

## Integrated Impact Assessment (IIA)

### Part 1 Scoping

#### 1 Details of the Proposal

<b>Title of Proposal:</b>	Training and Development Strategy and Policy Statement and Guidelines on Support for the Training, Learning and Development of Employees
<b>What is it?</b>	A new Policy/Strategy/Practice <input type="checkbox"/> A revised Policy/Strategy/Practice <input checked="" type="checkbox"/>
<b>Description of the proposal:</b> (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate).	<p>The Learning and Development Strategy and Policy restates our commitment to employee development and provides a framework within which to realise these aims including career pathways.</p> <p>This policy and procedural guide relates to the provision of learning and development opportunities including potential financial support.</p> <p>The aims are:</p> <ul style="list-style-type: none"> <li>to provide qualified, skilled and experienced employees to meet the Council's requirements</li> </ul>

	<ul style="list-style-type: none"> <li>• to encourage employees to develop their potential for the mutual benefit of the Council and the employee</li> <li>• to increase job satisfaction and morale</li> <li>• to secure informed decision making by Elected Members and employees</li> </ul> <p>The aims will be met through a continuous process of employee development which will commence on recruitment and continue throughout employment.</p> <p>All employees will have the opportunity to gain the skills, knowledge, aptitude and qualifications necessary to carry out their duties effectively and where appropriate to prepare them for different responsibilities or employment at a more senior level.</p> <p>All employees will be measured against the expected Council behavioural and training competencies</p>
<p><b>Service Area:</b> <b>Department:</b></p>	<p>Human Resources - Organisational Development</p>
<p><b>Lead Officer:</b></p>	<p>Erick Ullrich - Organisational Development/HR Manager</p>
<p><b>Other Officers/Partners involved:</b></p>	<p>Andrew Frost - Corporate Learning &amp; Development Officer Iain Davidson – Employee Relations Manager Simone Doyle – HR Equality &amp; Diversity Officer</p>

Date(s) IIA completed:	14 <sup>th</sup> December 2022
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**2 Will there be any cumulative impacts as a result of the relationship between this proposal and other policies?**

No

**3 Legislative Requirements**

<b>3.1 Relevance to the Equality Duty:</b>	
Do you believe your proposal has any relevance under the Equality Act 2010?	
Equality Duty	Reasoning:
<b>Elimination of discrimination (both direct &amp; indirect), victimisation and harassment.</b>	The policies seek to ensure that all employees are given fair and equal access to the training and development required to perform effectively in their jobs. The policies also seek to create a framework for supporting colleagues with additional needs to access training and development and to provide mechanisms by which additional support and training can be undertaken.
<b>Promotion of equality of opportunity</b>	The proposal will help ensure that all employees enjoy equality of opportunity in relation to training and development activities.
<b>Foster good relations</b>	Through the promotion of equal access to training and development, and by providing a framework of support for colleagues who possess equality characteristics, these policies should help to foster good relations across the council.

<b>3.2 Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal?</b>				
	<b>Impact</b>			<b>Please explain the potential impacts and how you know this</b>
	<b>No Impact</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	
<b>Age</b> Older or younger people or a specific age grouping		X		Through access to training and development to support and equip them better to perform in their jobs and to develop relevant and current skills and perspectives on their work and the workplace.
<b>Disability</b> e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring		X		The policies seek to ensure that all colleagues have access to training and development opportunities that are appropriate to their particular abilities and needs, and to ensure that training is accessible to all.
<b>Gender Reassignment/ Gender Identity</b> anybody whose gender identity or gender expression is different to the sex assigned to them at birth		X		The policies seek to remove any barriers to gender identity / reassignment staff in accessing training through flexibility and by facilitating training in a format and environment which is suitable for all.
<b>Marriage or Civil Partnership</b> people who are married or in a civil partnership	X			Marital / civil status is irrelevant to accessing training opportunities.
<b>Pregnancy and Maternity</b> (refers to the period after the birth, and is linked to <b>maternity</b> leave in the employment context. In the non-work context, <b>protection</b> against <b>maternity</b> discrimination is for 26 weeks after giving birth),		X		The policies seek to encourage managers to ensure that colleagues who are on maternity/paternity leave are kept informed of training opportunities and given access to them where appropriate.  The general provisions of the policies relating to ensuring that training opportunities are accessible to all will equally apply to pregnant colleagues.
<b>Race Groups:</b> including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		X		The policies seek to remove any barriers due to racial characteristics in accessing training opportunities. Cultural differences and sensitivities will be accommodated in training opportunities wherever possible, and steps taken to

				remove any unconscious bias from the training and materials.
<b>Religion or Belief:</b> different beliefs, customs (including atheists and those with no aligned belief)		X		The policies seek to remove any barriers due to religion or belief in accessing training opportunities. Religious or belief based sensitivities will be accommodated where known about and it is relevant to do in the context of training opportunities.
<b>Sex</b> women and men (girls and boys)	X			The policies seek to remove any barriers due to sex in accessing training opportunities.
<b>Sexual Orientation</b> , e.g. Lesbian, Gay, Bisexual, Heterosexual	X			The policies seek to remove any barriers due to sexual orientation in accessing training opportunities.
<p><b>3.3 Fairer Scotland Duty</b></p> <p>This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.</p> <p>The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.</p>				
<b>Is the proposal strategic? Yes</b>				
<b>If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:</b>				
	<b>Impact</b>			<b>State here how you know this</b>
	<b>No Impact</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	
<b>Low and/or No Wealth</b> – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.		X		The policies ensure that access to training opportunities are available to all. Where costs/wealth may be relevant (i.e. travel costs, internet access), the policies seek to promote flexibility in training delivery to accommodate colleagues (for example, by providing access to IT

				<p>equipment to undertake eLearning, and travel costs can be reclaimed).</p> <p>The policy also seeks to ensure that colleagues are able to access training regardless of where they live (e.g. through online delivery, access to IT to participate in online delivery or elearning, arranging training sessions in localities, etc).</p> <p>Colleagues from these groups will have equal access to training opportunities in the same way as all other employees.</p> <p>By having this access to training, the policy will help to create opportunities for career advancement and higher paid employment.</p>
<b>Material Deprivation</b> – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies		X		See above.
<b>Area Deprivation</b> – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)		X		In addition to the above, the policy will seek to ensure that colleagues are able to access training regardless of where they live (e.g. through online delivery, access to IT to participate in online delivery or elearning, arranging training sessions in localities, etc).
<b>Socio-economic Background</b> – social class i.e. parents' education, employment and income		X		See above.
<b>Looked after and accommodated children and young people</b>	X			The policies relate to the training of employees only, and not to service users. However, colleagues from these backgrounds will have equal access to training opportunities in the same way as all other employees.

<b>Carers</b> paid and unpaid including family members	X			The policies relate to the training of employees only, and not to service users. However, colleagues from these backgrounds will have equal access to training opportunities in the same way as all other employees.
<b>Homelessness</b>	X			
<b>Addictions and substance use</b>	X			
<b>Those involved within the criminal justice system</b>	X			

#### 4 Full Integrated Impact Assessment Required – No

If a full impact assessment is not required, briefly explain why there are no effects and provide justification for the decision.

The policy is in clear terms and is fair to people with all protected characteristics. Uptake of training will be reviewed and any issues arising addressed.

<b>Signed by Lead Officer:</b>	Erick Ullrich
<b>Designation:</b>	Organisational Development / HR Manager
<b>Date:</b>	14 <sup>th</sup> December 2022
<b>Counter Signature Director</b>	Clair Hepburn
<b>Date:</b>	14/02/2023