

Equality Impact and Needs Assessment Form

Section One – Screening

Name of strategy, policy or project:
Inspiration programme - Leadership Development Programme
Directorate and service area:
Personnel and Performance - Learning and Development
Name and contact details of officer completing assessment:
Pam Tomlinson
1. What is the main purpose of the strategy/policy/project (or the changes you want to make to it)?
To develop the skills, confidence and self awareness of nominated people with high potential for future leadership roles
2. What are the main activities of the strategy/policy/project?
Learning and Development programme which promotes self managed learning, through a mix of 360 degree feedback, input, coaching, action learning and includes a residential period to launch each cohort's learning
3. Who is intended to benefit from the strategy/policy/project, and how?
The People of Devon through succession planning and the ultimate success of those who reach key senior posts in the County Council
4. Is the strategy/policy/project consistent with the Council's equality policies?
Yes
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 organised and managed by L and D but is "owned" by the authority as a whole with CMB taking overall responsibility for the selection of participants and their subsequent learning opportunities

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					
• Women	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	residential period could be difficult for some people, e.g. those with family or caring responsibilities	isolation on programme, specific needs and issues not addressed	
• Men	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	as above	see above	
Ethnic Group					
• Asian or Asian British people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Few candidates from this group - could feel isolation or singled out	see above	
• Black or Black British people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	see above	see above	
• Chinese people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	see above	see above	
• Gypsy or Roma People	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	see above	see above	
• Irish People	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	see above	see above	
• People of Mixed Heritage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	see above	see above	
• White People	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	see above	see above	
• People of other ethnic backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	see above	see above	
Asylum Seekers and	<input type="checkbox"/>	<input type="checkbox"/>	see above		

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
Refugees					
People with physical, sensory or learning disabilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	see above	see above (Also some activities could be physically challenging)	
Deaf People who use British Sign Language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	see above	see above (Also some activities and input could be difficult to follow)	
People with mental health issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	see above	see above	
Lesbians, gay men and bisexual people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	see above	see above	
Trans people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	see above	see above	
Age					
<ul style="list-style-type: none"> Older people (60 +) 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Age discrimination could be a risk given assumptions participants and trainers could make	see above	
<ul style="list-style-type: none"> Younger people (17-25) and children 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Age discrimination could be a risk given assumptions participants and trainers could make	see above	

	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
People of different faith groups or beliefs including non-believers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Lack of awareness amongst participants could be a risk. Residential period could present problems	. Isolation on programme, specific needs and issues not addressed	
Travellers	<input 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 checked="" 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: Plan for contingencies, make alternative arrangements for those who cannot stay overnight so that they are intergrated into the cohort despite this. Look at alternative activities which will not disadvantage those with disabilities or specific needs and issues. Review feedback and responses from participants, their managers or from interested equality groups.		
b) Could you improve the strategy, project or policy's positive impact? Explain how: Monitor and evaluate the impact of the programme on outcomes in terms of individual development and success in moving into leadership posts, ensuring that this is balanced across all relevant groups represented on the programme. (see also EINA on nomination process. <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? No evidence yet		

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: Pam Tomlinson

Date: 24.5.2006

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 <input type="checkbox"/> <i>(Please list them below and explain how you will obtain their views)</i>

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: