EQUALITY IMPACT ASSESSMENT

Overview Details			
Function /Department	Organisational	**Date Of analysis**	22.02.2023
Title and overview of what is being assessed / considered	Purchase of Learning Managing System (LMS)	**Review Date**	01.04.2025
Who will be affected by this activity? (Please tick)		Staff ☒	Public ☐
Author of Equality Impact Analysis	Paul Smyth, Martin Ralfe	**Equality Analysis quality assured by (Member of the POD team)**	Mo Jogi

The purpose of undertaking an equality impact analysis and assessment is to understand the potential and/or actual impact that a service or policy may have on protected groups within the Equality Act (2010). The protected groups are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and / or belief
- Sex (gender)
- Sexual orientation
- Socio-economic disadvantage (Although not one of the 9 protected groups MFRA recognise that Socio-economic disadvantage affects many deprived communities within Merseyside.)

People who are protected from discrimination based on any of these characteristics are described in this document as belonging to one or other "protected group". In addition, equality analysis can be applied to groups of people not afforded protection by the Equality Act, but who often face disadvantage and stigma in life in general and when trying to access services & employment opportunities. Such groups include homeless people, sex workers, people who misuse drugs and other groups who experience socio economic disadvantage & others. This

template has been developed following consultation with staff and other external stakeholders including reference to the National Fire Chiefs Councils (NFCC) equality impact assessment toolkit as well as the Maturity Models and Workforce Good Practice Frameworks developed by the NFCC which MFRS will use to underpin EIAs as wider work on improvement.

Impact Analysis		
1	**What evidence have you used to think about any potential impact on groups?** (Please highlight any evidence that you have considered to help you address what the potential impact may be) **Example evidence:** • ONS Census data • Regional or local demographic information • MFRS reports & data • NFCC Reports/Guidance • Home office/Local government Reports • Risk Assessments • Staff survey results • Research / epidemiology studies • Updates to legislation • Engagement records or analysis **NFCC** Equality of Access documents – We encourage you to click on the following **link** to access a series of 'equality of access documents', developed by the National Fire Service Council (NFCC) & reference the data and information highlighted.	The LMS is on the EDI Action Plan as a system to support the delivery of the EDI responsibilities within MFRA and will enhance the collation of data and reporting for HMICFRS specifically the Ensuring fairness and promoting diversity requirements. Three demographic groups may be affected by the introduction of a new integrated IT system such as an LMS, females, staff over 55 and staff who may be neurodivergent and relate differently to different methods of communication, their environment or learning. The MFRA demographics show that 28.4% are female and 71.6% male. Women are more likely to work part time and have caring responsibilities. Within the Green Book women account for 17% of the staff whilst only 11.4% are female within the Grey Book. 13 staff have taken Maternity leave in the past year. Green Book staff benefit from both Hybrid working and the Flexible Working policy so will be accessing the LMS more often from home during their working hours. The service has a wide age range of staff with 13.28% or 136 number of staff over the age of 55. A significant proportion of these will work in SHQ and use ICT daily.

	17-24	25-35	36-45	46-55	56-65	66+
No of Staff	50	265	249	324	115	21
Percentage	4.88%	25.87%	24.31%	31.64%	11.23%	2.05%

The average percentage of individuals with a learning disability in employment in England is 4.8% whilst in the service only 1.96% have declared that they have a disability, which includes those

	Some aspects of these documents will help you provide information, awareness, and data to support: • Integrated Risk Management Plans • Service delivery strategies • Positive action and recruitment plans • Workforce improvement plans • Community engagement activities • and will prompt conversations within the workplace. Each document provides a significant amount of data and information, including research undertaken and risk-based evidence, and then goes into some ideas for actions which Services can use based on the information and their individual circumstances	with a physical disability. Implementing the LMS will be an opportunity to encourage staff to volunteer their protected characteristics to ensure they are appropriately supported. MFRS is a Level 2 Disability Confident Employer, under the GOV.UK legislation, which reflects the achievements of the service in recruiting, developing, and retaining members of our community to work for the service and may have a disability. The Office for National Statistics recognises that 20% of the working age population has a long-term health condition or disability. Having modern, accessible, and adaptable systems will both support existing employees but make us more attractive as place to work for all our community. The LMS will support our progress to achieving Level 3 Disability Confident award, which is the highest level that can be given. This will reflect our vision *One team, putting its communities first* by being seen to be a great place to work. Youth Engagement programmes including the Princes Trust, Fire Cadets, Beacon Projects will benefit from access to a partitioned area within the LMS which will hold elements of training, awareness and reviews allowing the relevant teams to further enhance their respective offers and allow young people to gain wider workplace skills.	
2	**Do you have all the evidence you need to make an informed decisions about the potential impact?** (Please tick)	**Yes** ☒ If you feel that you have enough evidence, then you will **not** need to undertake any engagement activity	**No** ☐ If you feel that you do not have enough evidence to make an informed decision, then you **will need to** undertake engagement activity with the staff or members of the public as applicable

| 3 | What engagement is taking place or has already been undertaken to understand any potential impact on staff or members of the public?

Examples include:
Public
• Interviews
• Focus groups
• Public Forums
• Complaints, comments, compliments
Staff
• Staff events / workshop
• Existing staff meetings / committees
• Staff Networks
• Representative Bodies
• Annual Staff Survey questions | From the initiation of the project the project board was established, the project board consists of senior officer, green book senior managers and varied demographics to support the wider governance of the project.
The project board have arranged numerous sessions to enable demonstrations of learning management system products and combined solutions to the wider project team. Giving exposure of the market and what benefits the types of systems we were reviewing could yield to our workforce.

The wider project team comprises grey book and green book staff and a spread of roles, hierarchy, and demographics, including, staff with disabilities, staff over the age of 55 amongst operational and non-operational colleagues also. This approach was made at the start to ensure we could canvas as many opinions as possible.
Beyond demonstrations the project team and project board have also been involved in:
• Requirements gathering workshops – enabling staff insight and wants to be at the forefront of our high-level requirements which were used to promote our ask to vendors.
• We engaged with staff specifically who openly talked about dyslexia, sensory impairments, and those with neurodivergence. This focus was predominately on the current problems and issues with learning and recording learning so we could focus on the best user journey for our colleagues when choosing a new LMS.
• We also asked operational staff to whom were on the project team to discuss these issues and the potential for a new system with their colleagues that may not openly talk about issues such as dyslexia. That way we could still gather opinions but not from a project board perspective, but tiling the perspective of an understanding colleague, who is able to ensure feedback is passed on and implemented. This approach has proved favourable with elements of feedback being received, not just for the LMS but learning as whole across MFRS.
• We are also aware that the introduction of a new LMS will make efficiencies and an easy to use all in one system making learning easier for everyone across the service.

On the project board and project team, we also have representation from youth engagement and prevention, and they have been able to provide input and requirements from the perspective of the young people we support as a service including Princes Trust. |

		And this type of engagement has ensured that young people being supported by princes' trust will have a unique and separate learning area to participate on their learning journey.	
4	Will there be an impact against the protected groups as described in the Equality Act (2010)? Summarise what impact there may be against each of the protected groups. Embed or provide a hyperlink to any reports or electronic files to which you are referring. Please remember when considering any possible impacts, these may be positive or negative and that there may be different impacts for our own staff when compared to those possible impacts on members of the community. Please detail clearly if the impacts are for staff or the wider community. It is also important to note that there may not be an impact on some of the protected groups if this should be the case, please tick the not applicable box. If there is no impact, please state that there is no impact.	What is the actual or potential impact on age? • Staff already use a range of ICT systems for administration activities which provides assurance that there is a level of ICT knowledge and competence in MFRS. • Some staff may require additional support to fully embrace and become comfortable with a new system such as an LMS. This will be incorporated into the implementation plan.	Not applicable ☐
		What is the **actual** or **potential** impact on **disability?** The service continues towards achieving the Level 3 Disability Confident employment award and the LMS will take us a step further as it will replace legacy systems that may not be as user friendly for three specific groups of staff: • Sight impaired • Hearing impaired • Neurodiversity The service provides a range of support, individual to staff members in the workplace including: • Reasonable adjustments • Assistive equipment including keyboards, colour filters and magnifiers to support access to ICT • Screen reader technology is available that is compatible with the LMS	**Not applicable** ☐

