

BTPA Initial Equality Impact Assessment – Self Development SOP

Name of policy to be assessed	Self Development SOP	Date of assessment	30 March 2011
Names of assessment team members	Lucy Barrick Sam Elvy	Is this a new or existing policy?	New
1. Briefly describe the aims, objectives and purpose of the policy	This document has been developed to give a structured process for those interested in applying for assistance with their personal development which they consider to be relevant to their position.		
2. Are there any associated objectives of the policy? Please explain.	No		
3. Who is intended to benefit from this policy and in what way?	This policy is intended to benefit the Executive Team by offering a clear and transparent process for applying for self development funding or amendments to standard hours for study purposes. The policy also includes a safeguard for the organisation should the employee fail to complete any funded programme of study or leave the organisation within two years of completion.		
4. What outcomes are wanted from this policy?	For the Executive Team to have a clear understanding of the opportunities for self development should there be a course of study they wish to pursue. Also, to ensure that all requests of this type are subject to a standard process and treated equally.		

5. What factors/forces could contribute/detract from the outcomes?	<ul style="list-style-type: none"> • If employees regularly complete courses and then move on before the organisation can benefit from their skills • If employees regularly fail to complete funded courses 		
6. Who are the main stakeholders in relation to the policy	BTPA Executive Staff	7. Who implements the policy and who is responsible for the policy?	Business Manager
8. Are there concerns that the policy <u>could</u> have differential impact on racial groups?	Y/N	Please explain	Although the policy is not currently available in alternative languages there are no non-English readers in the Authority.
What existing evidence (either presumed or otherwise) do you have for this?			
9. Are there concerns that the policy <u>could</u> have differential impact due to gender?	Y/N	Please explain	
What existing evidence (either presumed or otherwise) do you have for this?	N/A		

<p>10. Are there concerns that the policy <u>could</u> have differential impact due to disability?</p>	<p>Y/N</p>	<p>Please explain</p>	<p>The Policy is not currently available in other formats so may not be accessible to people with visual impairments/learning difficulties.</p>
<p>What existing evidence (either presumed or otherwise) do you have for this?</p>	<p>No evidence gathered to date but presume it could be an issue.</p>		
<p>11. Are there concerns that the policy <u>could</u> have differential impact due to sexual orientation?</p>	<p>Y/N</p>	<p>Please explain</p>	
<p>What existing evidence (either presumed or otherwise) do you have for this?</p>	<p>N/A</p>		
<p>12. Are there concerns that the policy <u>could</u> have differential impact due to age?</p>	<p>Y/N</p>	<p>Please explain</p>	
<p>What existing evidence (either presumed or otherwise) do you have for this?</p>	<p>N/A</p>		

<p>13. Are there concerns that the policy <u>could</u> have differential impact due to religious belief?</p>	<p>Y/N</p>	<p>Please explain</p>	
<p>What existing evidence (either presumed or otherwise) do you have for this?</p>	<p>No</p>		
<p>14. Are there concerns that the policy <u>could</u> have differential impact due to people having dependents/caring responsibilities?</p>	<p>Y/N</p>	<p>Please explain</p>	<p>Those with caring dependents and caring duties may wish to follow a course of study but not have time if this means making up hours spent studying.</p>
<p>What existing evidence (either presumed or otherwise) do you have for this?</p>	<p>N/A</p>		
<p>15. Are there concerns that the policy <u>could</u> have differential impact due to people having an offending past?</p>	<p>Y/N</p>	<p>Please explain</p>	

<p>What existing evidence (either presumed or otherwise) do you have for this?</p>	<p>N/A</p>		
<p>16. Are there concerns that the policy <u>could</u> have differential impact due to people being transgendered or transexual?</p>	<p>Y/N</p>	<p>Please explain</p>	
<p>What existing evidence (either presumed or otherwise) do you have for this?</p>	<p>N/A</p>		
<p>17. Could the differential impact identified in 8-16 above amount to there being the potential for adverse impact for this policy?</p>	<p>Y/N</p>	<p>Please explain</p>	<p>Not offering the policy in alternative languages/formats could potentially exclude users who do not read in English or who have visual impairments/learning difficulties.</p>
<p>18. Can this adverse impact be justified on the grounds of equality of opportunity for one group? Or any other reason?</p>	<p>Y/N</p>	<p>Please explain for each equality heading separately Reasonable adjustments can be made to make the policy available in alternative languages /formats</p>	

<p>19. Should the policy proceed to a full impact assessment</p>	<p>Y/N</p>	<p>20. If yes, is there enough evidence to proceed to a full EIA? Y/N</p>
		<p>21. If no, are there any changes required to the policy to improve it around the equality agenda?</p> <p>Add a note to the policy to say that it can be made available in alternative formats on request</p>