

Equality Impact and Needs Assessment Form

Section One – Screening

Name of strategy, policy or project:
National Graduate Development Programme (NGDP)
Directorate and service area:
Personnel and Performance - Workforce Development Unit
Name and contact details of officer completing assessment:
Anne Barnett
1. What is the main purpose of the strategy/policy/project (or the changes you want to make to it)? DCC has an important part to play in the development of young people. Providing entry routes into the organisation, particularly for young people, is a key part of our workforce plan. Research within Devon has shown that graduate retention in particular is a key issue for this area. Devon ranks in the bottom half of the national league table for attracting graduates to work.
2. What are the main activities of the strategy/policy/project? A corporate Graduate scheme enables the organisation to take positive action in the recruitment of young people. - It provides a recognised national framework for young people to develop relevant skills, achieve a Masters Degree In Public Administration and provide a gateway into the organisation. The NGDP is a platform for high quality graduates to enter local government and progress through a general management route to a permanent position in the authority. • The IDEA's national graduate scheme and funding is utilised to promote public sector employment and attract graduates to working within the Authority • The National Graduate Management Trainees (NMT's) are employed on a 2 year fixed term contract at nationally agreed salary rate (scp 23) during which they are developed and supported to achieve their degree and secure a permanent position within the Authority • The NMT's undertake a minimum of 3 work experience Placements during their 2 year programme. These should provide the opportunity to receive a breadth of experience of local authority functions and services as well as exposure to management practices and techniques

3. Who is intended to benefit from the strategy/policy/project, and how?

A corporate graduate programme can offer real benefits to DCC, enabling the Authority to: -

- Develop capacity and succession planning strategies at middle and senior management levels
- Assist recruitment strategies, to increase the number of Young People within the Authority
- Assist key organisational strategies to attract and retain more graduates within Devon
- Offer opportunities to young people who wish to develop a career in local government
- Support the LPSA productivity and skills targets to improve economic well being through skills development and increased attainment levels

Young people - by providing an entry route into the organisation to gain relevant skills, achieve recognised qualifications and the opportunity to secure permanent employment

4. Is the strategy/policy/project consistent with the Council's equality policies?

Yes

The NGDP programme is one of a number of entry programmes for young people. It is a national scheme managed by the IDeA and entry is open to all those that are eligible to work in the UK without a permit and have achieved or is predicted a 2.1 degree in any discipline to apply for a place on the scheme.

5. Is responsibility for the strategy/policy/project shared with another department, authority or organisation? If so, what responsibility and which bodies?

The programme is governed by the Three-way Partnership Agreement between the participating authority, their National Management Trainee (NMT) and the Improvement and Development Agency (IDeA).

The IDeA provides national marketing, recruitment, training and development for both trainees and authorities. Graduates are recruited in groups of up to 60, known as cohorts. They start the programme annually in October.

Individual Authorities interview and recruit NMTs that have successfully been selected via the IDeA and who have expressed an interest in working with that Authority. The partnership requires authorities to provide a two-year programme of work placements, projects and development opportunities for each graduate appointed.

NMT's attend the learning and skills modules of their degree as a national group whilst undertaking work experience with their local Authority employer. In return, NMTs deliver high-level outputs supported by national learning and development through the Graduate Leadership Academy (GLA) and a peer network of support and knowledge.

6. What impact is the strategy/policy/project likely to have on different sections of the community? You may wish to use the table below as a prompt.

	Positive impact – it could benefit ✓ (check box)	Negative impact – it could disadvantage ✓ (check box)	Reason	Are there additional factors that could contribute to the experience of isolation¹? If so, what are they?	Evidence
Gender					
<ul style="list-style-type: none"> • Women 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The programme is brokered to meet individual development needs - and can be arranged to support a wide range of community groups and learning needs		
<ul style="list-style-type: none"> • Men 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"	"	
Ethnic Group					
<ul style="list-style-type: none"> • Asian or Asian British people 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
<ul style="list-style-type: none"> • Black or Black British people 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
<ul style="list-style-type: none"> • Chinese people 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
<ul style="list-style-type: none"> • Gypsy or Roma People 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
<ul style="list-style-type: none"> • Irish People 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
<ul style="list-style-type: none"> • People of Mixed Heritage 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
<ul style="list-style-type: none"> • White People 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
<ul style="list-style-type: none"> • People of other ethnic backgrounds 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		

¹ Refer to section 3 of the EINA guidance.

