

Equality Impact Assessment Tool: Policy, Strategy and Plans

(Please follow the EQIA guidance in completing this form)

1. Name of Strategy, Policy or Plan

Adult Work Experience Placement Policy, NHS Greater Glasgow and Clyde, Learning and Education Department.

Please tick box to indicate if this is: **Current Policy, Strategy or Plan** **New Policy, Strategy or Plan**

2. Brief Description – Purpose of the policy; Changes and outcomes; services or activities affected

This document provides guidance to NHSGGC Managers and Clinicians to enable successful and beneficial work experience placements in their area. This guide encourages consideration of the importance of work experience placements in the NHS and identifies essential underpinning principles for safe and meaningful experiences.

The guidance applies to all placements except school pupil placements which are covered by the Learning & Education Policy and Process for Work Experience for Secondary School Pupils (S4, S5 and S6).

This guidance should be read in conjunction with Learning and Education's Policy and Process for Work Experience for Secondary School Pupils.

The size and complexity of NHSGGC and the range and format of potential adult placements undertaken in comparison to school placements mitigate the development of an all-encompassing policy. In the absence of dedicated resources for adult work placement, the guidance aims to regulate the Adult Work Placement process.

At present the guidance indicates the necessary development of local service specific guidelines to be developed for adult work placements.

3 Lead Reviewer

Eddie O'Grady; Learning and Education Manager, Stobhill Hospital.

4. Please list all participants in carrying out this EQIA:

Training and Education Manager; Senior Learning and Education Advisor; Voluntary Services manager; Quality Co-ordinator; Equality and Diversity Assistant.

5. Impact Assessment

A Does the policy explicitly promote equality of opportunity and anti-discrimination and refer to legislative and policy drivers in relation to Equality		
<p>The Guidance clearly states that: ‘aims to ensure no person or employee receives less favourable treatment on the grounds of sex, disability, religion, age, race (including colour, nationality, ethnic or national origin), sexual orientation, gender reassignment, marital or parental status or other attributes including beliefs or opinions, such as religious beliefs or political opinions. NHS GGC is committed to making equality and diversity part of everything it does’. (Page 4; Section 1.2)</p> <p>This guidance is available in other languages and formats upon request.</p>		
B What is known about the issues for different equalities groups in relation to the services or activities affected by the policy?		
		Source
General	<p>There is clear evidence that work is good for your health and that long-term unemployment is associated with higher mortality and poorer physical and mental health.</p> <p>The policy identifies and signposts additional resources that can be accessed for specific up-to-date information regarding different equalities groups.</p> <p>An equal opportunities audit process has also been identified.</p>	http://scottish-parliament.net/s3/committees/hs/inquiries/healthinequalities/HI19GlasgowNHSHealthInequalitiesSubmission.pdf
Gender	<p>Although women predominate in key public sector workforces such as the NHS they are under-represented in senior positions.</p> <p>That is the policy could encourage adult placements from males to hopefully redress the balance.</p>	http://www.scotland.gov.uk/Publications/2010/04/06112510/3
Ethnicity	<p>“Racism can be detected through attitudes, processes, behaviours and actions which impact on any ethnic group/s and can lead to differences in education and employment opportunities, living conditions and health. “</p>	http://www.equalitiesinhealth.org/race_discrimination.html

Disability	“Disabled people of working age face considerable disadvantage compared to people without disability. On average their incomes are about 20 per cent lower than the incomes of non-disabled individuals and their employment rates are half the size.”		http://www.equalitiesinhealth.org/disability_discrimination.html
Sexual Orientation	Potential for prejudice and attempting to restrict employment opportunities.		http://www.equalitiesinhealth.org/sexual_orientation_discrimination.html
Religion and Belief	“There is still widespread ignorance and indifference towards religion and belief within health care settings. “		http://www.equalitiesinhealth.org/faith_discrimination.html
Age	“Older people in particular, are subject to stigma, prejudice and social isolation. Older people are often also the poorest in society, and some are vulnerable to abuse.” Adult work placements may benefit people who have experienced redundancy after a number of years working that find it difficult to gain further employment.		http://www.equalitiesinhealth.org/age_discrimination.html
Social and Economic Status	“In the last 25 years the number of people in the top two social classes has doubled in Glasgow. However while the city’s middle class has grown and prospered, other parts have seen little improvement. Many people are dependent on sickness or unemployment benefits or low paid work. This has led to growing inequality.” Adult work placements may benefit people who have experienced redundancy after a number of years working that find it difficult to gain further employment.		http://www.equalitiesinhealth.org/social_class_discrimination.html
C Do you expect the policy to have any positive impact on equalities or on different equalities groups?			
	Highly Likely	Probable	Possible
General		This guidance aims to ensure that all Health and Safety, Security and Confidentiality	

		<p>policies are adhered too.</p> <p>One of the objectives of the guidance is to ensure that the work placement is a success for the applicant.</p> <p>Work experience enables clinical students in many areas to gain practical experience to compliment their academic studies.</p> <p>Work experience enables adults in non-clinical areas to obtain NHS work experience.</p> <p>Taking on young people or adults for work placement experience placements is a way in which the NHS can contribute to Corporate Social Responsibility and also act as a role model for other employers.</p>	
Gender		See general section.	
Ethnicity		See general section.	
Disability		See general section.	
Sexual Orientation		See general section.	
Religion and Belief		The guidance recognises that that service specific guidelines should include reference to: 'Recognition and actions	

		regarding potential equality and diversity issues'. (Page 6, section 6.5)	
Age		<p>NHSGG&C also provides placements to 'More Choices, More Chances' clients (a programme for 16-19 year olds who are not in work or education programmes).</p> <p>NHSGG&C participates in Modern Apprenticeship schemes.</p>	The guidance recognises that there are different needs for school pupils and adult work placements.
Social and Economic Status		NHSGG&C also provides work placements for 'NHS Works' (a programme for people who are not working).	

D Do you expect the policy to have any negative impact on equalities or on different equalities groups?			
	Highly Likely	Probable	Possible
General		<p>The size and complexity of NHSGGC and the range and format of potential adult placements undertaken in comparison to school placements mitigate the development of an all-encompassing policy.</p> <p>The guidance does not clarify the process of how someone accesses adult work placement (Work Experience for Secondary School Pupils has named contacts).</p>	
Gender			
Ethnicity			
Disability			There is no specific reference within the guidance to the needs of people with disabilities.
Sexual Orientation			
Religion and Belief			
Age			
Social and Economic Status			The guidance makes no reference on how to reclaim travelling expenses.

E Actions to be taken		
		Responsibility and Timescale
E1 Changes to policy	<ul style="list-style-type: none"> The guidance needs to incorporate the Learning and Education Policy and Process for Work Experience for Secondary School Pupils (S4, S5 and S6)' e.g. people with disabilities and faith communities. The guidance needs to take cognisance of the Policy on Policies. Clearly state that the guidance applies to all entities within NHSGG&C (e.g. Community Health Partnerships, Mental Health Partnerships). 4.1; 5th bullet change to - Provide work experience opportunities for a whole range of people e.g. unemployed people exploring NHS careers, overseas workers - exploring the NHS culture and the UK, or teachers or other further or higher education staff (through "shadowing" arrangements) - to inform their teaching and career advice to school leavers 5.2.1 – change first sentence to: The following must be carried out prior to any work experience being arranged: 5.2.1; 4th bullet – change first sentence to:.....' Supervision – a supervisor and deputy supervisor clearly identified along with a programme of work placement activity. Review the working of section 5.2.2 as this lacks clarity. Remove references to volunteers in the guidance except at 8.2. 	<p>EE (Amended 3.2 and added appendices 3 – 8. New sections 6.4 and 6.5.)</p> <p>EE (Amended title page and added 1.3 and 1.4.)</p> <p>EE (Amended 3.1)</p> <p>EE (Completed)</p> <p>EE (Completed)</p> <p>EE (Completed)</p> <p>EE (Completed)</p> <p>EE (Completed)</p>
E2 action to compensate for identified negative impact	<ul style="list-style-type: none"> Review available resources to improve the management of Adult Work Placements. The guidance needs to incorporate the Learning and Education Policy and Process for Work Experience for Secondary School Pupils (S4, S5 and S6)' e.g. people with disabilities and faith communities. Clarify the process for reclaiming travelling expenses. 	<p>EO'G –April 2011</p> <p>EE (Amended 3.2 and added appendices 3 – 8. New sections 6.4 and 6.5.)</p> <p>EE – section 8 added (completed)</p>
E3 Further	<ul style="list-style-type: none"> Amend the Confirmation of placement arrangement form to include 	EO'G / EE (Preliminary

monitoring – potential positive or negative impact	equalities monitoring data and a return address.	amendments to appendix 2. Complete amendments when resources and management arrangements have been finalised.) April 2011
E4 Further information required	<ul style="list-style-type: none"> Ascertaining how many departments and wards participate in adult work placements. 	EO’G –June 2011 via audit of returned forms by participating Depts.

6. Review: Review date for policy / strategy / plan and any planned EQIA of services

July 2012

Lead Reviewer: **Name:** Edward O’Grady
Sign Off: **Job Title** Learning & Education Manager – Acute Services
Signature *Edward O’Grady*
Date: 15th April 2011

Please email copy of the completed EQIA form to Jacqueline.Russell@ggc.scot.nhs.uk

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