

## EQUALITY IMPACT: SCREENING AND ASSESSMENT FORM

This form is to be used in conjunction with the Equality Impact Assessment Guidelines. Please refer to these before starting; if you require further guidance contact [community.planning@west-dunbarton.gov.uk](mailto:community.planning@west-dunbarton.gov.uk)

<b>Section 1: Policy/Function/Decision (PFD) Details</b>	
A PFD is understood in the broad sense including the full range of functions, activities and decisions the council is responsible for.	
Name of PFD:	Employability Skills Review
Lead Department & other departments/ partners involved:	Educational Services
Responsible Officer	<b>Laura Mason, Head of Service, Educational Services</b>
Impact Assessment Team	Laura Mason – Head of Service Alan Munro – Quality & Performance Officer
Is this a new or existing PFD?	<b>New</b>
Start date: August 2009	End date: Ongoing
Who are the main target groups/ who will be affected by the PFD?	Secondary school pupils
Is the PFD Relevant to the General duty to eliminate discrimination, promote equal opportunities or foster good relations? Please enter brief detail	<b>Yes.</b> The results of the review have been to provide a broader range of Employability Skills Placements to a wider range of secondary pupils. Initially this was only provided to school leavers in S4 but has now been extended to include S5 and S6 pupils.
<b>Yes:</b>	If yes, complete all sections, 2-9
<b>No:</b>	If no, complete only sections 8-9
	If don't know, complete sections 2 & 3 to help assess relevance

<b>Section 2: Evidence</b>	
Please list the available evidence used to assess the impact of this PFD, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.	
<b>Available evidence:</b>	
Consultation/ Involvement with community, including individuals or groups or staff as relevant	The new programme was developed in partnership with WDC Skillseekers, Skills Development Scotland, coordinators and pupil support staff within the schools.
Research and relevant information	The programme reflects national guidelines
Officer knowledge	The Education Support Officer and Quality Improvement Officer responsible for this aspect of the curriculum were involved throughout the review and subsequent implementation.
Equality Monitoring information – including service and employee monitoring	The new programme is currently subject of evaluation at pupil, employer and coordinator level. Further evaluation involving parents is planned. Service monitoring will be carried out in the context of these evaluations and will encompass employee feedback.
Feedback from service users, partner or other organisation as relevant	Feedback is being carried out as detailed above.
Other	
<b>Are there any gaps in evidence?</b> Please indicate how these will be addressed	
Gaps identified	No obvious gaps have been identified.
Measure to address these	

*Note: Link to Section 6 below Action Plan to address any gaps in evidence*

### **Section 3: Involvement and Consultation**

Include involvement and consultation relevant to this PFD, including what has already been done and what is required to be done, how this will be taken and results of the consultation.

Please outline details of any involvement or consultation, including dates carried out, protected characteristics. Also include involvement or consultation to be carried out as part of the developing and implementing the policy.

<b>Details of consultations</b>	<b>Dates</b>	<b>Findings</b>	<b>Characteristics</b>
No direct consultation carried out			Race
			Sex
			Gender Reassignment
			Disability
			Age
			Religion/ Belief
			Sexual Orientation
			Civil Partnership/ Marriage
			Pregnancy/ Maternity

			Cross cutting
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*Note: Link to Section 6 below Action Plan*

**Section 4: Analysis of positive and Negative Impacts**

<b>Protected Characteristic</b>	<b>Positive Impact</b>	<b>Negative Impact</b>	<b>No impact</b>
Race			
Sex			
Gender Re-assignment			
Disability			
Age			
Religion/ Belief			
Sexual Orientation			

Civil Partnership/ Marriage; this PC is not listed as relevant for Specific Duties; however under the General Duty we are required to eliminate any discrimination for this PC.			
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*Note: Link to Section 6 below Action Plan in terms of addressing impacts*

**Section 5: Addressing impacts**  
 Select which of the following apply (use can choose more than one) and give a brief explanation – to be expanded in Section 6: Action Plan

1. No major change	No potential for discrimination has been identified at any stage of the review. The purpose of the review is to broaden access to the Employability Skill Placement programme.
2. Continue the PFD	
3. Adjust the PFD	
4. Stop and remove the PFD	

Give reasons:	
<i>Note: Link to Section 6 below Action Plan</i>	

<b>Section 6: Action Plan</b> describe action which will be taken following the assessment in order to; reduce or remove any negative impacts, promote any positive impacts, or gather further information or evidence or further consultation				
<b>Action</b>	<b>Responsible person</b>	<b>Intended outcome</b>	<b>Date</b>	<b>Protected Characteristic</b>
				Disability
				Gender
				Gender Reassignment
				Race
				Age
				Religion/ Belief
				Sexual Orientation
				Civil Partnership/ Marriage
				Pregnancy/ Maternity

				Cross cutting
<b>Are there any negative impacts which cannot be reduced or removed?</b> please outline the reasons for continuing the PFD				
No negative impacts have been noted from the content of this review.				
<b>Section 7: Monitoring and review</b>				
Please detail the arrangements for review and monitoring of the policy				
How will the PFD be monitored? What equalities monitoring will be put in place?		Service monitoring and formal evaluation will continue and the feedback will allow the new programme to be further refined in the light of that feedback.		
When will the PFD be reviewed?		This will be carried out throughout the implementation of the programme.		
Is there any procurement involved in this PFD? If yes please confirm that you have read the WDC Equality and Diversity guidance on procurement		<b>No.</b>		
<b>Section 8: Signatures</b>				
The following signatures are required:				
Lead/ Responsible Officer:		Signature:		Date:
EIA Trained Officer:		Signature:		Date:
<b>Section 9: Follow up action</b>				
<b>Publishing:</b> Forward to community Planning and Policy for inclusion on intranet/internet pages		Signature:		Date:

<b>Service planning:</b> Link to service planning/ covalent – update your service plan/ covalent actions accordingly	Signature:	Date:
Give details, insert name and number of covalent action and or related PI:		
<b>Committee Reporting:</b> complete relevant paragraph on committee report and provide further information as necessary	Signature:	Date:
<b>Completed form:</b> completed forms retained within department and copy passed to Policy Development Officer (Equality) within the CPP team	Signature:	Date: