

**MEETING:** Equality Steering Group

**DATE:** 17 April 2008

**SUBJECT:** Equality Impact Assessment – Corporate Training Policy and Training & Development Standards

**REPORT OF:** Caroline Freeman - Assistant Director – Human Resources

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**Purpose:** To report the findings and action plan of the Equality Impact Assessment carried out in respect of the Corporate Training Policy and Training and Development Standards.

**Recommendations:** The Equality Steering Group is asked to note the contents of this report and approve the Action Plan.

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## **1.0. Executive Summary**

- 1.1. The Corporate Training Policy and Training and Development Standards are key documents within Personnel Standards designed to ensure the fair, equitable and consistent treatment of employees in relation to training and development opportunities during their employment with the Council. The Corporate Training Policy states explicitly that “In implementing this procedure, employees of Eastbourne Borough Council will ensure that our approach is in accordance with our Fair Employment Policy. We seek to promote and protect equality of opportunity in service delivery at all times in line with corporate policies and training.”
- 1.2. The Staff Survey 2004 found that 88% of staff found the appraisal process helpful in identifying the training they need. 9% of staff believed that little training was provided/available to them.
- 1.3. We continue to seek improvement to our corporate practices in order to promote equality and diversity issues within the Council. Measures have been introduced into the current appraisal cycle to identify priority training needs and to monitor and review actual delivery of training against identified needs.

- 1.4 This exercise has identified that there is a need for further analysis of appraisal data specifically relating to the type of training activity agreed and the degree to which it has been provided before we can assess whether the working of the policy and standard have had any adverse impact on any equality group.

## **2.0 Policy Aim**

- 2.1 The Corporate Training Policy and Training and Development Standards are developed to:
- meet the Council's aims, values and objectives by ensuring a sufficient supply of people with the right skills in the right place at the right time.
  - maximise development opportunities in the workplace
  - meet nationally accredited standards of business and professional training relevant to the work of a local authority
  - provide a statement of minimum practice on the appraisal process
  - to highlight the support available to staff participating in training & development activities
- 2.1.1 These policies/standards are key elements to ensure that all training and development activities meet the requirements of the Council's Fair Employment Policy and that all staff are treated in a fair and consistent way in relation to training and development opportunities.
- 2.1.2 The Corporate Training Policy was updated in May 2005. The Council's commitment to improving the quality of service to our customers is reflected in a positive commitment to provide appropriate training and development interventions. The policy defines the way in which new employees will be inducted into the organisation; individual needs related to service objectives are identified through the appraisal process; corporate resources are allocated to meet identified training and development needs and support is provided to the individual learner.
- 2.1.3 The Training and Development Standard provides a summary of the actions required corporately and by Line Managers to deliver the Corporate Training Policy.
- 2.2. Context
- 2.2.1 The policy and standards are applicable to all employees of the Council, subject only to the need for clear evidence of the benefit

to the Council in the context of length of employment. Temporary staff, for these purposes, includes seasonal or casual workers. The principles behind the policy are also acknowledged by contractors in their work for and on behalf of the Council.

2.2.2 As at 31 March 2007, the Council employed 457 permanent staff. Additionally, the Council employs an annual average of 127 casual and temporary staff. Equality statistics are less readily available for this more transient workforce and the EIA does not include statistics for the seasonal and short term employees who do not fall within the context of the policy as defined in 2.2.1

2.2.3 The local employment market within Eastbourne is characterised by an unusually homogeneous white, Christian community, compared to the national labour market. There is low representation of people from ethnic minorities and a generally older potential workforce. This employment market is broadly reflected in the working population of the Council, as evidenced in our 2006 Local Labour Market Assessment. A breakdown of the Council's employees by equality group is shown at Appendix 2.

#### 2.2.4 Age

The population of Eastbourne between the economically active ages of 15 and 65 is made up of: 71% aged 15 to 49; and 29% aged 50 to 65. This is broadly matched by the Council's distribution of 27% of staff over the age of 50.

#### 2.2.5 Ethnicity

All but 3.4% of Eastbourne's working age population declare themselves as 'White British', 'White - Irish' or 'White - Other'. Just 1% of the Council's employees currently declare themselves members of a black or other minority ethnic community. This under-representation has persisted over time despite awareness raising measures.

#### 2.2.6 Disability

Figures for the percentage of economically active disabled people in Eastbourne show a higher than average proportion, at 14.9% in the local population. 5.7% of the Council's employees currently classify themselves as disabled.

#### 2.2.7 Part-time Employment

Of the Council's employees, 28% are employed on a part-time

basis, whilst in the Borough as a whole 13% are in part-time employment.

#### 2.2.8 Religion

73% of the Borough's population state that they are Christian and 1% Muslim. Of the Council's employees, 47% declare themselves to be Christian, 2% other, 31% no religion, with the balance declining to declare. This suggests a potentially significant difference to the borough norms for the workforce of EBC. It will certainly be important to monitor this element in the future to determine reasons, cultural or otherwise. Although this difference is large it may reflect differences in data gathering techniques as we understand that "Christian" is more often declared by older members of the general population when they are encouraged to choose from positive options.

#### 2.2.9 Gender

56% of the Council's employees are female. This reflects the local population distribution.

### **3.0 Data Collection and Consultation**

3.1 The impact of the policy and standard were assessed in a context of the Corporate Equality Policy, our HR performance Management Commitment, our adopted equality schemes and relevant data was taken from the following documents and in consultation with colleagues and Training Co-ordinators:-

- Local Labour Market Assessment 2006
- Corporate Workforce Development Plan 2007-2010
- Staff Survey 2004
- HR Service & Financial Plan 2006-2009
- HR Performance Indicators

3.2 The Council reviews, evaluates and plans its training provisions annually through Corporate Review at CMT. The Corporate Workforce Development Plan takes account of priority objectives and is based on needs identified via the appraisal process.

3.3 Training and Development activities can include "on the job learning", reading, training courses, visits, project work and shadowing.

3.4 This EIA focuses on the training and development activities contained within the Corporate Workforce Development Plan. Departmental training is line manager owned and corporate

monitoring statistics are not kept. This would be helpful as an action point in the future ensuring that discrimination is not occurring in relation to our equality groups.

- 3.5 Data for this EIA has been drawn for the year 2006/07. The Chris HR Information system is now being used to record training information electronically and this will enable us to make year on year comparisons going forward.

#### **4.0 Key Findings**

##### **4.1 Induction**

- 4.1.1 Our new starters process ensures that permanent and fixed term employees are automatically registered on the Corporate Induction programme and managers receive the paperwork to formulate a bespoke induction programme for the individual.

- 4.1.2 Of the 43 new starters who joined up to 31 March 2007, 34 attended the Corporate Induction Day. 4 of the non- attendees were individuals who had previously worked for Eastbourne Borough Council and a further two were individuals who left our employment within a week of starting. Appendix 3 shows a chart illustrating the breakdown of non attendees by equality group.

- 4.1.3 A survey of 22 new employees who joined the organisation between 01 April 2007 and 31 July 2007 has indicated that 91% had bespoke induction plans with arrangements in place for the remainder.

##### **4.2 Appraisal**

- 4.2.1 Appraisal is the process by which line managers and their staff identify, agree and prioritise training and development needs.

- 4.2.2 During the appraisal cycle 2006/07, 86% of staff were appraised. Of the remaining 14%, three quarters were part time staff who worked on a more regular, casual basis at sports centres and theatres. Whilst this group of staff may fall outside the provisions of the Corporate Training Policy in context of their length of employment, it would be helpful as an action point in the future to monitor statistics to ensure that there is no discrimination against equality groups.

- 4.2.3 Appendix 3 shows a chart illustrating the numbers of staff who did not receive an appraisal. It should be noted that 4 of the 16

people have been identified as members of staff who were originally employed on our bank of temporary staff. An appropriate action point will be to ensure that this group of people are included in future appraisal cycles.

#### 4.3 Attendance on Corporate Courses

4.3.1 Attendance at Corporate training courses broadly reflects the composition of the working population of the Council, with the exception of part timers - 15% compared with 28%. (Appendix 3). This data does not take into consideration other forms of training and development activities.

4.3.2 Performance objectives to identify the percentage of training activities delivered compared with those agreed were incorporated into the Appraisal Form. The resulting statistical data will not be available until the 2007/08 appraisal cycle is complete and will be helpful in ensuring that discrimination is not occurring in relation to any of our equality groups.

4.3.3 In recognising that corporate training courses may not be as accessible to part time workers and as part of our drive to offer more flexible methods of learning, we are developing a wider range of part day courses and making greater use of e-learning.

#### **5.0 Conclusion**

The analysis of evidence in relation to the policy and standards seems to be supportive of employees in terms of in terms of induction into the organisation and identification of training needs through the appraisal process.

Further analysis needs to be undertaken on the means of learning and development adopted by our equality groups and the extent to which training agreed training is delivered.

#### **Background Papers**

The background papers used in compiling this report were:

Corporate Training Policy

Training & Development Standards

Local Labour Market Assessment 2006

Corporate Workforce Development Plan 2007-2010

Staff Survey 2004

HR Service & Financial Plan 2006-2009

HR Performance Indicators

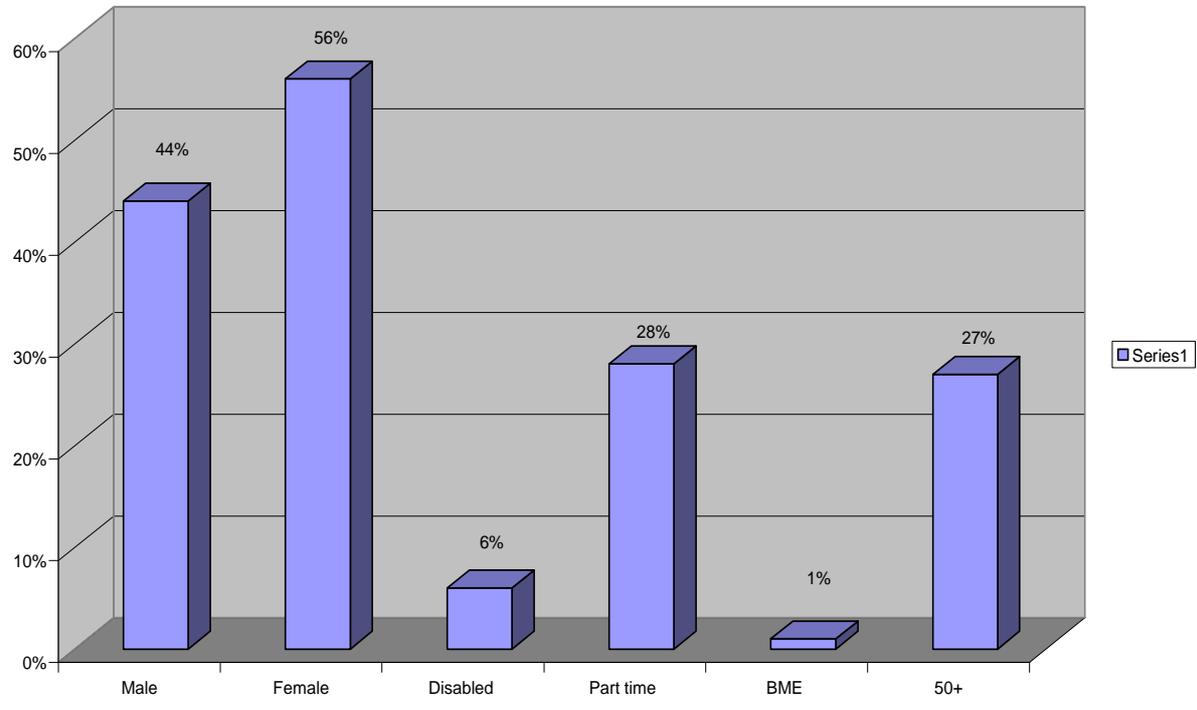
## Appendix 1 Human Resources Equality Objectives and action plan

**Community Strategy Theme (CST):**  
**Inclusive Community (IC)** – A) Everyone can access information, services, natural greenspace, cultural and recreational facilities in a way that is suitable to them B) Diversity is valued C) Everyone feels they belong and each person is important to the future of the town  
**Learning and Skills (LS)** – A)An increase in the number of people who can read and write well enough to enable them to get a better job B)Performance in all schools that matches or bettersthe national average C) Employers who are able to access high quality learning & training appropriate to their needs  
**Council Values (CV):** 1. Representing the community 2. Maintaining high standards of conduct and accountability 3. Respecting the dignity of everyone and promoting equality 4. Involving the public and partners in improving services 5. Managing our resources efficiently 6. Providing a positive working environment for staff 7. Delivering excellent customer service

Objective	Action	Target	Lead Officer	Outcome/Monitoring
Ensure that all staff covered by the provisions of the Corporate Training Policy are treated in an equitable, fair and consistent way in relation to training and development opportunities.  CST: IC (A) (B) (C) LS (A) (C)  CV: 2/3/5/6/7	Continue to monitor equality data – specifically to expand recording to include departmental training and regular casual employees	Process in place to capture data by April 2008	Resourcing & Development Mngr	Comprehensive data by March 2009. Review quarterly. 6 monthly evaluation.
	Collect and report data on agreed training vs delivered training particularly in relation to part time employees	Analysis of 2007/08 cycle included in report to CMT. Thereafter annually as part of CWDP Report	Resourcing & Development Manager	Annual through appraisal returns. More informed decision making on the best ways for different groups to access training.
	Develop a more diverse learning offer to include more part day events and e learning	More blended approach to learning evidenced in CWDP 2008/09	Resourcing % Development Manager	Training will be more effective and more readily accessible. Quarterly evaluation
	Develop a process to ensure the inclusion of Bank of Staff employees who change contract status	Corporate Induction for BOS. 100% appraisals for BOS	Resourcing & Development Manager	BOS will have an improved understanding of the organisations purpose and values and their contribution.

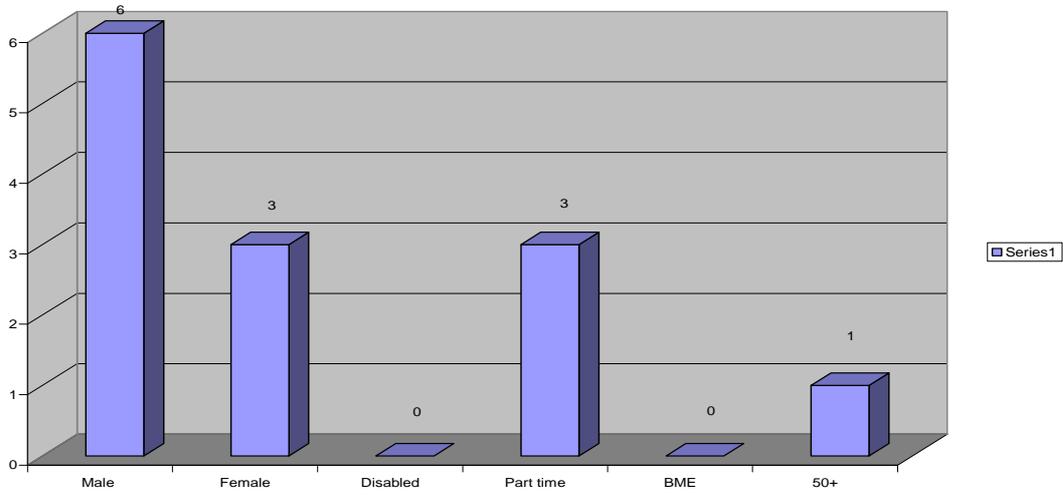
APPENDIX 2

Breakdown of EBC staff

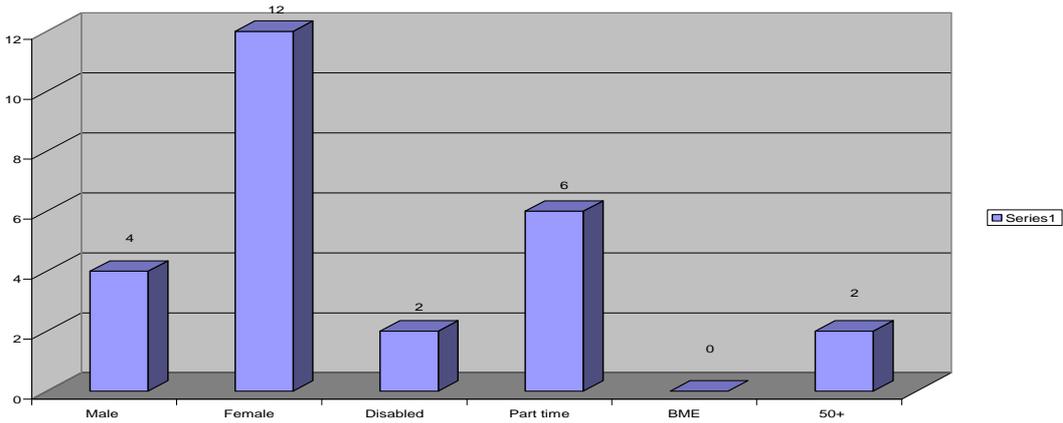


## APPENDIX 3

### Induction non attendees



### Staff without appraisals



### Attendance on Corporate Courses

