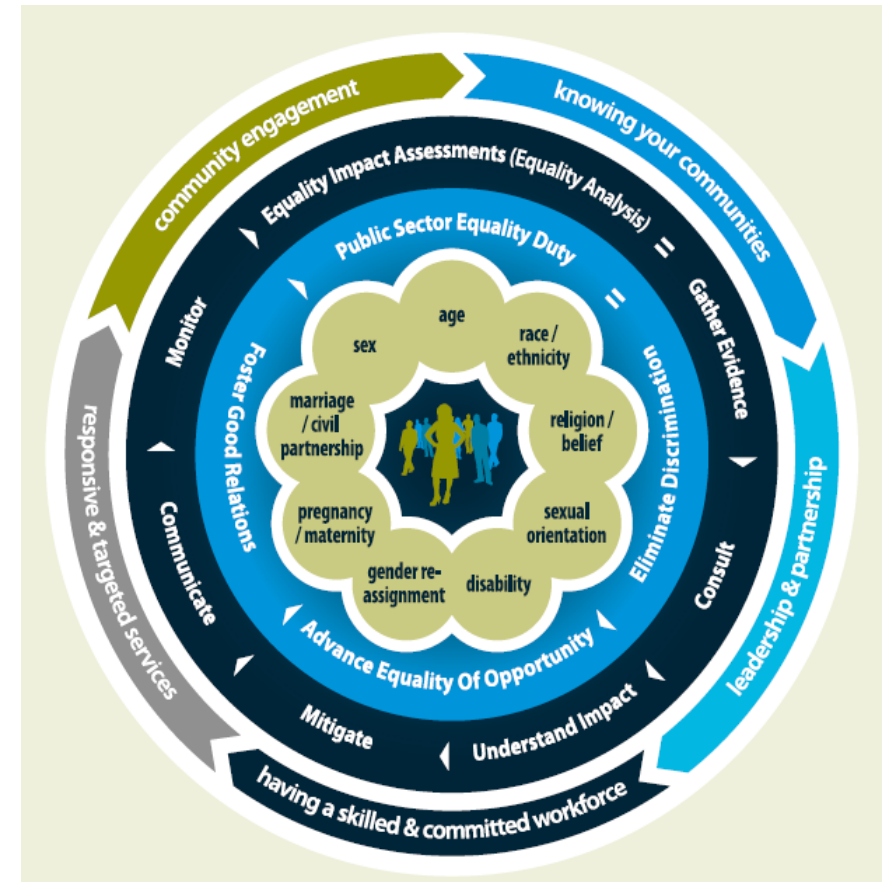


Appendix B Equality Impact Assessment (EqIA)

EqIAs make services better for everyone and support value for money by getting services right first time.

EqIAs enable us to consider all the information about a service, policy or strategy from an equalities perspective and then create an action plan to get the best outcomes for staff and service-users¹. They analyse how all our work as a council might impact differently on different groups protected from discrimination by the Equality Act 2010². They help us make good decisions and evidence how we have reached them.³

An EqIA needs to be completed **as a project starts** to identify and consider possible differential impacts on people and their lives, inform project planning and, where appropriate, identify mitigating actions. It must be completed **before** any decisions are made or policy agreed so that the EqIA **informs that decision or policy**. It is also a live document; you should review and update it along with your project plan throughout.



Full guidance notes to help you are embedded in this form – see the End Notes or hover the mouse over the numbered notes. If your project/proposal relates primarily to staff – e.g. a restructure – there is a specific EqIA template for this [here](#)

Please share your initial EqlA with the equalities team, equalities@hertfordshire.gov.uk and the final/updated version at the end of the project. Key EqlAs should be reviewed by the relevant Head of Service. Examples of EqlAs can be seen in the [EqlA Library](#).

1. Who is completing the EqlA⁴ and why is it being done?

Title of service / proposal / project / strategy / procurement you are assessing⁵	Upskilling the adult social care workforce – Care to Step Up
Names of those involved in completing the EqlA	Mark Gwynne
Head of Service or Business Manager	Kulbir Lalli
Team/Department	Workforce Development & Partnerships / Integrated Accommodation Commissioning
Lead officer contact details	Mark Gwynne
Focus of EqlA – what are you assessing?⁶	<p>Project Name : Care to Step Up The project will provide a diverse range of training courses and qualifications to adult social care organisations across Hertfordshire to upskill the workforce.</p> <p>Project Partners: Herts Care Partnership (HCP) HCP will consist of 3 main partners</p> <ul style="list-style-type: none"> • Herts County Council Adult Social Care Workforce Development and Partnerships Team • Hertfordshire Adult Family Learning Service • Hertfordshire Care Providers Association. <p>Other external training providers will be used to deliver specialisms and to support capacity.</p> <p>Rationale: Hertfordshire County Council Adult Care Services and Hertfordshire Care Provider Association have been working together in partnership for over 10 years supporting Adult Social Care Providers to meet national regulated standards of care. Our aim has always been to provide adult social care providers with a clear pathway for developing their staff, an aim that we have been able to achieve by working collaboratively and developing best practice</p>

models together with a view to raising quality of care provision across Hertfordshire. There are few counties who can evidence such a strong partnership and it is one that, through continuing commitment and partnership will continue to strengthen and thrive over the years to come. As social care is an ever changing environment, the communication that we have with our providers is essential to ensure we are representing their interests at national, regional and local government levels. Hertfordshire Care Providers Association are a key partner in this endeavour providing the council with information gathered directly from a large cross section (over 500 providers) of the Adult Social Care sector to improve the development of services for Hertfordshire citizens requiring care and support. This level of engagement is as a result of Hertfordshire Care Providers Association's credibility within the sector and produces a more accurate picture of workforce issues that support the local authority in guiding its strategies around its commissioned and non-commissioned adult social care services.

We are proud to promote a culture that encourages learning for all staff and the development of organisations that promote independence, choice and control for the people that access their services. This new project, Care to Step Up, will add value to the existing projects that have and are being delivered by the Hertfordshire County Council and Hertfordshire Care Providers Association partnership by providing qualifications and specialist training provision to upskill the adult social care workforce. As a partnership our aim is to engage in projects which will raise quality and we have worked hard to gain the trust of private and voluntary providers who now tell us that they are confident in using the products we produce. We invariably fill all our courses to capacity and continually search for new funding which will allow us to meet the increasing need of our adult social care workforce in Hertfordshire and enable us to offer more courses.

What the project is:

This project will engage care providers, from proprietors through to front line care staff, in learning and career development. Care to Step Up will provide additional opportunities for adult social care employers and staff to upskill the adult social care workforce that will complement the existing projects and training offer available. This project will add value by providing qualifications and specialist training developed for the sector to support the workforce to meet

the future needs and the issues facing care provision e.g. health and social care integration; person centred care; staff retention.

The project will:

- support managers and proprietors to understand the importance of upskilling their workforce by providing the initial Skills Audit and Impartial Feedback Service
- contribute to the implementation of the county adult health and social care workforce development strategy/plan
- increase health and social care sector specific skills and knowledge within the sector
- offer basic skills (English, maths and digital skills) courses, Entry to Level 2, to staff without level 2 qualifications
- offer modular courses at various levels (entry, basic, intermediate, leadership) to encourage take up and progression, including opportunities for part-time staff
- offer Information, Advice and Guidance (IAG) to staff attending courses identifying their next steps in training and career, including Apprenticeships. IAG will be offered by organisations with National Career Service contracts and not charged to the project.

Care to Step Up will provide: -

- Delivery of courses with clear progression routes that support the sector in retaining and developing staff, particularly with skills to meet the needs of the ageing population.
- Through training managers and proprietors in the value of continual professional development for staff, we will foster a culture of staff development making the sector a more attractive place to work. This will

give sustainability to the work of the project, and support recruitment to the sector.

- We will deliver against qualification targets using a modular approach to encourage participation from staff and buy-in from managers where a longer course may be a barrier as it could have more impact on the workload of other staff members. It will also support the lowest skilled to feel able to engage in learning and gain qualifications where longer courses may be off-putting.
- Most courses will be accredited leading to units/certificates which can lead to full qualifications. Some courses are non-accredited and these will encourage reluctant learners to get a taste for learning, they will then be encouraged through Information, Advice and Guidance to move onto more accredited learning modules. All training and units will receive credits in the new Herts Professional Standards Academy model. Learners will be encouraged to progress beyond the project into apprenticeships or other learning. The programme, via Herts Care Partnership, will promote apprenticeships via their networking and other activities outside of this project. Organisations that pay the Levy will be supported to understand the best way forward to ensure effective use of the Levy.

Training will include classroom, workplace and distance courses to ensure the widest reach possible. Distance learning is offered as a supportive tool and the cost of which is not included in this bid. We will focus on working with SMEs and microbusinesses in the sector.

Impact/Results for SME/Micro employers:

Adult Social Care providers will: -

- Have an impartial view of their service and will identify training gaps and have more robust training management systems in place.
- Have a well trained workforce. Staff teams will be more committed and provide better quality care as their knowledge, competence and confidence increases as a result of the training.
- Retention rates will increase
- Significant reduction in the use of Agency staff post training owing to better retention.

- Have reviewed succession planning
- Have staff who can mentor other employees when relevant
- Have subject Champions
- Have staff who can deliver and tailor training for the organisation
- Be more committed to workforce development as the benefits become more apparent
- Potential to improve Care Quality Commission ratings and Hertfordshire County Council Adult Care Services/Clinical Commissioning Group monitoring scores
- Improved reputation leading to business growth
- Provide higher quality care services
- Reduction in Serious Concerns/Safeguarding issues related to the business
-

Impact/Results for Learners:

Staff that engage with training will: -

- Feel more confident in their job role
- Feel more confident to communicate with other health and social care professionals
- Have potentially improved their wellbeing
- Feel part of a valued workforce
- Have increased skills and knowledge
- Be more committed to the job role and the sector
- Will be motivated to develop further
- Have had information and advice to develop their career further
- Provide high quality social care in a person-centred way
- Improved basic skills
- Have the training recorded on their Hertfordshire Care Professional Standards Passport
- Have the potential to increase their earning power
- Be able to support the vulnerable adults that they work with to make healthier life choices

Impact/Results for Hertfordshire Adult Social Care Partners and Professionals

Hertfordshire County Council Adult Care Services, Clinical Commissioning

Groups, Sustainability and Transformation Partnerships, NHS colleagues etc. will :

- Have a range of private, voluntary and independent adult social care organisations who are providing good quality health and care services.
- Have a range of statutory services with well trained staff teams
- Have a wide range of adult social care businesses available who are stable and able to grow
- Have confidence in staffing teams to provide health and social care and know who and when to contact other health/social care professionals for assistance
- Monitoring and Inspections may see a reduction in the use of Agency staff who may not have been trained to required level
- See a reduction in unnecessary hospital admissions which could provide cost-savings
- See a reduction in unnecessary ambulance call-outs which could provide cost-savings
- See a reduction in hospital re-admissions if staff are better trained to care for residents with complexities of care needs.
- See improved monitoring and inspection scores which could provide cost-savings in terms of re-inspections when standards are low.

