

## Equality impact assessments – for services and policies

### What is an equality impact assessment?

An equality impact assessment is an important part of our commitment to improving equality practice. The form will help us find out what impact or consequences our functions, policies, procedures and practices have on our citizens, employees and potential employees.

By undertaking an impact assessment, we are able to:

- Take into account the needs, experiences and circumstances of those groups of people who use (or don't / can't use) our services.
- Identify any inequalities people may experience.
- Think about the other ways in which we can deliver our services which will not lead to inequalities.
- Develop better policy-making, procedures and services.

Impact assessment are required by law; The Race Relations Amendment Act, The Disability Discrimination Act and the amended Sex Discrimination Act all require local authorities to assess the impact of their functions, policies, practices and services, or the likely impact of any that are proposed, on equality.

However, our view is that we should be using the results of impact assessment to improve service delivery so that we become more accountable to the people that we serve.

### Background

<b>Name of service / policy and date</b>	<b>Work Experience and Work Placement Policy</b>
<b>Lead officer</b>	<b>Janet Martin, HR Manager</b>
<b>Other people involved in completing this form</b>	<b>Sophie Newbury, HR Assistant</b>

## Step 1 - About the project

<p><b>What is the aim of the project and what outcomes is it contributing to</b></p>	<p>This work placement policy outlines the framework which Tewkesbury Borough Council operate within when offering work experience and work placements. This is to ensure a consistent approach and to offer a positive and worthwhile experience which is of benefit to both the participant and the council. This policy is applicable to all staff that has work experience and work placements.</p>
<p><b>Who are the primary customers of the project and how do they / will they benefit</b></p>	<p>The primary customers are staff at Tewkesbury Borough Council, and participants.</p>
<p><b>How and where is the policy implemented</b></p>	<p>The policy is implemented by the Human Resources section in partnership with managers and supervisors in placement areas, who are offering work experience and work placements and stakeholders.</p>
<p><b>What potential barriers might already exist to achieving these outcomes</b></p>	<p>The ability to offer work experience and work placements because of time constraints, and availability of staff.</p>

## Step 2 – What do you know already about your existing / potential customers

<p><b>What existing information and data do you have about your existing / potential customers e.g. Statistics, customer feedback, performance information</b></p>	<p>The council has offered work experience and work placements on a regular basis each year. Feedback has been received from the work experience and work placement participants, schools, colleges and parents from time to time.</p>
<p><b>What does it tell you about who use your service / policy and those that don't?</b></p>	<p>It tells us that there should be consistent approach to the offer of work experience placements. Work experience is an integral part of school and college curriculum and one that can help shape the future of the workforce at Tewkesbury Borough Council. Work experience and work placements can also provide an opportunity for those seeking employment with the council or an apprenticeship, or a career in a specialist area such as Planning, Environmental Health or Legal to get an insight into the various career opportunities available and what training and qualifications are required. This policy has been developed to support and encourage the community to aim for a career in local government. Work experience or a work placement should not take place outside of this policy,</p>

<p><b>What have you learnt about real barriers to your service from any consultation with customers and any stakeholder groups?</b></p>	<p>The opportunity to offer a work experience or a work placement at the time requested.</p>
<p><b>If not, who do you have plans to consult with about the service / policy?</b></p>	

### Step 3 - Assessing Impact

How does your service / policy impact on different groups in the community? The groups in bullets are current priority groups identified by the CSP.

Group	What are you already doing to benefit this group	What are you doing that might disadvantage this group	What could you do differently to benefit this group	No impact on this group
<p>Ethnicity / Race</p> <ul style="list-style-type: none"> <li>• Bangladeshi women</li> <li>• Economic migrants</li> <li>• Chinese community</li> </ul> <p>BME young people</p>				<p>There is no impact on this group. No monitoring data is available by Race group on the take-up of work experience/work placements. The policy applies equally to all races and access to information about opportunities is available to all participants irrespective of race.</p>

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<p>Gender and trans-gender</p> <ul style="list-style-type: none"> <li>• Women who are not in work</li> <li>• Trans-gender people</li> </ul>				<p>There is no impact on this group. Although no monitoring data is available on the take-up of work experience/work placements. The policy applies equally to all genders and access to information about opportunities is available to all participants irrespective of gender.</p>
<p>Age</p> <ul style="list-style-type: none"> <li>• Older people experiencing isolation and poverty</li> <li>• Vulnerable children and young people</li> </ul>				<p>There is no impact on this group. No monitoring data is available on the take-up of this policy by age.</p> <p>Access to the information on and communication about work experience/work placements is equal, irrespective of age. As a result this procedure has a neutral impact on employees depending on age group.</p> <p>Age-related impairments such as degeneration in sight and hearing will affect older employees disproportionately.</p>

				<p>However, the accessible formats available to all employees will mediate any potential negative impact this may have on older workers.</p>
<p>Disability</p> <ul style="list-style-type: none"> <li>• People experiencing mental ill-health</li> <li>• People with physical disabilities</li> <li>• Children and young people with learning difficulties and/or disabilities</li> </ul>	<p>We have provided work experience placements to young people with disabilities and have enabled support workers to accompany them where necessary.</p>			<p>There is no impact on this group. No monitoring data is available on the take-up of this policy by disabled participants.</p> <p>Access to information regarding work experience/work placements is via the council's website or direct approach.</p> <p>All council communications are available in accessible formats on request as are Council Policies e.g. in Braille and larger print. External access to the intranet is assisted through the options to increase text size and to browse Webpages 'Aloud', enabling visually impaired individuals to access information.</p>

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<p>Religion or belief</p> <ul style="list-style-type: none"> <li>• Muslim community</li> </ul>		<p>Religion or belief is not being monitored by the Council.</p>		<p>No monitoring data is available on the take-up of this policy by participants by religion/faith.</p> <p>Access to the available information on this policy is equal irrespective of their religious belief and as a result the impact of this policy does not differ depending on group.</p>
<p>Sexual orientation</p> <ul style="list-style-type: none"> <li>• Lesbian women</li> <li>• Gay men</li> <li>• Bi-sexual people</li> </ul>		<p>Sexual orientation is not being monitored by the council.</p>		<p>No monitoring data is available on the take-up of this work experience/work placements by employees by orientation. The information available on the work experience/work placements policy is equally accessible irrespective of orientation and as a result the impact of this policy does not differ depending on group.</p>

Appendix 2

<p>Other socially excluded groups or communities</p> <ul style="list-style-type: none"> <li>• People on low incomes</li> <li>• People with poor literacy skills</li> <li>• Gypsies and Travellers</li> </ul>				<p>As the procedure is written in English there is a potential impact on employees whose first language is not English and therefore may struggle reading the policy. It is a universal re-quisite that all council employees are fluent in English so as to enable them to deliver services and engage with the organisation. In addition, it is expected that the work experience/work placement participant is taken through the work experience agreement to ensure that they know what is expected of them and the requirements of their work experience/work placement.</p>
<p>Staff</p> <ul style="list-style-type: none"> <li>• Who work part-time or on an irregular shift pattern</li> <li>• Staff with caring responsibilities</li> <li>• Staff who are on maternity or paternity leave</li> </ul>				<p>There is no impact on this group.</p>

### Step 4 - what are the differences

<p><b>Are any groups affected in different ways to others as a result of the work experience/work placement policy.</b></p>	<p>The work experience/work placement policy does not discriminate in any of the equalities strands.</p> <p>Race: There is no negative impact identified in this EQIA by race.</p> <p>Gender: There is no negative impact identified in this EQIA by gender.</p> <p>Disability: There is no negative impact identified in this EQIA on disabled or non-disabled stakeholders</p> <p>Age: There is no negative impact identified in this EQIA by age</p> <p>Sexual Orientation: There is no negative impact identified in this EQIA by sexual orientation.</p> <p>Religious/Faith groups: There is no negative impact identified in this EQIA by religion/ faith.</p>
<p><b>Does the proposed work experience/ policy either directly or indirectly discriminate?</b></p>	<p>No</p>
<p><b>If yes, what can be done to improve this?</b></p>	<p>Not applicable.</p>
<p><b>Are there any other ways in which the service can help support priority communities in Tewkesbury?</b></p>	<p>The council can work with stakeholders to support priority communities in the borough.</p>



## Step 5 – taking things forward

What are the key actions to be carried out and how will they be resourced and monitored?	Action Plan Below				
	Recommendation	Key activity	Progress milestones	Officer Responsible	Progress
	Publicise Work Experience/ Placement Policy on the intranet and internet, with schools and stakeholders seeking work experience/work placements.  This would reinforce the message of support from senior managers.	Publicise the Policy on the Intranet and internet.	Publication of the Policy on the Intranet and internet	HR/Webmaster	Identified location on new website
Communication and training	Ensure that managers and supervisors are aware of the policy and how important it is in providing good quality work experience/work placements.	Raised awareness and understanding of the policy with short bite sized training with managers and supervisors offering work experience/work placements	Communications officer, HR and	Plan to do training sessions.	

<b>Who will play a role in the decision-making process?</b>	Corporate Leadership Team, Managers, Supervisors, Human Resources and stakeholders.
<b>What are your learning and development needs?</b>	These are contained in the action plan
<b>How will you capture these actions in your service planning?</b>	This will be captured in the training plan.