

## People Impact Assessment (PIA)

<b>Policy/activity or service area to be assessed:</b>	Learning & Development Strategy 2020-24 Job 936	<b>Person completing assessment:</b>	
<b>Reason for this assessment:</b> <i>(new policy / review etc)</i>	Review of the Strategy in support of the 2020-24 Safety Plan	<b>Date of assessment:</b>	23-07-21

A PIA involves analysing the effect, or potential effect, of the way we do our business upon groups that share protected characteristics as defined in the Equality Act 2010. This requires us to look at the equality data which we capture or have access to and to consider the outcome of our community engagement. We need to assess whether our policies and practices show ‘due regard’ for the three aims (see below) of the Public Sector Equality Duty (PSED). The analysis should highlight effects that *increase* equality, *decrease* equality or have *no impact* upon equality across the protected characteristics. Its purpose is not just to paint a picture, but to *identify practical steps* to improve our performance by:

- (a) Eliminating any unlawful discrimination,**
- (b) Advancing equality of opportunity and**
- (c) Fostering good relations between different groups.**

1. Briefly describe the purpose, aims and objectives of the policy/activity: <sup>1</sup>	The purpose of the L&D Strategy is to ensure that we have the right people with the rights knowledge, skills and behaviours in the right place at the right time to support delivery of the priorities identified within our Safety Plan in as safe away as possible based on application of knowledge skills and behaviours appropriate for their role. This is important as the strategy is designed to deliver safe effective and efficient learning and development to in turn help others to be safe and effective in reducing the harm and impacts from fires and other emergencies and to help our communities to prevent these occurring and be protected from them where necessary, Through transforming and evolving what we do to deliver learning and development we can ensure that our partners and communities can continue to trust and have confidence in our ability to deliver a safe, efficient and effective service by investing in our people.
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<p>2. Who is the policy/activity aimed at:        (communities, staff, partners etc)</p>	<p>The strategy is aimed primarily at our staff whether paid or unpaid but has an impact on the way in which our staff engage with each other, our partners and our communities when imparting or acquiring knowledge skills and behaviours to and from others that are in line with our cultural framework and leadership message</p>
<p>3. Who is responsible for the policy/activity:        (Directorate/Department/individual)</p>	<p>The Head of Learning &amp; Development is the author of the strategy and leads on delivery against it. The Directorate Board Chaired by the Directors of Response and Prevention and Protection and the Service Delivery Board Chaired by the Deputy Chief Fire Officer provide governance and scrutiny of the strategy. The Service Management Board chaired by the Chief Fire Officer, and finally the Performance and Assurance Board and other formal elements of the Commissioner Fire Authority's arrangements may call for further layers of scrutiny to ensure that Equality, Diversity and Inclusion is at the heart of delivery against the strategy in order to satisfy the Public Sector Equality Duty(PSED)</p>

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## Equality Statement

Clearly explain and provide supporting evidence to show how the policy/activity satisfies the three aims of the Public Sector Equality Duty (PSED) and **DOES NOT** cause or have the potential to cause a **NEGATIVE** (detrimental) effect:

Every employee of the Service has the right to job and role specific development to enable them to fulfil their role to the best of their abilities to provide the best possible delivery of services to our communities in the face of new and evolving risks and available service resources. Our staff are employed on a range of contracts with associated terms and conditions that links to acquisition, development, assessment, feedback, coaching, mentoring, competence and progression. The Services' Workforce strategy underpins and guides how this can be achieved in an inclusive and fair way that recognises the diverse potential and needs of our staff. Legislation, regulation, guidance and codes of practice provides the frameworks for determining the needs of our staff linked to core and individualised development pathways and mechanisms exist to identify, plan for and resource mandatory and individualised needs

### PSED

#### 1. Eliminating any unlawful discrimination

The activities outlined in the Strategy are designed to provide as much flexibility as possible in ensuring that training is designed to use service resources, partner and procured third party providers efficiently and effectively to achieve the best learning outcomes for each particular course or training event. Any changes to delivery are assessed on their own merit and where formal decisions are required the impacts are reported in writing to the Directorate Board for consideration and decision making. Internal changes are managed through the course design tool and are internally assured by Training Managers. Staff delivering training outside of the core Learning & Development responsibilities are encouraged to liaise with the Department to help them to design their products with the learners and learning outcomes in mind. The Service works with the shared services commercial team to ensure that procurement is lawful and that the specification of need considers the PSED. The findings of internal and external audits or inspection such as Health & Safety, Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) and the office for Standards in Education (OFSTED) are integrated in to the Departmental policies, guidance and practice. Working within other service policies and support mechanisms, we are able to offer support to individuals with specific needs where appropriate to enable learning and achievement and maintenance of agreed standards. Training is able to be designed within the limits of existing resources to account for learning styles, prior learning and achievement and methods of delivery and technological advancements that assist learners. Learning resources can be offered in a range of formats. Activities delivered by L&D Staff are underpinned by gaining an external Award in

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Education and Training and specific qualifications that relate to the capability to deliver specialist knowledge and skills such as Fire Behaviour Training (FBTI). It is recognised that at certain times this role can have short term thermoregulatory impacts for example during peri – menopausal and menopausal times. The Service is supporting research and works closely with the in service Health wellbeing and fitness provision and has in place welfare control measures for all Instructors to assess the impacts of this activity that will enable those staff affected to adapt reasonably to the role demands. Elements of training is very much a product of designing outcomes to enable people to do their job and where this involved individual learning styles or practical/physical capabilities to listen, observe , remember, recall, understand, know and perform tasks to the required standard then the service operates in a way which through managing performance and capability can seek to identify needs and support them as far as is reasonably practicable within the guidelines of its policies to support the achievement of standards

## 2. Advancing equality of opportunity

The direction of travel in the services leadership and culture underpins that of striving to be a learning organisation that puts people at the heart of what it does and recognises people as its best asset. Whilst the HMICFRS recognised this in its inspection in 2019 the core personal qualities and attributes that are inherent in the recruitment of people into the service and the advancement these through development of knowledge, skills and leadership behaviours, and all that the service expects from its staff is underpinned by embedding these at all levels through developing a wider range of advancement opportunities that encourage and promote equality and inclusion. Whether it be flexible working and training arrangements, modularised and realistic off the job training courses or identifying workplace experiences, volunteering, job share, high potential leadership experiences, direct entry, promotion, lateral movement or job evaluations. These support equality of opportunity and being able to support people with the learning and development required to facilitate this, both formally and informally is at the heart of what the service intends to deliver as part of the strategy. Emphasis placed on appraisals and one to one discussions with line managers is designed to ensure that needs can be identified and matched to opportunity where reasonably practicable and where benefits to the individual , team and the organisation can be identified and resourced to mitigate against any detrimental risks. An example of this is the assessment of needs to support the training and competency assessment of staff with forms of dyslexia and the adaptation of training delivery to support disability passports. Changes to other strategies may have an impact on the design of and accessibility to training resources and therefore payment. Greater flexibility in delivery design and style of learning will enable staff to access training at the right time and in the best way to ensure that they can achieve service requirements whilst the Service undergoes transformation to ensure that its financial position is stable and that jobs/skills can be protected as far as is practicable and that staff are not unduly restricted to the point of an inability to access or achieve unless incapable or unwilling to do so.

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### 3. Fostering good relations between different groups

The strategy promotes the gathering and sharing of learning by and through individuals, teams and organisations to promote an inclusive culture whereby staff are encouraged to behave in accordance with the cultural message. The strategy references legal and sector regulations and guidance on which the service bases its learning & development strategy and inherent in this guidance and the way the service designs, develops, plans, implements and reviews its delivery against the strategy supports good relationships the promotion of supportive and caring behaviours and the safeguarding of those who need advice, guidance and targeted intervention. The strategy supports a desire to learn from our experiences, share them and put in place development activities to ensure that we continue to improve collectively as well as individually

Where the policy/activity **DOES** or has the **POTENTIAL TO** have a **NEGATIVE** (detrimental) effect indicate which of the Protected Characteristics **MUST** be considered:

Describe the <b>NEGATIVE</b> (detrimental) effect and provide supporting evidence for your rationale *	
<b>Age</b>	Procurement of new technologies and equipment that may have a greater training requirement for some older persons who have not been able to adapt to a new generation of information and communications technologies or job related equipment
<b>Disability</b>	Where disability passports are presented in the learning environment, the ability of the trainer and methods of delivery to take into account the needs at that time may not occur if the needs were not known in advance however our programs should be able to be adapted without notice as far as reasonably practicable
<b>Gender reassignment</b>	Insufficient understanding of the potential impacts affecting the learning and development environment
<b>Marriage or civil partnership</b>	Insufficient understanding of the potential impacts affecting the learning and development environment
<b>Pregnancy or maternity</b>	Lack of organisational resilience to deliver training when individual risk assessments prevent or prohibit training delivery by a trainer due to pregnancy or maternity
<b>Religion or belief</b>	Potential for training programs to not account for individual religious practice or beliefs whereby time, the environment, the equipment, safety or the content is critical to meeting expected outcomes

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<b>Race</b>	Potential for lack of access to learning & development opportunities due to organisational culture, perception and race related barriers to success
<b>Sex</b>	Lack of flexibility in training design and delivery that prevents all sexes from achieving the same outcome in the same or different ways taking into account health and safety
<b>Sexual orientation</b>	Potential for lack of access to learning & development opportunities due to organisational culture, perception and race related barriers to success
<b>Socio-economic disadvantage</b> <sup>2</sup>	Lack of flexibility in course, notice, programming, design and delivery precludes individuals attending and affects their capability to do the job

\* **NOTE:** Where any **NEGATIVE** (detrimental) effects are likely to occur:

- (a) For the policy/activity to continue corrective actions/amendments **MUST** be taken to prevent/minimise unlawful discrimination
- (b) An action plan **MUST** be completed (next section)
- (c) Where a negative (detrimental) effect can not be avoided, continuation of the policy/activity (with or without amendment) **MUST** be justified

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## Action plan

This action plan **MUST** accompany the policy/activity and be used continually to assess any negative (detrimental) effects resulting from the delivery of or amendments to the policy/activity based on customer feedback and evaluation.

Negative/detrimental effect	Action needed to prevent/minimise it	By who	By when	Complete (tick)
Lack of monitoring in the learning environment that reduces the evidence of compliance with our PSED	To be able to access and contribute to the monitoring of protected characteristics identified development needs and disability passports through the appraisal process in the learning and development environment through the Fire Watch Integration project to enable effective monitoring and reporting and training needs analysis	Firewatch Project Team/HR	ASAP	
Application of progression pathways	To broaden the flexibility of training methods and identify individual prior achievements and learning and ensure that development/progression pathways can account for identified needs and are achievable	Head of Learning & Development	Continuous	
Poor training design	Develop the course design tool to further consider the PSED	Head of Learning & Development	Continuous	

**All Completed PIA's should be submitted to E&D team for approval.**

**Signed:** \_\_\_\_\_ (E&D)

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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