Impact/Results for Individuals who use Adult Social Care Services in Hertfordshire

Service Users will: -

- Receive quality services tailored to their personal requirements and needs
- Experience fewer falls
- Have competent adult care services with trained staffing teams that can care well for the frail
- Have the care and support they require to remain independent for as long as possible
- Have improved specialist care and support from staff who are knowledgeable, confident and competent. E.g. Dementia, Nutrition, Falls, End of Life, Wound Care
- Have a range of thriving adult care services to allow choice
- Have a range of adult care services that can provide care in a timely manner

<p>Stakeholders</p>	<ul style="list-style-type: none"> • Use care services that can support individuals to make healthier choices <p>Impact/Results for Hertfordshire Citizens: Hertfordshire residents will:</p> <ul style="list-style-type: none"> • Have good quality adult health and social care providers in their locality should they require care for themselves or relatives • Stay independent for longer • Benefit from the increased economic activity that a growing adult social care market could contribute to the Hertfordshire economy.
	<p>Adult Social Care providers and their employees will become learners on the project- HCC, private, voluntary and independent. Hertfordshire citizens who have care and support needs will benefit from a higher skilled social care workforce. Public sector in Hertfordshire – in terms of improved standards of care and communications from a higher skilled workforce Hertfordshire citizens that do not require care and support – in terms of a range of adult care services available locally with a trained competent workforce Age; disability; race; religion or belief; carers</p>

2. List of data sources used for this EqIA *(include relevant national/local data, research, monitoring information, service user feedback, complaints, audits, consultations, EqIAs from other projects or other local authorities, etc.)*

A range of useful local data on our communities can be found on [Herts Insight](#) and on the [Equalities Hub](#)

Title and brief description (of data, research or engagement – include hyperlinks if available)	Date	Gaps in data Consider any gaps you need to address and add any relevant actions to the action plan in Section 4.
Skills for Care National Minimum Data Set for Social Care – dataset that provides national, regional and county information on the adult social care sector. Various reports available providing data on the size and structure of the workforce, retention rates and issues relating to the sector https://www.skillsforcare.org.uk/NMDS-SC-intelligence/Workforce-intelligence/publications/The-size-and-structure-of-the-adult-social-care-sector-and-workforce-in-England.aspx https://www.skillsforcare.org.uk/NMDS-SC-intelligence/Workforce-intelligence/publications/The-state-of-the-adult-social-care-sector-and-workforce-in-England.aspx https://www.skillsforcare.org.uk/NMDS-SC-intelligence/Workforce-intelligence/publications/Regional-reports/Eastern/Eastern.aspx https://www.skillsforcare.org.uk/NMDS-SC-intelligence/Workforce-intelligence/documents/Local-authority-area-summary-reports/Eastern/Hertfordshire-Summary.pdf v	August 2017 - February 2018	There is very limited data relating to gender reassignment in terms of workforce or individuals requiring care and support.
HCPA – Learning Needs Assessment – an annual survey of HCPA members to establish essential and desirable training needs	September 2017	
2011 Census data – utilised to inform the need for basic skills	2011	
A range of strategies to inform the direction and drivers for the adult social care workforce :- Hertfordshire Adult Social Care Workforce Strategy Hertfordshire Skills Strategy Hertfordshire Health & Wellbeing Strategy Hertfordshire Corporate Plan The Strategic Economic Plan (Hertfordshire) Regional – ADASS Improvement Programme (East of England) The UK Industrial Strategy		

<p>Hertfordshire Market Position Statements – produced by Hertfordshire County Council, East & North Herts CCG and Herts Valley CCG – give an overview of the market for specific areas within the care sector</p>	<p>2016</p>	
<p>Herts Insight Diversity Profile – identifies the population of Hertfordshire http://atlas.hertslls.org/profiles/profile?profileid=319&geoTypeld=16&geolds=E10000015#</p>	<p>Census 2011 - 2001</p>	
<p>JSNA – Ageing Well – give information and data about the population in Hertfordshire in relation to ageing https://www.hertfordshire.gov.uk/microsites/jsna/jsna-documents.aspx?searchInput=&page=1&resultsPerPage=10&view=card&categoryfilters=0/1/22/285/286/852/856</p>	<p>2014</p>	

3. Analysis and assessment: review of information, impact analysis and mitigating actions

Protected characteristic group	<p>What do you know⁷? What do people tell you⁸?</p> <p>Summary of data and feedback about service users and the wider community/ public</p> <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	<p>What does this mean – what are the potential impacts of the proposal(s)⁹?</p> <p>- Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i></p> <p><i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i></p>	<p>What can you do¹⁰?</p> <p>What reasonable mitigations to reduce or avoid the impact can you propose?</p> <p>How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events</p> <p><i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i></p>
Age ¹¹	<p>The UK has an ageing population. Statistics show that Hertfordshire is following a similar trend. Skills for Care predict an increase of 31% nationally in the number of jobs in the adult social care sector to meet the growing demand; this percentage rises to 36% in the East of England. To meet this demand and align the adult social care workforce to national and local strategies there is a requirement to increase the number of individuals working in the adult social care sector and upskilling these individuals to improve staff retention and the quality of care provided to Hertfordshire residents. Although HCC monitoring</p>	<p><i>The project will have a positive impact on service users and the public. The project aims to increase the skills, competence and knowledge of the adult social care workforce, including leaders and proprietors. This will translate into providing a care service that will retain staff to provide quality care services.</i></p> <p><i>The project will seek to engage learners from 18 years upwards and targets have been set specifically to engage participants aged 50+. This is to drive employment for individuals within this age group. The positive impact of this will be that care staff will represent a wide range of ages and this will ensure that people receiving their service will do so from a diverse age range of staff.</i></p>	<p>Individuals applying to join training via this project will need to meet the eligibility requirements of the funders which relates to the eligibility to work in the UK and the relevance of training to the job role.</p> <p>Monitor profiles of participants and equality strands to ensure awareness of minority group learners engaging with the project. This will allow the project to be adapted should any inequalities arise.</p> <p>Ensure that training materials are inclusive for all learners</p> <p>The project has specific targets to engage individuals in the 50+ group. However the project will also seek to promote care careers and engage younger people to enrich the care sector workforce.</p> <p>Project staff will receive induction training to raise awareness of equality, diversity and</p>

Protected characteristic group	What do you know⁷? What do people tell you⁸? Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	What does this mean – what are the potential impacts of the proposal(s)⁹? - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i>	What can you do¹⁰? What reasonable mitigations to reduce or avoid the impact can you propose? How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
	<p>reports indicate a rise in the standard of care there are still further improvements to be made. Feedback to providers from service users, staff, families and carers often indicates deficiencies in staffing levels and training in specific areas. As people live longer often their care needs become more complex and the sector need to be trained in a wider range of subjects and skills to meet this need.</p> <p>Individuals aged 50+ are a priority group for the Department of Work and Pensions as there are a growing number of individuals who are unemployed in this group.</p>		inclusion to include all protected characteristic groups.
Disability¹²	85% of the population of Hertfordshire that have a long term illness or disability	Individuals with a disability who require care and support will gain from this project in terms of increase in quality of	Individuals applying to join training via this project will need to meet the eligibility requirements of the funders which relates to

Protected characteristic group	<p>What do you know⁷? What do people tell you⁸?</p> <p>Summary of data and feedback about service users and the wider community/ public</p> <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	<p>What does this mean – what are the potential impacts of the proposal(s)⁹?</p> <p>- Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i></p> <p><i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i></p>	<p>What can you do¹⁰?</p> <p>What reasonable mitigations to reduce or avoid the impact can you propose?</p> <p>How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events</p> <p><i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i></p>
	<p>indicate that this does not impact on their activity. A further 8% have a long term illness that impacts on activity a little and 6% where their health impacts on activity a lot. Adult social care will offer support in varying degrees to these individuals depending on need.</p> <p>In terms of employment within the care sector some roles could be unsuitable for individuals with a disability due to the nature of the role. This depends on the nature of the persons disability. There is some negativity within the care sector regarding employing individuals with a disability due to perceptions and pressures that currently exist within the sector regarding high turnover rates and</p>	<p>care services via better trained, competent and knowledgeable care staff. The project aims to increase the number of individuals wishing to work in the sector which will also improve the range and choice of care available.</p> <p>In terms of employment into the sector there is some negativity around employing individuals with disabilities.</p>	<p>the eligibility to work in the UK and the relevance of training to the job role.</p> <p>Skills for Care are providing materials and information to encourage adult social care providers to consider employing individuals with a disability. HCPA will build on this work in Hertfordshire via their recruitment portal Herts Good Care.</p> <p>Monitor profiles of participants and equality strands to ensure awareness of minority group learners engaging with the project. This will allow the project to be adapted should any inequalities arise.</p> <p>Ensure that training materials are inclusive for all minority group learners</p> <p>The project has specific targets to engage learners with a disability</p> <p>Project staff will receive induction training to raise awareness of equality, diversity and inclusion to include all protected characteristic</p>

Protected characteristic group	What do you know⁷? What do people tell you⁸? Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	What does this mean – what are the potential impacts of the proposal(s)⁹? - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i>	What can you do¹⁰? What reasonable mitigations to reduce or avoid the impact can you propose? How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
	retaining staff whilst continuing to provide a service.		groups.
Gender reassignment¹³	<p>There is very limited data available for this group of individuals in Herts.</p> <p>Individuals with this protected characteristic may receive care and support if required.</p> <p>Individuals with this protected characteristic may wish to seek work in the care sector or be working in the sector</p>	Improved care and support available as a result of training offered via the project.	<p>Individuals applying to join training via this project will need to meet the eligibility requirements of the funders which relates to the eligibility to work in the UK and the relevance of training to the job role.</p> <p>Monitor profiles of participants and equality strands to ensure awareness of minority group learners engaging with the project. This will allow the project to be adapted should any inequalities arise.</p> <p>Ensure that training materials are inclusive for all minority group learners</p> <p>Project staff will receive induction training to raise awareness of equality, diversity and inclusion to include all protected characteristic groups.</p>

Protected characteristic group	What do you know⁷? What do people tell you⁸? Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	What does this mean – what are the potential impacts of the proposal(s)⁹? - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i>	What can you do¹⁰? What reasonable mitigations to reduce or avoid the impact can you propose? How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
Pregnancy and maternity¹⁴	The majority of the adult social care workforce in Hertfordshire is female – 82% with an average age of 43. 68% are aged between 24 and 55.	The project will offer short training interventions that will allow completion usually within 5 days. The project will support learners to complete learning wherever possible. Care staff who are pregnant may need to change their duties in line with a relevant risk assessment. This could result in service users having different care staff supporting them during pregnancy and maternity leave.	All adult social care providers will have relevant procedures and policies for pregnant staff and will have maternity leave processes to provide cover. Monitor profiles of participants and equality strands to ensure awareness of minority group learners engaging with the project. This will allow the project to be adapted should any inequalities arise. Ensure that training materials are inclusive for all minority group learners Project staff will receive induction training to raise awareness of equality, diversity and inclusion to include all protected characteristic groups.
Race¹⁵	77% of the adult social care workforce in Herts are British, 9% are from within the EU and 13% from outside the EU. 77% of the workforces in Herts are of White ethnicity	The workforce aligns broadly to the demographic of Hertfordshire residents in terms of race and ethnicity. This should allow service users to be supported by individuals that understand or have similar cultural	Monitor profiles of participants and equality strands to ensure awareness of minority group learners engaging with the project. This will allow the project to be adapted should any inequalities arise.

Protected characteristic group	<p>What do you know⁷? What do people tell you⁸?</p> <p>Summary of data and feedback about service users and the wider community/ public</p> <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	<p>What does this mean – what are the potential impacts of the proposal(s)⁹?</p> <p>- Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i></p> <p><i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i></p>	<p>What can you do¹⁰?</p> <p>What reasonable mitigations to reduce or avoid the impact can you propose?</p> <p>How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events</p> <p><i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i></p>
	<p>and 23% are Black, Asian or Minority Ethnic Groups. This aligns to the Herts population where around 86% are of white ethnicity (80% British).</p> <p>It is important within the care sector that care and support is given in a way that respects an individual's race, ethnicity and culture. This ensures a person-centred approach and can achieve higher levels of engagement between care providers and services users, friends and family. Language and culture can be a barrier in terms of care giving.</p>	<p>backgrounds.</p> <p>The project will require an understanding of spoken and written English.</p> <p>The project provides access to basic skills in the form of English, Maths and Digital Skills.</p> <p>A positive impact will be a skilled, competent adult social care workforce that will have increased basic skills.</p> <p>The care sector induction is part of this project and will train more individuals to be aware of different religions, belief and culture.</p>	<p>Ensure that training materials are inclusive for all minority group learners</p> <p>Signpost any applicants or learners to English for Speakers of Other Languages (ESOL) training if relevant.</p> <p>The project has targets to ensure inclusion of ethnic minority groups.</p> <p>Project staff will receive induction training to raise awareness of equality, diversity and inclusion to include all protected characteristic groups.</p>
<p>Religion or belief¹⁶</p>	<p>The majority of Herts residents are Christian (58%) with 27% stating that they have no religious beliefs. Observing an individual's</p>	<p>The care sector induction is part of this project and will train more individuals to be aware of different religions, belief and culture. This will have a positive impact when providing care and</p>	<p>The project will allow sharing of best practice across partnerships involved.</p> <p>Project staff will receive induction training to</p>

Protected characteristic group	<p>What do you know⁷? What do people tell you⁸?</p> <p>Summary of data and feedback about service users and the wider community/ public</p> <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	<p>What does this mean – what are the potential impacts of the proposal(s)⁹?</p> <p>- Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i></p> <p><i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i></p>	<p>What can you do¹⁰?</p> <p>What reasonable mitigations to reduce or avoid the impact can you propose?</p> <p>How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events</p> <p><i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i></p>
	<p>religious beliefs when providing an individual with care and support is hugely important.</p> <p>An awareness of religions and beliefs is part of the induction for adult social care staff.</p>	<p>support, but will also benefit the community in which these individuals live.</p> <p>Project participants may more readily engage with further training opportunities where they know they are treated with fairness and respect</p>	<p>raise awareness of equality, diversity and inclusion to include all protected characteristic groups.</p>
<p>Sex/Gender¹⁷</p>	<p>The majority of the adult social care workforce in Hertfordshire is female – 82% with an average age of 43. 68% are aged between 24 and 55.</p> <p>51% of the adult social care workforce in Hertfordshire work full time hours with 41% working part-time, 8% have no fixed hours. 31% of the workforce work on zero-hours contracts. The adult social care sector offers a flexible working pattern. Care and</p>	<p>The project will provide training to all to improve the quality of care.</p> <p>The project aims to upskill adult social care workers to increase retention of the workforce. A stable workforce will allow service users choice between male or female workers if relevant.</p> <p>Flexible working hours and shift patterns may be a barrier to learners with caring responsibilities accessing training during the normal working day.</p> <p>The adult social care workforce demographic is likely to result in a</p>	<p>Courses will be run across various times/days/locations and also in the evenings or the weekends if demand exists.</p> <p>The training offer includes 'train the trainer' options to allow organisations to train in-house and offer a range of training sessions to suit their workforce.</p> <p>Project staff will receive induction training to raise awareness of equality, diversity and inclusion to include all protected characteristic groups.</p> <p>Monitor profiles of participants and equality strands to ensure awareness of minority</p>

Protected characteristic group	<p>What do you know⁷? What do people tell you⁸?</p> <p>Summary of data and feedback about service users and the wider community/ public</p> <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	<p>What does this mean – what are the potential impacts of the proposal(s)⁹?</p> <p>- Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i></p> <p><i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i></p>	<p>What can you do¹⁰?</p> <p>What reasonable mitigations to reduce or avoid the impact can you propose?</p> <p>How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events</p> <p><i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i></p>
	<p>support are required 24 hours a day, seven days a week, 52 weeks of the year. This allows workers to establish a range of shift patterns and this can fit with other caring responsibilities that an individual may have.</p> <p>Female service users are likely to express a preference for a female care worker particularly if personal care is involved. This can cause issues for care providers who provide support at an individual's home particularly with the present high staff turnover that care providers are experiencing. Male service users are less likely to express a preference; however similar issues are experienced when a male worker is required.</p>	<p>higher number of female workers accessing the project than male workers.</p>	<p>group learners engaging with the project. This will allow the project to be adapted should any inequalities arise.</p>

Protected characteristic group	What do you know⁷? What do people tell you⁸? Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	What does this mean – what are the potential impacts of the proposal(s)⁹? - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i>	What can you do¹⁰? What reasonable mitigations to reduce or avoid the impact can you propose? How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
Sexual orientation¹⁸	<p>Any individual may require care and support regardless of their sexual orientation.</p> <p>Any individual may work in the adult social care sector regardless of their sexual orientation.</p>	<p>The care sector induction is part of this project and will train more individuals to be aware of equality and diversity. This will have a positive impact when providing care and support, but will also benefit the community in which these individuals live.</p> <p>Project participants may more readily engage with further training opportunities where they know they are treated with fairness and respect</p>	<p>Project staff will receive induction training to raise awareness of equality, diversity and inclusion to include all protected characteristic groups.</p> <p>Monitor profiles of participants and equality strands to ensure awareness of minority group learners engaging with the project. This will allow the project to be adapted should any inequalities arise.</p>
Marriage and civil partnership¹⁹	<p>60% of Herts residents are married, co-habiting or in a civil partnership.</p> <p>Adult social care is provided to any individual who requires care and support regardless of their living arrangements.</p>	<p>The project aims to upskill the adult social care workforce which will benefit any service users, carers families and friends as quality improves.</p>	<p>Project staff will receive induction training to raise awareness of equality, diversity and inclusion to include all protected characteristic groups.</p> <p>Monitor profiles of participants and equality strands to ensure awareness of minority group learners engaging with the project. This will allow the project to be adapted</p>

Protected characteristic group	What do you know⁷? What do people tell you⁸? Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	What does this mean – what are the potential impacts of the proposal(s)⁹? - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template here</i>	What can you do¹⁰? What reasonable mitigations to reduce or avoid the impact can you propose? How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
			should any inequalities arise.
Carers ²⁰	9% of Herts residents are providing unpaid care to a family member or friend. The adult social care sector can provide vital respite opportunities for unpaid carers.	This project aims to upskill the adult social care workforce. Higher quality care will improve health and wellbeing for the service user and this will have a positive impact for carers as well. A more stable workforce will have a positive impact for carers as care providers will be able to ensure that there is continuity in the care staff provided. If carers are confident in the care that is being provided they will be more likely to take opportunities of respite and with a more stable care sector these opportunities may increase.	Carers are utilised in training if possible to raise awareness within the care sector of issues for unpaid carers
Other relevant groups²¹ Consider if there is a potential impact (positive or negative) on areas	Health & wellbeing	This project aims to have a positive effect on health and wellbeing:- <ul style="list-style-type: none"> • Learners accessing training will have improved confidence levels 	

Protected characteristic group	What do you know⁷? What do people tell you⁸? Summary of data and feedback about service users and the wider community/ public <ul style="list-style-type: none"> • Who uses the service? • Who doesn't and why? • Feedback/complaints? • Any differences in outcomes? Why? 	What does this mean – what are the potential impacts of the proposal(s)⁹? - Consider positive and negative impacts - On service users / the public - <i>AND, where relevant, staff*</i> <i>* if your proposals relate mainly to a staff restructure or reorganisation, you should use the template <u>here</u></i>	What can you do¹⁰? What reasonable mitigations to reduce or avoid the impact can you propose? How will you communicate/engage or provide services differently to create a 'level playing field' – e.g. consultation materials in easy read or hold targeted engagement events <i>If there is no current way of mitigating any negative impacts, clearly state that here and consider other actions you could take in the action plan in section 4.</i>
such as health and wellbeing, crime and disorder, Armed Forces community.		<ul style="list-style-type: none"> • Learners will feel more valued in the workplace • Learners will have improved awareness of a range of issues that will improve their knowledge of equality and diversity of their community • Learners will have improved basic skills • Service users will have improved quality care and support • Learners will be able to support service users more specifically and improve health and wellbeing 	

Opportunity to advance equality of opportunity and/or foster good relations²²

Care staff that as part of the project undertake the Care Certificate induction training will have specific awareness training on equality, diversity and inclusion. Other training topics also include building awareness around these areas for both care staff and project staff. Learners will be more aware and this knowledge will be transposed into their lives and communities.

Partners within the project will sign up to the project equality, diversity and inclusion policy and action plan. This will support all partners to improve and share examples of good practice in this area.

Conclusion of your analysis and assessment - select one of the outcomes below²³ and summarise why you have selected i, ii, iii or iv; what you think the **most important** impacts are; and the key actions you will take.

OUTCOME AND NEXT STEPS	SUMMARY
<p>i. No equality impacts identified</p>	
<p>ii. Minimal equality impacts identified</p> <ul style="list-style-type: none"> - Adverse impacts have been identified, but have been objectively justified (provided you do not unlawfully discriminate) - Ensure decision makers consider the cumulative effect of how a number of decisions impact on equality - No major change required to proposal 	
<p>iii. Potential equality impacts identified</p> <ul style="list-style-type: none"> - Take ‘mitigating action’ to change the original policy/proposal, remove barriers or better advance equality - Set out clear actions in the action plan in section 4. 	<p><i>There are no equality impacts identified. The project aims to upskill the adult social care workforce which will have a positive impact not only on the care sector but also the wider community. Service users will benefit from improved quality of care leading to improved health and wellbeing. Care staff will be more knowledgeable, competent and confident within their job roles which will support the care sector to improve staff turnover and progress staff, which in turn will ensure care staff stay in employment and continue to progress their careers. As equality, diversity and inclusion is a vital component of providing good quality person-centred care, the project will raise awareness of equality, diversity and inclusion to all learners which they will utilise within their job roles and this will transpose into their lives and communities.</i></p>

<p>iv. Major equality impacts identified</p> <ul style="list-style-type: none"> - The adverse effects are not justified, cannot be mitigated or show unlawful discrimination - You must stop and remove the policy [you should consult with Legal Services] - Ensure decision makers understand the equality impact 	
<p>YOU SHOULD INCLUDE THE SUMMARY ANALYSIS ABOVE IN THE 'Equalities Implications' SECTION OF ANY REPORT(S) THAT GO TO DEPT. MANAGEMENT BOARDS / MEMBER PANELS / CABINET, AS WELL AS APPENDING A COPY OF THE EqIA</p>	

4. Prioritised Action Plan²⁴

Impact identified and group(s) affected	Action planned Include actions relating to: • mitigation measures • getting further research • getting further data/consultation	Expected outcome	Measure of success	Lead officer and timeframe
NB: These actions must now be transferred to service or business plans and monitored/reviewed to ensure they achieve the outcomes identified.				
All – project meeting the needs of all groups	This project has its own equalities policy & action plan that will be monitored through the life time of the project	See project equalities action plan	See project equalities action plan	Mark Gwynne Sep 2018 - Dec 2020
All – meeting needs and allowing access	Monitor profiles of participants and equality strands to ensure awareness of minority group learners and adapt project delivery if relevant.	Delivery of all training is inclusive and equal	Positive feedback Completion rates of minority group learners aligned with all other learners	Mark Gwynne Sep 2018 - Dec 2020
All – supporting learning	Training materials inclusive for all learner groups	Delivery of all training is inclusive and equal	Positive feedback Completion rates of minority group learners aligned with all other learners	Mark Gwynne Sep 2018 - Dec 2020
All – meeting needs and allowing access	Project staff will receive full induction training to raise awareness of equality, diversity and inclusion	All aspects of the project are inclusive and promote equality and diversity	Positive feedback Completion rates of minority group learners aligned with all other learners	Mark Gwynne Sep 2018 - Dec 2020
RACE – language barrier	Signpost to English for Speakers of Other Languages courses	Improved language skills	Learners with language barriers accessing all training including basic skills	Mark Gwynne Sep 2018 - Dec 2020
Sex/Gender/Carers – access to learning for carers	Training to be run at various locations across the County and during evenings and/or weekends	Improved engagement with carers	Completion rates of carers aligned with all other learners.	Mark Gwynne Sep 2018 - Dec 2020

	if required		Attendance from this group on training programmes high	
--	-------------	--	--	--

This EqIA has been signed off by:	
Lead Equality Impact Assessment officer:	Date:
Head of Service or Business Manager:	Date:
Review date:	

Please now send the completed EqIA to equalities@hertfordshire.gov.uk

Please also ensure that the EqIA is referenced in and included as an appendix to reports to Management Boards Cabinet Panels and Cabinet so that decision makers can consider equality impacts before making decisions.

Guidance end-notes

¹ The following principles explain what we must do to fulfil our duties under the Equality Act when considering the effect of existing and new policies/practices/services on equality. They must all be met or the EqIA (and any decision based on it) may be open to challenge:

- **Knowledge:** everyone working for the council must be aware of our equality duties and apply them appropriately
- **Timeliness:** the duty applies at the time of considering proposals and **before** a final decision is taken
- **Real Consideration:** the duty must be an integral and rigorous part of your decision-making and influence the process.
- **Sufficient Information:** you must assess what information you have and what is needed to give proper consideration.
- **No delegation:** the council is responsible for ensuring that anyone who provides services on our behalf can comply with the duty, are required in contracts to comply with it, and do comply in practice. It is a duty that cannot be delegated.
- **Review:** the equality duty is a continuing duty – it continues after proposals are implemented/reviewed.
- **Proper Record Keeping:** we must keep records of the process and the impacts identified.

² Our duties in the Equality Act 2010

HCC has a legal duty under this Act to show that we have identified and considered the impact and potential impact of our activities on all people with 'protected characteristics' (see end notes 11-20 for details of the nine-protected characteristics). This applies to policies, services (including commissioned services), and our employees. **If you are creating an 'arms-length' company**, seek advice from the Equality Team or Legal.

We use this template to do this and evidence our consideration. **You must give 'due regard' (pay conscious attention) to the need to:**

- **Avoid, reduce or minimise negative impact:** if you identify unlawful discrimination, including victimisation and harassment, you must stop the action and take advice immediately.
- **Promote equality of opportunity:** by
 - Removing or minimising disadvantages suffered by equality groups
 - Taking steps to meet the needs of equality groups
 - Encouraging equality groups to participate in public life or any other activity where participation is disproportionately low
 - Consider if there is a need to treat disabled people differently, including more favourable treatment where necessary
- **Foster good relations between people who share a protected characteristic and those who don't:** e.g. by promoting understanding.

³ EqIAs should always be proportionate to:

- The size of the service or scope of the policy/strategy
- The resources involved
- The size of the likely impact – e.g. the numbers of people affected and their vulnerability

The greater the potential adverse impact of the proposal(s) on a protected group (e.g. disabled people) and the more vulnerable the group is, the more thorough and demanding the process required by the Act will be. Unless they contain sensitive personal/employee data – EqIAs are public documents. They are published with Cabinet and Panel papers and public consultations and are available on request.

⁴ **Who completes the EqIA:** The person who is making the decision or advising the decision-maker about a policy. It is better to do this as a team, with people involved who understand the implementation of the policy.

⁵ **Title of EqIA:** This should clearly explain what service / policy / strategy / change you are assessing.

⁶ **Focus of EqIA:** A member of the public should have a good understanding of the policy or service and any proposals after reading this section. Please use plain English and write any acronyms in full first time. Also explain if there is a particular focus to your equality analysis:

- What are the main aims or purpose of the policy, practice, service or function? How does it fit with other services?
- What outcomes do you want to achieve, why and for whom? e.g. what do you want to provide, what will change/improve?
- Which aspects are most important to equality and should be the focus of your attention?
- You should state all teams/organisations involved in implementing, carrying out or delivering the policy, practice or service
- What are the **reason(s)** for the proposal or change (financial, service, legal etc)? The Act requires us to make these clear.

⁷ **Data & Information:** Your EqIA needs to be informed by data. You should consider the following:

- What data relevant to the impact on protected groups is available?
(is there an existing EqIA?, local service data, national data, community data, similar proposal in another local authority).
- What further evidence is needed and how can you get it? (e.g. further research or engagement with the affected groups).
- What do you know from service/local data about needs, access and outcomes? Focus on each characteristic in turn.
- What might any local demographic changes or trends mean for the service or function? Also consider national data if appropriate
- Does data/monitoring show that any policies or practices create particular problems or difficulties for any group(s)?
- Is the service having a positive or negative effect on particular people or groups in the community?

⁸ **What have people told you about the service, function, area?**

- Use service user feedback, complaints, audits, and/or the results of specific consultation/engagement
- Are there patterns or differences in what people from different groups tell you?
- Remember, you must engage/consult appropriately and in an inclusive way with those likely to be affected to fulfil the equality duty.
- You can read HCC's [Consultation](#) and [Engagement](#) toolkits for full advice on this
- For practical tips and advice on consulting with people from protected groups, see this ['How-to' guide](#)

⁹ **Impact:** Your EqIA must consider fully and properly **actual and potential impacts** against each protected characteristic:

- The equality duty does not stop changes, but means we must fully consider and address the anticipated impacts on people.
- Be accurate and transparent, but also realistic: don't exaggerate speculative risks and negative impacts.
- Be detailed and specific where you can so decision-makers have a concrete sense of potential effects.
- Questions to ask when assessing whether and how the proposals impact on service users, staff and the wider community:
 - Are one or more protected groups affected differently and/or disadvantaged? How, and to what extent?
 - Is there evidence of higher/lower uptake among different groups? Which, and to what extent?
 - Does the project relate to an area with known inequalities (where national evidence or previous research is available)?
 - If there are likely to be different impacts on different groups, is that consistent with the overall objective?
 - If there is negative differential impact, how can you minimise that while taking into account your overall aims?
 - Do the effects amount to unlawful discrimination? If so the plan **must** be modified.
 - Does it relate to an area where equality objectives have been set by HCC in our [Equality Strategy](#)?

¹⁰ **Consider actions relating to the following:**

- That specifically address the impacts you've identified and show how they will remove, reduce or avoid any negative impacts
- Explain clearly what any mitigating measures are, and the extent to which you think they will reduce / remove the adverse effect
- Will you need to communicate or provide services in different ways for different groups in order to create a "level playing field"?
- State how you can maximise any positive impacts or advance equality of opportunity.
- If you do not have sufficient equality information, state how you can fill the gaps.

¹¹ **Age:** People of all ages, but consider in particular children and young people, older people and carers, looked after children and young people leaving care. Also consider working age people.

¹² **Disability:** When looking at disability, consideration should be given to people with different types of impairments: physical (including mobility), learning, aural or sensory (including hearing and vision impairment), visible and non-visible impairment. Consideration should also be given to: people with HIV, people with mental health needs and people with drug and alcohol problems. People with conditions such as diabetes and cancer and some other health conditions also have protection under the Equality Act 2010.

¹³ **Gender Reassignment:** In the Act a transgender person is someone who proposes to, starts or has completed a process to change his or her gender. A person does **not** need to be under medical supervision to be protected. Consider transgender people, transsexual people and transvestites.

¹⁴ **Pregnancy and Maternity:** When looking at pregnancy and maternity, give consideration to pregnant women, breastfeeding mothers, part-time workers, women with caring responsibilities, women who are lone parents and parents on low incomes, women on maternity leave and Keeping in Touch days.

¹⁵ **Race/Ethnicity:** Apart from the common ethnic groups, consideration should also be given to Gypsy, Roma and Irish Travellers communities, people of other nationalities outside Britain who reside here, refugees and asylum seekers and speakers of other languages.

¹⁶ **Religion and Belief:** Religion includes any religion with a clear structure and belief system. As a minimum you should consider the most common religious groups (Christian, Muslim, Hindu, Jews, Sikh, Buddhist) and people with no religion or philosophical belief(s).

¹⁷ **Sex/Gender:** Consider girls and women, boys and men, married people, civil partners, part-time workers, carers (both of children with disabilities and older cares), parents (mothers and fathers), in particular lone parents and parents on low incomes.

¹⁸ **Sexual Orientation:** The Act protects bisexual, heterosexual, gay and lesbian people.

¹⁹ **Marriage and Civil Partnership:** consider married people and civil partners – e.g. do same sex couple in a civil partnership have the same rights and benefits as married people?

²⁰ **Carers:** From April 2015, carers (people who provide unpaid care to a friend or relative) have been entitled to an assessment of their own needs in the same way as those they care for. Although not a 'protected characteristic' HCC Diversity Board has agreed that the impact of proposals on carers should also be considered.

²¹ **Other relevant groups:** You should consider the impact on our service users in other related areas, such as health and wellbeing, crime and disorder (e.g. people experiencing domestic abuse), community relations and socio-economic status (e.g. homelessness or low incomes). If the proposal is likely to have an impact on service users in these areas, HCC Public Health and the County Community Safety Unit may be able to help. Also consider whether your policy

or decision will impact current or former Armed Forces personnel living and working in Hertfordshire. The Council is committed to the Hertfordshire Community Covenant, a commitment from public and private organisations in the county to support the active and retired Armed Forces community.

²² **Equality of opportunity and good relations:** summarise anything that will have a potential positive impact over and above the work of your project – e.g. engaging with the community may help raise awareness and community understanding of the needs of certain groups.

²³ **Conclusion**

- Make a frank and realistic assessment of the overall extent to which the negative impacts can be reduced or avoided by the mitigating measures. Also explain what positive impacts will result from the actions and how you can make the most of these.
- Make it clear if a change is needed to the proposal itself. Is further engagement, research or monitoring needed?
- Make it clear if, as a result of the analysis, the policy/proposal should be stopped.

²⁴ **Action Planning:** The Equality Duty is an ongoing duty: policies must be kept under review, continuing to give ‘due regard’ to the duty. If an assessment of a broad proposal leads to more specific proposals, then further equality assessment and consultation are needed.