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	The LMS will enhance the experience for staff due to its adaptability and provide a better user experience along with its compatibility with Microsoft software and texts to speech technology. The E-learning presently hosted on LearnPro will be migrated to the LMS and the E-Learning Developer will have completed the project to provide all videos with subtitles and all new content will have subtitles as standard. Where text is used size 16 font is utilised on E-Learning as a minimum in line with national guidance and this will be adopted within the LMS.	
	What is the **actual** or **potential** impact on **gender reassignment?**	**Not applicable** ☒
	What is the **actual** or **potential** impact on **marriage and civil partnership?**	**Not applicable** ☒
	What is the actual or potential impact on pregnancy and maternity? The LMS system is accessible from home by using an issued username and password. This will allow staff to access training to maintain competency or access development as part of their keep in touch process within the Maternity policy. (SI 0658).	**Not applicable** ☐
	What is the **actual** or **potential** impact on **race?** Our E-Learning Developer continues to enhance our eLearning material with images to reflect the community we serve and the staff who deliver it.	**Not applicable** ☐
	What is the **actual** or **potential** impact on **religion and / or belief?**	**Not applicable** ☒

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		What is the **actual** or **potential** impact on **sex (gender)?**	**Not applicable** ☒
		What is the **actual** or **potential** impact on **sexual orientation?**	**Not applicable** ☒
		What is the **actual** or **potential** impact on **Socio-economic disadvantage?** Hybrid working has assessed where a staff member has no access to the internet and in these cases the individual can carry on working from their place of work or arrangements for specific periods, they will have access to their local station. This ensures access to the LMS is assured.	**Not applicable** ☐

ACTION PLAN

What actions need to be taken to mitigate the impacts identified in sections 3,4 and 5?				
Impact	**Action Required**	**Integrated existing work (yes/no) outline**	**Target Date**	**Responsibility**
Age	• Awareness that some staff may need additional support or training appropriate. • Super-users will be trained and accessible via email, telephone, and in-person to provide support to staff	Yes		Implementation Team
Disability -	• Individual Display Screen Equipment (DSE) assessments are completed by all new starters and reviewed every 3years or when necessary to ensure and access requirements are met. • Staff will be invited to resubmit a DSE assessment if required on implementation of the LMS.	Yes		Health & Safety Team
Pregnancy and Maternity -	FAQs will include reference to the access to training for Keep in Touch days whilst on Maternity leave.	FAQs to be produced as part of the implementation		Implementation Team
Race	N/A			
Gender reassignment	N/A			
Marriage and civil partnership	N/A			
Religion and / or belief	N/A			
Sex (gender)	N/A			
Sexual orientation	N/A			
Carers	FAQs will include reference to the access to training for maintaining competencies or development which is accessible 24/7 to provide flexibility for those with Carer responsibilities.	FAQs to be produced as part of the implementation		Implementation Team
Other	Explore the potential to offer temporary licences for non-permanent employees e.g., Prince's Trust, outsourced service providers.		2023-25	Implementation Team

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Deprived communities/socio economic	N/A			

How will these actions be monitored and where will the outcomes be reported?
(Please describe below)

The actions will be monitored by the LMS Implementation Team
The actions will be reported to the LMS Project Board

Completed by (Please print name /Designation)		**Signature** **Date**	
Quality Assured by (Please print name /Designation)		**Signature** **Date**	

Name of responsible SLT member (Please print name /Designation)		**Signature** **Date**	

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Bibliography and Guidance documents

This bibliography provides details of all the documents and reports included within this EIA or the EIA guidance. The bibliography will also include Hyperlinks to other useful documents, reports, data, and webinars on our portal page or links direct to the websites which you may find helpful when completing your EIA. **Please note, that this is a live document, do not use an old copy of this form to complete a new EIA. Please ensure that you download a new copy from the portal, as the bibliography and links will be updated regularly to ensure you have access to the most recent data, articles, and training.**

Documents referenced and hyperlinked within the form

National Fire Chiefs Councils (NFCC) equality impact assessment template
National Fire Chiefs Councils (NFCC) Equality Impact Assessment Toolkit
National Fire Chiefs Councils (NFCC) Maturity Models and Workforce Good Practice Frameworks
This document provides insight into the NFCC Maturity model and provides guidance on the following areas:
- Leadership Development
- Recruitment
- Learning Organisation
- Blended Learning
- Performance Management
- Employee Recognition
- Talent Management
- EDI
- Well, Being
- HR Analytics

Equality Diversity & Inclusion Resource Library
The ED&I resources Library is located on the ED&I portal page and provides a suite of documents (detailed below) from a wide variety of sources, they may be internally produced reports or guidance, toolkits or data produced by the NFCC or partners. A list of the documents can be found below or you can access the complete library here.

Disability related support including:
- AFSA - Let's talk workplace disability

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Gender Related Resources including:

- [Fast Facts for patients – Menopause](#)

Pregnancy and Maternity Related Resources

Religion and Belief related resources including:

- [AFSA – 2021 Workforce Religion and belief Toolkit](#)

Sexual Orientation Related Resources

[AFSA Workforce Positive Action Toolkit](#)

[Dementia Friendly Emergency Services Guidance](#)

[NFCC Equality of Access to Services and Employment](#) which includes:

- NFCC Equality of Access to Services and Actions for the Vulnerable Rehoused Homeless
- NFCC Equality of Access to Services and Employment for Black Communities
- NFCC Equality of Access to Services and Employment for Neurodiversity
- NFCC Equality of Access to Services and Employment for LGBT Communities
- NFCC Equality of Access to Services and Employment for People from Asian Communities
- NFCC Equality of Access to Services and Employment for the Roma Communities
- NFCC Equality of Access to Services and Employment for People Living with Dementia
- NFCC Equality of Access to Services and Employment for People Living in Rural Communities
- NFCC Equality of Access to Services and Employment for Emerging Migrant Communities
- NFCC Community Risk – CRMP Equality Impact Assessment

These can also be found on the [NFCC website](#)

NFCC Toolkits
The NFCC have also created a number of toolkits to provide help and guidance these can be found here on the [NFCC website](#) or via the links below in the ED&I Resource Library

The toolkits currently available include:

- [Collecting and Disseminating of Equality, Diversity, and Inclusion Data Toolkit](#)

- Gender Diversity Toolkit
- Neurodiversity Toolkit
- Undertaking an Equality Impact Assessment Toolkit
- Staff Networks Toolkit

Webinars

NFCC Lunch and Learns which include
- Neurodiversity
- Trans Visibility in FRS
- Racial Equality
- Bite Size techniques to avoid burnout
- Being part of the LGBT Community

Other useful Links and documents

https://www.justiceinspectorates.gov.uk/hmicfrs/publications/frs-assessment-2021-22-merseyside/ **HMICRFS** Effectiveness, efficiency and people 2021/22 – Merseyside Fire and Rescue Service

ED&I Annual Report this report included our Staffing data, Gender and BAME Pay Gap analysis and recent reporting against our 5 Equality Objectives

Diversity Events Calendar the diversity calendar is helpful to understand what key dates are taking place throughout the year to assist with community engagement

Knowing our Communities Data this is a suite of documents, which provides data within each of the local Authorities, by different protected groups which include Age, Disability, Religion and Ethnicity.

Service Instruction 0877 Resources to support managers and staff to implement the Equality & Diversity Policy
- Appendix 1 - Disability in the workplace information for staff and managers
- Appendix 2 - Reasonable Adjustments Support for staff & managers in the workplace
- Appendix 3 - Access to Work Support for staff and managers in the workplace
- Appendix 4 - Supporting people with Dyslexia in the workplace
- Appendix 5 - Supporting Staff during the Menopause
- Appendix 6 - Guidance for supporting employees returning from maternity; breastfeeding in the workplace Operational Firefighters
- Appendix 7 - Supporting Lesbian, Gay, Bisexual and Transgender (LGBT) staff in the Workplace
- Appendix 8 - Supporting Transgender staff in the Workplace

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- [Appendix 9 - Neurodiversity in the workplace](#)

2021/22 Fire Statistics this includes workforce date published by the government

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