



North West Leicestershire District Council

Work Experience Equality Impact Assessment

EQUALITY IMPACT ASSESSMENT

Name of the policy or service being assessed: Work Experience

Service Area: HR

Date Impact Assessment completed: 4/12/08

Is this a policy or service? Policy Service Procedure


Is this a new or existing policy or function? New Existing

Names and roles of the people carrying out the Impact Assessment:

1. *Mike Murphy*
2. *Amanda Shakespeare-Ensor*
3. *Emma Peachey*

Head of Service: Mike Murphy

Signature



Date: 23 March 2009

PART 1: AIMS AND IMPLEMENTATION OF THE POLICY

Identifying the aims of the policy

What is the policy? What is the aim, objective, or purpose of the policy?

To provide opportunities for young people to experience work in the council.

Rationale behind the policy and its delivery

The schools in the area need opportunities to offer their students as work placements form part of their curriculum. One of the Council's improvement priorities concerns children and young people, with one of the CYP CAT's three priorities being to offer work experience, training and employment opportunities to Children and Young People.

Who is affected by the policy? Who is intended to benefit from it and how?

Who are the main stakeholders in relation to this policy?

What outcomes would other stakeholders want from this policy?

Are there any groups, who might be expected to benefit from the intended outcomes but which do not?

Children and Young people, primarily, but not exclusively, those living or attending schools/colleges in the district.

Managers.

Should help young people with career choices?

Managers can benefit by attracting young people to apply for work in their service areas or to train for careers in the relevant functions.

Policy Priorities:

(How does the policy fit in with the council's wider aims? Include Corporate and Local Strategic Partnership Priorities)

How does the policy relate to other policies and practices within the council?

What factors/forces could contribute/detract from the outcomes?

Fits with the Improvement priority area of Children and Young People

Fits with the CYP CAT priority of providing work experience opportunities for young people

Helps with workforce planning by showing young people what opportunities exist within the Council.

Helps address the age demographic of the authority in an age group that is under-represented.

How the policy is implemented

Is the service/policy provided solely by one service or in conjunction with another service or through a Partnership?
If external partners are involved - what are the measures in place to ensure that they comply with the Council's Equal Opportunities policy?

Placements are overseen by HR who act as the point of contact.
Sections are asked to specify what placements they can offer and will be responsible for the young person whilst they are undertaking the placement.

Users and beneficiaries are:

(Indicate profile by target groups and assess relevance to policy aims and objectives e.g. Workforce to reflect the Community).

Children and Young People
Managers

SAction needed:

(Include short-term measures to be taken to provide a baseline where no or little information is available)

Wider monitoring of young people on placements.
Feedback obtained from young people on placements.

PART 2: ASSESSMENT OF IMPACT			
	From the evidence available Identify how the groups are reflected in the take up of the service	From the evidence does the policy have an actual or potential negative impact	If there is an adverse impact, can it be justified on the grounds of promoting equality of opportunity
Race	Not known	No	N/A
Gender	Gender groups of young people are monitored	No	N/A
Disability	Not known	Only advertised through mainstream schools or by direct contact with the council	N/A
Age	<i>Not offered to older people</i>	Not offered to older people	Aim is to attract young people, who are under-represented in the workforce, to work for the council
Religion/Belief	Not known	No	N/A
Sexual Orientation	N/A	N/A	N/A
Other groups	None identified	No	No

PART 3: PROCESS OF POLICY OR SERVICE DELIVERY AND MONITORING

Operation Times

When is the service provided - are there seasonal issues; are there barriers to the service based on the time and delivery of the service which may affect the target groups?

Placements are available all year round. However, schools do have specific weeks for work experience which can mean the demand for placements outstrips the availability.

Methods of communication to the public (external) and internally

What methods do you use to communicate this service? Include review and assessment of methods, media, translations, interpretation etc, bearing in mind the extent to which these media forms are accessible to all sections of the community

Externally:

Booklet/leaflets provided to young people at the authority led careers fairs.

Information is sent to teachers who co-ordinate work experience at the mainstream schools in the district

Only available in English language, printed format.

Arrangements could be made to email leaflet listing opportunities.

Internally:

CYP CAT

Contact with HR

Future Monitoring and Consultation

How and when will the policy be monitored?

Identify areas for future consultation and any barriers to participation in consultation with proposals to overcome these.

Annual review of the take-up of work placements.

Fuller monitoring of those taking part.

Feed back from those taking part.

PART 4: MEASURES TO REDUCE DISPROPORTIONATE OR ADVERSE IMPACT – POSITIVE IMPACT

Specify measures that can be taken to remove or minimise the disproportionate impact or adverse effect identified at the end of Part 3. If none were identified in Part 3, identify how disproportionate impact or adverse effect could be avoided in the future. (Consider measures to reduce any adverse impact and better achieve the promotion of equality of opportunity).

RACE: N/A

GENDER: N/A

DISABILITY: Make links with any special schools in the area.

AGE: N/A

RELIGION/BELIEF: N/A

SEXUAL ORIENTATION: N/A

PART 5 – ACTION PLAN

Recommendation	Key activity	Responsible Officer	Milestones	Progress	Date of completion
Annual review of take up (by school year)		A Shakespeare-Ensor			August 09
Feedback from those taking part	Develop feedback form	A Shakespeare-Ensor			February 09
Monitoring of feedback	Analysis of forms on annual basis (school year)	A Shakespeare-Ensor			August 09
Monitoring of make-up of participants	Develop monitoring form	A Shakespeare-Ensor			February 09
“	Analysis of forms	A Shakespeare-Ensor			August 09
Relevant adjustments to policies and procedures will be made as appropriate and necessary, to accommodate language, disability, sexual orientation and religious requirements		M Murphy A Shakespeare-Ensor E Peachey			Ongoing