	Positive impact – it could benefit ✓ (check box)	Negative impact – it could disadvantage ✓ (check box)	Reason	Are there additional factors that could contribute to the experience of isolation¹? If so, what are they?	Evidence
Asylum Seekers and Refugees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
People with physical, sensory or learning disabilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
Deaf People who use British Sign Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
People with mental health issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
Lesbians, gay men and bisexual people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
Trans people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
Age					
<ul style="list-style-type: none"> Older people (60 +) 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	"	Programme is aimed at attracting YP to local government as part of positive action to increase numbers of YP within the workforce	
<ul style="list-style-type: none"> Younger people (17-25) and children 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
People of different faith groups or beliefs including non-believers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		

	Positive impact – it could benefit ✓ (check box)	Negative impact – it could disadvantage ✓ (check box)	Reason	Are there additional factors that could contribute to the experience of isolation¹? If so, what are they?	Evidence
Travellers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	"	Programme is for a fixed period and requires commitment to undertake and fulfill the training/take up employment	
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>			
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>			

Notes:

- Faith groups cover a wide range of groupings, the most common of which are Muslims, Buddhists, Jews, Christians, Sikhs and Hindus. Consider faith categories individually and collectively when assessing positive and negative impacts.
- The categories relating to ethnicity include those used in the 2001 census. Consideration should be given to the needs of specific communities within the broad categories such as Bangladeshi people and to the needs of other communities such as Turkish/Turkish Cypriot, Greek/Greek Cypriot and Polish that do not appear as separate categories in the census.
- An adverse impact does not necessarily require action to be taken. Actions must remain in proportion with the benefits that could be achieved and resources available to complete them. If adverse impacts are identified and actions for improvement are not proportionate, the reasons for not taking action should be detailed and open to challenge.

7. If you have indicated there is a negative impact on any group, is that impact:		
Legal?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<i>(i.e. it is not discriminatory under anti-discriminatory legislation – refer to the Council's website or your Directorate Equality Representative if guidance is needed)</i>		
Intended?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Level of impact	HIGH <input type="checkbox"/>	LOW <input checked="" type="checkbox"/>
If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete section two of this form. If not, complete the rest of section one below and consider if completing section two would be helpful in making a thorough assessment.		
8. a) Could you minimise or remove any negative impact that is of low significance? Explain how: Eligibility regulations are governed by IDeA as a national government body		
b) Could you improve the strategy, project or policy's positive impact? Explain how: Provide Older worker graduate opportunities and identify a provider who can deliver the required elements <i>You may wish to use the action sheet at the end of Section Two.</i>		
9. If there is no evidence that the strategy, policy or project promotes equality, equal opportunities or improved relations – could it be adapted so that it does? How?		

Please sign and date this form. Keep one copy, send a copy to your Directorate Equality Representative and publish the results on the Council's website.

Signed: Anne Barnett

Date: 04/02/08

Section Two – Full assessment

Name of strategy, policy or project:

Date:

Part A

1. Looking back at section one of the EINA, in what areas are there concerns that the strategy, policy or project could have a negative impact?

2. Summarise the likely negative impacts.

3. What previous or planned consultation or research on this topic / policy area / project has taken place / will take place with groups / individuals from different sections of the community? If there has already been consultation or research what does it indicate about negative impact of this strategy, policy or project?

Section of the Community	Summary of consultation or research carried out or planned

4. What consultation has taken place/or is planned with DCC staff/DCC staff group including staff that have, or will have, direct experience of implementing the strategy / policy / project?

5. If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on the issues.

YES (Please list them below and explain how you will obtain their views)

NO

6. Has the strategy / policy / project been through legal vetting for compliance?

YES

NO

Note: This will only be necessary in conditions where the strategy / policy / project is entirely driven by legislative duties **and/or** where there is doubt about the legal interpretations in relation to the outcomes / service being provided.

Part B

Complete this section when consultation and research has been carried out

7. a) As a result of this assessment and available evidence collected, including consultation, state whether there will need to be any changes made / planned to the policy, strategy or project.

b) As a result of this assessment and available evidence is it important that DCC commission specific research on this issue or carry out monitoring / data collection?

(You may wish to put this information directly onto the action plan at the end of this form)

8. Will the changes planned ensure that negative impact is:

Legal? YES NO

(not discriminatory, under anti-discriminatory legislation)

Intended? YES NO

Low impact? YES NO

9. a) Have you set up a monitoring / evaluation / review process to check the successful implementation of the strategy, project or policy?

YES NO

b) How will this monitoring / evaluation further assess the impact on different sections of the community/ ensure the strategy/ policy / project is non-discriminatory?

Details:

10. What is the final policy decision for this assessment?

11. There is a legal requirement to publish the outcome of an Equality Impact and Needs Assessment. Please outline how / where this will happen:

Please complete the action plan below, sign the EINA, retain a copy and send a copy of the full EINA, including the Action Plan, to your Directorate Equality Representative.

Signed:

Date:

Equality Impact and Needs Assessment Action Plan

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

Issue	Action required	Lead officer	Timescale	Resource implications	Comments

NOTES: