

# Equality Impact and Needs Assessment Form

## Section One – Screening

Name of strategy, policy or project:
Employee Volunteering Scheme
Directorate and service area:
Personnel and Performance - Learning and 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)?  As part of DCC's Workforce Plan - the Employee Volunteering Scheme aims to develop the skills, capabilities and experience of staff by offering volunteering opportunities as part of the appraisal and staff development process.
2. What are the main activities of the strategy/policy/project?  Scheme offers staff the opportunity to develop skills, as identified at appraisal, by undertaking volunteering activities. Many volunteering projects relate to the core business of the County Council and the scheme also supports the Devon Strategic Partnership's ambition to increase the levels of volunteering in Devon .  The scheme aims to encourage employees and their managers to utilise volunteering as an alternative method of developing skills identified within the appraisal process. The responsibility for determining who should participate rests with individual managers and a decision based on the duration of any participation in the scheme in accordance with the needs of their service and the individual's development needs. The voluntary work is therefore treated as part of the individual's work activity and is undertaken predominantly in work time as described within development plans and in accordance with the DCC Employee Volunteering Policy.
3. Who is intended to benefit from the strategy/policy/project, and how?  Benefits to Employee Development <ul style="list-style-type: none"><li>•The opportunity to work with young people, community groups or schools to develop skills, knowledge and experience, enables employees to feel that they are not only gaining themselves but making a worthwhile contribution to others.</li><li>•For staff in a non customer facing role, volunteering provides an opportunity to work directly</li></ul>

with the community they serve, enabling individuals to try different methods of working out problems and delivering solutions.

#### Benefits to the Organisation

- Encouraging managers and staff to develop skills through the use of the volunteering scheme helps to equip individuals for both their existing role and future career moves.
- Many of the projects are aimed at assisting the vulnerable and socially excluded people whom the Council is committed to supporting through its Strategic Plan, Community Strategy and LPSA 2 agreement.
- Helping to raise the aspirations and achievements of young people through participating in reading, numeracy and mentoring activities assists the Council's educational strategies and helping young people to equip themselves with the skills and knowledge needed for life and work

#### Benefits to the Community

- Working in partnership with businesses and voluntary organisations in support of the wider community provides many local people and community groups to benefit from assistance that they would otherwise not have been able to gain.**

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

Yes - the scheme is available to all employees within the Authority. For regular volunteering activities -a maximum of 2.5 hours fortnightly of work can be utilised for these development opportunities and pro-rata for part time workers.

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

The Scheme is operated in partnership with Business in the Community, an independent charity, who has the responsibility for co-ordinating and brokering the various voluntary opportunities to meet identified needs.

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.

	<b>Positive impact</b> – it could benefit ✓ (check box)	<b>Negative impact</b> – it could disadvantage ✓ (check box)	<b>Reason</b>	<b>Are there additional factors that could contribute to the experience of isolation<sup>1</sup>? If so, what are they?</b>	<b>Evidence</b>
Gender					
<ul style="list-style-type: none"> <li>Women</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	The volunteering activities are brokered to meet individual development needs - and can be arranged to support a wide range of community groups. The type of volunteering activity will therefore be dependent on the skills to be developed and the personal aspirations of the individual	NB Whilst the opportunity is available for all staff, potentially there may be less opportunity for part-time staff, or site based staff e.g. DDS/SSD to be released from the business. Decision to undertake EV as an alternative development opportunity rests with line managers in consideration of needs of individual and needs of the business	
<ul style="list-style-type: none"> <li>Men</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	"	"	
Ethnic Group					
<ul style="list-style-type: none"> <li>Asian or Asian British people</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		

<sup>1</sup> Refer to section 3 of the EINA guidance.

	<b>Positive impact</b> – it could benefit ✓ (check box)	<b>Negative impact</b> – it could disadvantage ✓ (check box)	<b>Reason</b>	<b>Are there additional factors that could contribute to the experience of isolation<sup>1</sup>? If so, what are they?</b>	<b>Evidence</b>
• Black or Black British people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• Chinese people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• Gypsy or Roma People	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• Irish People	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• People of Mixed Heritage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• White People	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• People of other ethnic backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
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					
• Older people (60 +)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
• Younger people (17-25) and children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		

	<b>Positive impact</b> – it could benefit ✓ (check box)	<b>Negative impact</b> – it could disadvantage ✓ (check box)	<b>Reason</b>	<b>Are there additional factors that could contribute to the experience of isolation<sup>1</sup>? If so, what are they?</b>	<b>Evidence</b>
People of different faith groups or beliefs including non-believers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
Travellers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"		
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 type="checkbox"/>	NO <input checked="" 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: Raise awareness with line managers		
b) Could you improve the strategy, project or policy's positive impact? Explain how: Identifying particular groups that would benefit from volunteering activities and adding to menu of provision <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: 27/02/06

**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:**