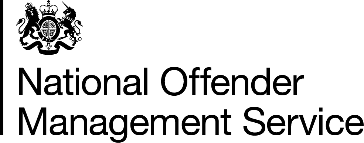
**Annex A**



Equality Analysis

An Equality Analysis starts at the beginning of and is part of project or policy development, consistent with the approach outlined in AI 14/2016 PSI 20/2016 PI 19/2016. The ‘checklist’ below is a way to capture the audit trail and provides some reminders of what should be considered, throughout the development of the project. Equality Analysis is about taking every opportunity to embed equality into the project or policy. This will improve its quality, partly through identifying and mitigating risks; including the potential for bias, unconscious or otherwise. By populating the fields below, you can show how you have achieved this.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of Policy / Project, Practice or Procedure under development (hereafter called ‘product’)** | | | | | |
| Qualification Alignment process. | | | | | |
|  | | | | | |
| **Brief description of the planned product[[1]](#endnote-1)** | | | | | |
| A qualification alignment process to ensure staff who are not qualified to practice in probation officer roles can meet the required standard and gain qualification though an amends to statutory guidance, recognition of experience and other qualifications and completion of qualification elements that cannot be gained elsewhere. | | | | | |
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| **Equality Analysis Lead: The person leading on the product[[2]](#endnote-2)** | | | | | |
| Debbie Knight | | | | | |
|  | | | | | |
| **Start Date[[3]](#endnote-3)** | | | | | |
| July 2020 |  | | | | |
|  | | | | | |
| **What are the high level equality objective/s (positive opportunities) associated with your product? How will you ensure that your project is included to all those affected? What are the risks, including risk of bias?[[4]](#endnote-4)** | | | | | |
| To ensure that the qualification alignment process is accessible to staff with protected characteristics. The draft documentation including EA will be submitted as part of the consultation with unions and the SLT for information with any feedback considered accordingly. The EA will also be shared with the programme equalities lead and network leads (as required) for consultation. | | | | | |
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| **First steps: Identify when in the project you will consider, plan and discuss the equality opportunities associated with your proposed product.[[5]](#endnote-5)** | | | | | |
|  | | | |  | Key Date |
| Discussion with equalities manager – Aisha Ahmed | | | |  | 05/03/20 |
|  | | | |  |  |
| To be included in the consultation pack for information. | | | |  | 17/7/20 |
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| **Ongoing record: Key dates when equality was considered and actions taken as a result[[6]](#endnote-6)** | | | | | |
| Context: | |  | Date: | | |
| EA draft completed | |  | 05/03/20 | | |
|  | Action / Owner: | | |
|  | Debbie Knight | | |
|  | |  |  | | |
| Context: | |  | Date: | | |
| EA to equalities lead for PWP (action complete) | |  | 05/03/20 | | |
|  | Action / Owner: | | |
|  | Aisha Ahmed | | |
|  | |  |  | | |
| Context: | |  | Date: | | |
| Delayed due to covid 19 | |  | 01/04/20 | | |
|  | Action / Owner: | | |
|  | Debbie Knight | | |
|  | |  |  | | |
| Context: | |  | Date: | | |
| Included in consultation pack. | |  | 17/07/20 | | |
|  | Action / Owner: | | |
|  | Debbie Knight | | |
|  | |  |  | | |
| **Internal sources of information:[[7]](#endnote-7)** | | | | | |
|  | | | | | |
|  | | | | | |
| PID | | | | | |
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| Statutory guidance on qualifications | | | | | |
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| PQiP equalities assessment. | | | | | |
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| **External sources of information:[[8]](#endnote-8)** | | | | | |
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| **Summarise here the general ways you have embedded equality and inclusion into your product in order to make sure it is suitable or as relevant as possible. This will include how you have addressed the potential for bias:[[9]](#endnote-9)** | | | | | |
| The qualification alignment process is designed to be completed alongside an individual’s current role, with workload relief to ensure completion within working hours. Completion is costed based on the numbers of hours, but this can be extended over a flexible timeframe to allow for part time workers and those who require additional time due to protected characteristics. The conversion qualification utilises existing components of the PQiP qualification and the equalities framework on which this is built. This will include support, potential for extension and repeated submissions for individuals who face challenges completing the process via the progression board panel. The one to one will also outline any challenges to completion in advance allowing an opportunity to ensure all reasonable adjustments are made prior to enrolment. | | | | | |
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| **The nine characteristics protected under the Equality Act 2010 are below. Your product may be relevant to all of them. Use these sections to evidence how you have considered, promoted or otherwise advanced your product with reference to any of them.** | | | | | |
| **1. Age****[[10]](#endnote-10)** | | | | | |
| Staff –Qualification alignment will predominantly impact long standing members of probation services (15 years plus) and those within their first 5 years. A process has been applied to ensure experience is recognised and practice based skills counted towards qualification. | | | | | |
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| **2. Disability**10 | | | | | |
| Staff- Qualification alignment can be completed from local offices and requires no additional travel (for most staff) away from their office base. Qualification may include completion of a university module but via distance learning. All staff will be existing employees who should have AT if required but the 1-1 will flag any issues around accessibility of learning materials and additional support requirements. The additional support measures are all in place through the processes set up to for the PQiP. Engagement with L&D will be ongoing to ensure reasonable adjustments are made as required. | | | | | |
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| **3. Gender Reassignment**10 | | | | | |
| Staff – There should be no impact on the completion of the qualification requirements. However, this has been addressed for the gathering of certificates of qualification to ensure that staff members can replace certificates in a ‘dead name’ free of charge. The issue could arise that staff were unwilling to present certificates in a ‘dead name’ and ended up being considered unqualified. This will need to be monitored to ensure that all staff have received the message that they can replace certification so as not to be negatively affected. | | | | | |
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| **4. Marriage and Civil Partnership**10 | | | | | |
| Staff – If a staff member has changed their name following marriage this could lead to the need to evidence this in order to have their qualifications recognised. This could increase the challenges for a staff member in evidencing their qualification. This has not arisen thus far but will require monitoring in case it arises as an issue. | | | | | |
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| **5. Pregnancy and Maternity**10 | | | | | |
| Staff – Qualification alignment will be available over a minimum 2 year period with mop up courses to ensure it is available to staff who are away from work due to pregnancy related issues and maternity. This will also allow extended timelines for staff members for who feel unable to take on an additional qualification during pregnancy. | | | | | |
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| **6. Race**10 | | | | | |
| Staff – It is known that BAME staff are more likely to be assessed as Must improve on SDPR which would affect ability to be included in the sign off or conversion course. Assurance will need to be reached that any staff in capability measures or with must improve are not subject to bias. This will need to be developed as part of the management of the conversion process and will be followed up with equalities leads.  Risk that international qualifications will have been accepted historically in the NPS but will not meet equivalency which could impact on staff who trained abroad. Agreement that the sign off or conversion process will be applicable to staff with international qualifications who meet the criteria of ‘qualified other’. | | | | | |
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| **7. Religion or Belief**10 | | | | | |
| No foreseen impact. | | | | | |
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| **8. Sex**10 | | | | | |
| Staff- There will likely be higher numbers of women affected due to the staffing profile of probation services. There are a proportion of women who will be carers for dependants or relatives and this could impact on those staff feeling unable to commit to completing a qualification. This will be especially the case if they are experiencing difficulties already managing the demands of the job. This will be reviewed in the one to one sessions to ensure support systems are in place for staff in this position. This could include extended completion time or additional workload relief. | | | | | |
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| **9. Sexual Orientation**10 | | | | | |
| Staff- No foreseen impact. | | | | | |
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| **How have you considered the Welsh Language Act 2010 in relation to the product and in accordance with the NOMS Welsh Language Scheme?[[11]](#endnote-11)** | | | | | |
| The modules are currently delivered through the PQiP so need to check availability of Welsh language products. | | | | | |
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1. What is the purpose of the piece of work you are doing, how will it deliver better outcomes, what is its basic process? [↑](#endnote-ref-1)
2. This should always be the project/policy lead, even if other colleagues do some or most of the work. The policy/project lead is always responsible for directing and monitoring progress against the Equality Analysis and signing it off. [↑](#endnote-ref-2)
3. The start of the Equality Analysis should be the same as the date the project is due to commence. [↑](#endnote-ref-3)
4. NOMS is committed to embedding equality in everything we do and ensuring that throughout the life of a project we think about equality as a trigger for positive changes to be put in place.

   For example: In developing a local policy that relates to staff, you will want to consider how it could be developed in a way that improves the outcomes for our staff group; including providing Reasonable Adjustments for disabilities where appropriate. In any project we all need to consider equality opportunities from the outset and sometimes budget for this before commissioning any work. In any product relating to service delivery, we must consider how it will promote more balanced outcomes for everyone; bearing in mind the diversity of the service users (offenders or others). We should always be careful to use inclusive language that avoids stereotypes or assumptions. Throughout the project there will be a need to think about the potential for implicit bias (which can be described as an unintended viewpoint about others based on stereotypes or attitude that feeds into what we do). Research shows us that bias can cloud our judgement unless we take steps to prevent it.

   Identifying the opportunities to advance equality through your project and setting equality objectives from the start will help you produce a good end product that will deliver better outcomes for you. [↑](#endnote-ref-4)
5. Regular discussion is an important part of Equality Analysis. Sometimes ad hoc as well as structured discussion via phone calls or emails can allow the formation and expression of ideas to shape your product development. To capture this, it is important to consider equality and inclusion all through the project and sometimes beyond. For example, bringing it up in a routine way in planning meetings, project board meetings, discussions with stakeholders, highlight reports, development of costing models, budget planning, & progress bulletins. Where a Project Plan is developed it must state at what formal stages (see below) equality will be explicitly considered. [↑](#endnote-ref-5)
6. List the occasions (for example review meetings, highlight reports, submissions, preparing for interim reports, emails) and what conclusions were drawn or actions identified as a result. [↑](#endnote-ref-6)
7. This should list what sources of information you will be using to inform your thinking and planning. Examples are: Statistical data, surveys, offender feedback, consultation, or any other relevant information. [↑](#endnote-ref-7)
8. Outside of NOMS/MoJ, any information about public service trends; knowledge of inequalities within society; best practice in related fields; and innovations that will help you identify equality opportunities. [↑](#endnote-ref-8)
9. The nine Protected Characteristics are Age, Disability, Gender Reassignment, Marriage or Civil Partnership, Pregnancy & Maternity, Race, Religion or Belief, Sex, and Sexual Orientation. If from the start you develop your work in an inclusive way it is likely that you will be able to show how it will advance equality for everyone affected, as well as having a specific focus on individual protected characteristics, where relevant.

   Example: You are looking at restructuring Reception Areas. Your starting point might be ‘how do we make the reception process as inclusive as possible to give a welcoming and positive impression?\*’ rather than starting by addressing each protected characteristic in turn. You may then come to find that when you do turn to each characteristic you have already made a lot of headway.

   \*Equality related actions relating to this project might include: Reception staff from a diversity of backgrounds who are trained to model inclusion, engage with a diverse mix of offenders and adapt their communication style; an Inclusion Statement that can be easily seen; a TV screen showing Equality Slides/information about equality related events; a touchscreen or poster giving instructions or welcoming visitors in different languages; visual images that model diversity and show people from minority groups in positions of authority, a hearing loop symbol, accessible doors and ramps, information about different faith communities and contacts, a rainbow symbol.

   As previously described, the risk of implicit bias and an awareness of how it affects our decision making should always be recognised and decision making checked against the potential for this. [↑](#endnote-ref-9)
10. Drawing on your knowledge of the planned product, consider the following in respect of the Protected Characteristics: Age, Disability, Gender Reassignment, Marriage or Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation:

    a) How might the product/policy impact on people of different [insert protected characteristic here]?

    b) From the start, how within the product/policy design will you take the opportunity to deliver better equality-related outcomes across the protected characteristics?

    c) What stakeholders or other sources of information will be/have been consulted to provide expert advice to inform your thinking? This would include data, where available, and other types of research or feedback including from groups of staff and/or offenders (this might include information from offender surveys or the national staff/offender equalities annual report).

    d) How has/how will that feedback (data) improve/d the quality of the product/policy?

    e) How does the audit trail show how consideration of the characteristic of [e.g. race, age] has improved your product/policy quality?

    f) What actions have you agreed as a result of considering the relevance of your work across all the protected characteristics (including any decision to not fully take opportunities to advance equality or to mitigate risks)?

    Note the conclusions/actions you have come to and how they have informed your product. [↑](#endnote-ref-10)
11. In law, consideration must be given to documents that may be given to Welsh speaking offenders, wherever they may be located. [↑](#endnote-ref-11)