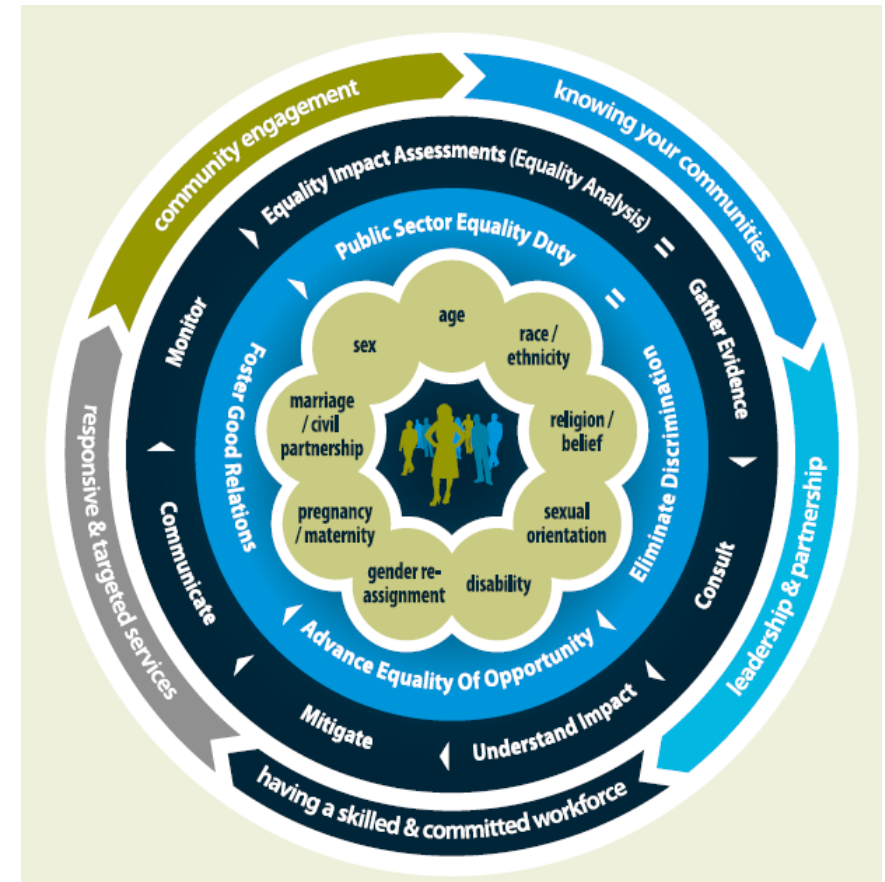


Appendix B Equality Impact Assessment (EqIA)

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.



1. Who is completing the EqIA⁴ 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 EqIA	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 EqIA – 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 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</p>

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
- Use care services that can support individuals to make healthier choices

Impact/Results for Hertfordshire Citizens:

Hertfordshire residents will:

- Have good quality adult health and social care providers in their locality should they require care for themselves or relatives

Stakeholders

	<ul style="list-style-type: none"> • 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- Hertfordshire County Council, private, voluntary and independent. Hertfordshire citizens who have care and support needs will benefit from a higher skilled social care workforce.</p> <p>Public sector in Hertfordshire – in terms of improved standards of care and communications from a higher skilled workforce</p> <p>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</p> <p>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.hertsllis.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 the County Council</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 <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>
	<p>monitoring 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>		<p>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>
Disability¹²	<p>85% of the population of Hertfordshire that have a long term illness or disability 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</p>	<p>Individuals with a disability who require care and support will gain from this project in terms of increase in quality of 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>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>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>

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>
	pressures that currently exist within the sector regarding high turnover rates and retaining staff whilst continuing to provide a service.		Project staff will receive induction training to raise awareness of equality, diversity and inclusion to include all protected characteristic 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	<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>Pregnancy and maternity¹⁴</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>The project will offer short training interventions that will allow completion usually within 5 days.</p> <p>The project will support learners to complete learning wherever possible.</p> <p>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.</p>	<p>All adult social care providers will have relevant procedures and policies for pregnant staff and will have maternity leave processes to provide cover.</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>
Race ¹⁵	<p>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 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</p>	<p>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 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>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>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>

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>
	giving.		
Religion or belief¹⁶	The majority of Herts residents are Christian (58%) with 27% stating that they have no religious beliefs. Observing an individual's religious beliefs when providing an individual with care and support is hugely important. An awareness of religions and beliefs is part of the induction for adult social care staff.	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 support, but will also benefit the community in which these individuals live. Project participants may more readily engage with further training opportunities where they know they are treated with fairness and respect	The project will allow sharing of best practice across partnerships involved. Project staff will receive induction training to raise awareness of equality, diversity and inclusion to include all protected characteristic groups.
Sex/Gender¹⁷	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. 51% of the adult social care	The project will provide training to all to improve the quality of care. 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.	Courses will be run across various times/days/locations and also in the evenings or the weekends if demand exists. 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.

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>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 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</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 higher number of female workers accessing the project than male workers.</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>

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>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>Sexual orientation¹⁸</p>	<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>

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>
Marriage and civil partnership¹⁹	60% of Herts residents are married, co-habiting or in a civil partnership. Adult social care is provided to any individual who requires care and support regardless of their living arrangements.	The project aims to upskill the adult social care workforce which will benefit any service users, carers families and friends as quality improves.	Project staff will receive induction training to raise awareness of equality, diversity and inclusion to include all protected characteristic groups. 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.
Carers²⁰	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	Carers are utilised in training if possible to raise awareness within the care sector of issues for unpaid carers

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>
		likely to take opportunities of respite and with a more stable care sector these opportunities may increase.	
Other relevant groups²¹ Consider if there is a potential impact (positive or negative) on areas such as health and wellbeing, crime and disorder, Armed Forces community.	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 • 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 	

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>

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	

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:	