



## Equality Impact Assessment

**A. Policy/Practice (name or brief description):**

*Staff Learning will be accessible via People and Money Learning app and staff can add their Skills and Qualifications to their staff record via People and Money - Skill and Qualifications self- service.*

**B. Reason for Equality Impact Assessment (Mark **yes** against the applicable reason):**

- ~~Proposed new policy/practice~~
- Proposed change to an existing policy/practice - **YES**
- ~~Undertaking a review of an existing policy/practice~~
- ~~Other (please state):~~

**C. Person responsible for the policy area or practice:**

Name: *Denise Nesbitt*

Job title: *Deputy Director HR - Learning and Organisation Development, Resourcing (Project Sponsor)*

School/service/unit: *Human Resources, University Secretary's Group*

**D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:**

- affects primary or high level functions of the University - **NO**
- is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? - **YES**
- It is one which interested parties could reasonably expect the University to have carried out an EqIA? - **YES**

**E. Equality Groups**

To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)

*This practice is relevant to all University of Edinburgh employees, including existing and prospective employees, their line managers and senior managers who may use the Learning and Skills and Qualifications applications in People and Money. University teams responsible for delivering Learning to staff will also be impacted by this change. All equality groups are relevant.*

*The Learning application will enable staff to access internally provisioned training courses that have been added by internal learning providers to People and Money and also to the full range of LinkedIn Learning courses (which are currently and will continue to be accessible to staff through MyEd).*

*Employees and Line Managers will be able to easily search for courses by topic and join or book training. Courses will include self-paced/on-line learning, instructor led training (either online or face to face) and blended learning. Line managers will be able to assign learning to their team members and peers can recommend learning to colleagues. Once employees have completed learning via People and Money, it will be recorded automatically on employees' learning records. Training received elsewhere, can also be added manually. Managers and Learning Providers will be able to run reports on training booked, assigned and completed. Over time, we aim to encourage internal Learning Providers to move all relevant content to People and Money.*

*The Skills and Qualifications application provides a space for employees to record information on their education, work history, career preferences, licences, certifications and registrations. It enables employees and line managers to keep track of licences, certifications and registrations that are essential requirements for certain roles. Currently some of this information is held locally. When applying for an internal position, information from the Skills and Qualifications app will pre-populate employee applications. For new employees this information is added automatically during the onboarding process.*

*The two apps are linked which means that when an employee gains a new qualification through Learning it can be added to the Skills and Qualifications application.*

*People and Money is accessible to employees via desktops, laptops and mobile devices and managers can identify and book course for staff who may have limited access to such devices.*

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership<sup>1</sup>

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:
- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:
- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:
- If the policy/practice contributes to advancing equality of opportunity<sup>2</sup>

*Learning will be made available to all staff through People and Money. Simplifying the process of identifying, recording and reporting on learning, improving data which will allow for a better experience for all.*

- If there is an opportunity in applying this policy/practice to foster good relations:

<sup>1</sup> Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

<sup>2</sup> This question does not apply to the protected characteristic of marriage or civil partnership

- If the policy/practice create any barriers for any other groups?
- How the communication of the policy/practice is made accessible to all groups, if relevant?

*An engagement plan has been created and stakeholders will be briefed about the new applications and have access to guidance and demonstration videos.*

*Information about the applications and their benefits are available on the HR and Finance Transformation Information Hub, Learning Provider home sites and People and Money web pages.*

*There will be Implementation Group briefings, an “All HR briefing” and knowledge transfer to specific HR roles. Training and follow up clinics will be provided for Learning Providers. Process and System User guides and videos (subtitled) will be available on People and Money web pages.*

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?

*Business users were engaged in helping to design how the system supports the processes. Feedback has been gathered through business impact assessment sessions and user acceptance testing (UAT). UAT testing (including supporting guidance) was completed by a range of staff from across the University to allow for feedback to be gathered from a community of future users.*

- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations:

*The impact on equalities groups is positive:*

*A range of staff learning and training courses will be available from one system – People and Money. The processes to access staff learning will be standardised. As more staff learning content moves to People and Money – staff experience will be simplified due to consistency.*

*The system is accessible to all employees no matter where they work in the University, via desktops, laptops and mobile devices. Where staff may have limited access to such devices, managers will be able to identify and book courses for them. Demonstration videos will walk users through key processes. Guidance will be easily available on the University’s People and Money web pages. Users will be sign-posted from Learning Provider web pages. to training that is available on People and Money. Users will have access to HR Helpline for process questions and to Learning Providers through current communication for course content questions. Learning providers can use enrolment questions to gather details of the requirement or any adjustments for learners to effectively participate in Learning. Feedback can be gathered after the course is completed.*

#### **F. Equality Impact Assessment Outcome**

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision

**Option 1: No change required – the assessment is that the practice is/will be robust.**

*The key change is provision of learning via one system, rather than many systems and this is supported by robust guidance for all users.*

**Option 2:** ~~Adjust the policy or practice—this involves taking steps to remove any barriers, to better advance equality and/or to foster good relations.~~

**Option 3:** ~~Continue the policy or practice despite the potential for adverse impact, and which can be mitigated/or justified~~

**Option 4:** ~~Stop the policy or practice as there are adverse effects cannot be prevented/mitigated/or justified.~~

#### **G. Action and Monitoring**

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

*Feedback from learners, line managers and learning providers should be sought once the applications are operational.*

2. When will the ~~policy~~/practice next be reviewed?

*6 months after implementation, when more courses and materials will have been added.*

#### **H. Publication of EqIA**

Can this EqIA be published in full, now? YES

#### **I. Sign-off**

EqIA undertaken by (name(s) and job title(s)): *Sheona Chalmers, Senior Project Manager*

Accepted by (name): *Denise Nesbitt, Deputy Director, Organisation Design, Learning and Development, Project Sponsor*

Date: *2/11/2021*

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)