step 2. (See Scoring Chart A)	Potential Impact: Nature, profile, scale, cost, numbers affected, significance. Insert one overall score (See Scoring Chart B)	Decision: Multiply 'evidence' score by 'potential impact' score. (See Scoring Chart C)
Race	3	+2	6
Disability	3	+2	6
Gender	1	0	0
Sexual Orientation	1	0	0
Age	1	0	0
Religion or Belief	1	0	0
Welsh Language	1	0	0
Human Rights	1	0	0

Scoring Chart A: Evidence Available

3	Existing data/research
2	Anecdotal/awareness data only
1	No evidence or suggestion

Scoring Chart B: Potential Impact

-3	High negative
-2	Medium negative
-1	Low negative
0	No impact
+1	Low positive
+2	Medium positive
+3	High positive

Scoring Chart C: Impact Decision

-6 to -9	High Impact (H)
-3 to -5	Medium Impact (M)
-1 to -2	Low Impact (L)
0	No Impact (N)
1 to 9	Positive Impact (P)

*** This column relates only to Disability due to the specific requirement in the Equality Act 2010 to treat disabled people more favourably to achieve equal outcomes. This is not applicable to the other equality strands.**

FORM 4: (Part A) Outcome Report

Policy Title:	Statutory/Mandatory Training Policy
Organisation:	Cardiff and Vale University Health Board
Name: Title: Department:	Ceri Butler Learning Education and Development Manager Learning Education and Development
Summary of Assessment:	The overall assessment and consultation undertaken with staff indicates that there is no or little impact on the protected group- however there is a possibility that there may be issues of disability and communication for some staff-if that is indeed the case and there is evidence by House-keeping pilot for example.
Decision to Proceed to Part B Equality Impact Assessment:	<p>Yes/No</p> <p>Please record reason(s) for decision</p> <p>Due to no or little impact there is no reason to proceed</p>

Action Plan

You are advised to use the template below to detail any actions that are planned following the completion of Part A or Part B of the EqIA Toolkit. You should include any remedial changes that have been made to reduce or eliminate the effects of potential or actual adverse impact, as well as any arrangements to collect data or undertake further research.

	Action(s) proposed or taken	Reasons for action(s)	Who will benefit?	Who is responsible for this action(s)?	Timescale
1. What changes have been made as a result of the EqIA?	Formal procedure included within this Policy to identify the role of staff, Line Managers and the LED Department for staff who fail the e-learning modules.	Anecdotal evidence has confirmed that staff are unclear about the process when staff fail the e-learning modules	All staff	Staff, Line Managers and the LED Department	Completed
2. Where a Policy may have differential impact on certain groups, state what arrangements are in place or are proposed to mitigate these impacts?	<p>A separate arrangement has been developed for Operational Services Staff, whereby training supervisors are presenting the information using the e-learning programme to ensure there is consistency in the messages being delivered, operational services staff are provided with a paper copy of the questions which are scored by the training supervisors. Details are sent to LED to update individuals training records. This process is not limited to Operational Services staff and could be extended to other areas.</p> <p>Further work is needed to group mandatory training courses together.</p>	<p>The Line Manager within Operational Services reported difficulties with staff employed at the University Hospital of Wales site were finding it increasingly difficult to complete the e-learning due to basic skills/IT literacy and language barriers. They could not release a sufficient number of staff at any given time to make a tutor led session viable, due to a shortage of staff.</p> <p>Anecdotal evidence from</p>	All staff	Learning Education and Development. Line Managers and Training Supervisors within Operational Services.	Completed

	<p>Established Learning Zones on 3 UHB sites. Learning Zones provide computer facilities for staff to access the Mandatory Training e-learning Refresher Programme via the Intranet site.</p>	<p>Line Managers/Senior Nurses that following the implementation of 12 hour shifts it is easier to release staff for a full day to attend tutor led Mandatory Training sessions.</p> <p>Learning Zones were established to support staff, in particular nursing staff who could not access a computer at ward level to complete the Mandatory Training e-learning Refresher Programme.</p>	<p>All Staff / Line Managers</p> <p>All Staff</p>	<p>Safeguarding Teams Learning Education and Development</p> <p>Learning Education and Development</p>	<p>October 2011</p> <p>Completed</p>
<p>3. Justification: For when a policy may have adverse impact on certain groups, but there is good reason not to mitigate.</p>	<p>A decision has been made to continue with the Mandatory Training e-learning programme</p>	<p>Due to the low number of staff who are able to attend tutor led sessions, it was evidence that resources were not being utilised effectively in terms of venue bookings / speaker time to deliver to 3 or 4 members of staff in a Lecture Theatre which has capacity for 100.</p>	<p>Cardiff University who manage the room bookings. Mandatory Training speakers who are utilising the time to deliver to high risk areas at Ward/Department level.</p>	<p>Learning Education and Development. Mandatory Training Speakers</p>	<p>2008</p>

<p>4. Describe any mitigating actions taken?</p>	<p>Alternative methods of delivery agreed with specific Departments e.g. Operational Services. Revised processes development within the Learning Education and Development Department.</p> <p>E-learning programme is available in increased font size.</p>	<p>As outlined in 1.</p> <p>To allow staff who are visually impaired to use the e-learning programme.</p>	<p>All staff who are unable to access/utilise the e-learning programme.</p> <p>Staff with visual impairments.</p>	<p>Line Managers and Training Supervisors within Operational Services.</p> <p>Learning Education and Development</p> <p>Learning Education and Development External e-learning company – Learning Industries.</p>	<p>2010</p> <p>2010</p>
<p>5. Provide details of any actions planned or taken to promote equality.</p>	<p>Please see above</p>	<p>Please see above</p>	<p>Please see above</p>	<p>Please see above</p>	<p>Please see above</p>

Date:	20 th July 2011 Reviewed 18 th April 2013.
Monitoring Arrangements:	Yearly or on request from areas. Manager self service will change the need for this over the coming year.
Review Date:	April 2016
Signature of all Parties:	<i>Ceri Butler</i>