

NHS Greater Glasgow and Clyde
Equality Impact Assessment Tool for Frontline Patient Services

It is essential to follow the EQIA Guidance in completing this form

Name of Current Service/Service Development/Service Redesign:

Learning and Education Staff Bursary Scheme Purpose, Process and Paperwork

Please tick box to indicate if this is a : Current Service Service Development Service Redesign

Brief description of the above: (Please include if this is part of a Board-wide service or is locally determined).

The Staff Bursary scheme, subject to funding availability, will be available to all directly employed Greater Glasgow and Clyde staff on an annual basis. The aim of the Bursary scheme is to provide an opportunity for employees interested in pursuing an educational qualification to apply, on a competitive basis, for funding support. It will enable NHS Greater Glasgow and Clyde to give commitment through a structured process to career development programmes that can support service objectives.

Who is the lead reviewer and where based?

Ernie Elliott - Senior Learning and Education advisor – Royal Alexandra Hospital.

Please list the staff groupings of all those involved in carrying out this EQIA
(When non-NHS staff is involved please record their organisation or reason for inclusion):

Central Initiative Administrator, Equality and Diversity Manager, Equality and Diversity Information Officer

Impact Assessment – Equality Categories

Equality Category	Existing Good Practice	Remaining Negative Impact
<p>Gender</p>	<ul style="list-style-type: none"> • Equal Opportunities form has additionally been used in the past to collect data. However payroll number is now collected and we are able to cross reference with existing workforce data • Transformational themes are highlighted in the application and applicants are asked to take cognisance of these during their application. (There is a transformational theme which looks at an inequalities sensitive approach. • There are sample responses to help people complete their application form. • Data capture for 2009-10 is currently being analysed. • Some support is given to applicants through the BS administrator and Supported Learning Advisor • People are signposted to other local learning opportunities within the application. 	<ul style="list-style-type: none"> • Workforce data incomplete, on-going developments around SWISS to capture diversity background data from all staff. • No analysis of existing data to identify gaps in bursary uptake. • No formal recruitment process for bursary scheme reviewers. • Some information in the application may need to be removed to support anonymity of applications.
<p>Ethnicity</p>	<ul style="list-style-type: none"> • Equal Opportunities form has additionally been used in the past to collect data. However payroll number is now collected and we are able to cross reference with existing workforce data • Transformational themes are highlighted in the application and applicants are asked to take cognisance of these during their application. (There is a transformational theme which looks at an inequalities sensitive approach. • There are sample responses to help people complete their application form. • Data capture for 2009-10 is currently being analysed. • Some support is given to applicants through the BS administrator and Supported Learning advisor 	<ul style="list-style-type: none"> • Workforce data incomplete, on-going developments around SWISS to capture diversity background data from all staff. • No analysis of existing data to identify gaps in bursary uptake. • No formal recruitment process for bursary scheme reviewers. • Bursary Scheme may not be in accessible format • Some information in the application may need to be removed to support anonymity of applications

	<ul style="list-style-type: none"> • People are signposted to other local learning opportunities within the application. 	
Disability	<ul style="list-style-type: none"> • Equal Opportunities form has additionally been used in the past to collect data. However payroll number is now collected and we are able to cross reference with existing workforce data • Transformational themes are highlighted in the application and applicants are asked to take cognisance of these during their application. (There is a transformational theme which looks at an inequalities sensitive approach. • There are sample responses to help people complete their application form. • Data capture for 2009-10 is currently being analysed. • Some support is given to applicants through the BS administrator and Supported Learning advisor • Document can be made available in large print • People are signposted to other local learning opportunities within the application. 	<ul style="list-style-type: none"> • Workforce data incomplete, on-going developments around SWISS to capture diversity background data from all staff. • No analysis of existing data to identify gaps in bursary uptake. • No formal recruitment process for bursary scheme reviewers. • Although disability is recorded no other detail is available on the nature of the disability • Bursary Scheme may not be in accessible format • Some information in the application may need to be removed to support anonymity of applications
Sexual Orientation	<ul style="list-style-type: none"> • Equal Opportunities form has additionally been used in the past to collect data. However payroll number is now collected and we are able to cross reference with existing workforce data • Transformational themes are highlighted in the application and applicants are asked to take cognisance of these during their application. (There is a transformational theme which looks at an inequalities sensitive approach. • There are sample responses to help people complete their application form. • Data capture for 2009-10 is currently being analysed. 	<ul style="list-style-type: none"> • Workforce data incomplete, on-going developments around SWISS to capture diversity background data from all staff. • No analysis of existing data to identify gaps in bursary uptake. • No formal recruitment process for bursary scheme reviewers. • Some information in the application may need to be removed to support anonymity of applications

	<ul style="list-style-type: none"> • Some support is given to applicants through the BS administrator and Supported Learning advisor • People are signposted to other local learning opportunities within the application. 	
<p>Religion and belief</p>	<ul style="list-style-type: none"> • Equal Opportunities form has additionally been used in the past to collect data. However payroll number is now collected and we are able to cross reference with existing workforce data • Transformational themes are highlighted in the application and applicants are asked to take cognisance of these during their application. (There is a transformational theme which looks at an inequalities sensitive approach. • There are sample responses to help people complete their application form. • Data capture for 2009-10 is currently being analysed. • Some support is given to applicants through the BS administrator and Supported Learning advisor • People are signposted to other local learning opportunities within the application. 	<ul style="list-style-type: none"> • Workforce data incomplete, on-going developments around SWISS to capture diversity background data from all staff. • No analysis of existing data to identify gaps in bursary uptake. • No formal recruitment process for bursary scheme reviewers. • Some information in the application may need to be removed to support anonymity of applications
<p>Age (Children/Young People/Older People)</p>	<ul style="list-style-type: none"> • Equal Opportunities form has additionally been used in the past to collect data. However payroll number is now collected and we are able to cross reference with existing workforce data • Transformational themes are highlighted in the application and applicants are asked to take cognisance of these during their application. (There is a transformational theme which looks at an inequalities sensitive approach. • There are sample responses to help people complete their application form. • Data capture for 2009-10 is currently being analysed. 	<ul style="list-style-type: none"> • Workforce data incomplete, on-going developments around SWISS to capture diversity background data from all staff. • No analysis of existing data to identify gaps in bursary uptake. • No formal recruitment process for bursary scheme reviewers. • Under 16 and 45+ • Bursary Scheme may not be in accessible format • Some information in the application may need to be removed to support anonymity of applications

	<ul style="list-style-type: none"> • Some support is given to applicants through the BS administrator and Supported Learning advisor • Majority of applicants are aged between 26-45. • People are signposted to other local learning opportunities within the application. 	
<p>Social Class/ Socio-Economic Status</p>	<ul style="list-style-type: none"> • Equal Opportunities form has additionally been used in the past to collect data. However payroll number is now collected and we are able to cross reference with existing workforce data • Transformational themes are highlighted in the application and applicants are asked to take cognisance of these during their application. (There is a transformational theme which looks at an inequalities sensitive approach. • There are sample responses to help people complete their application form. • Data capture for 2009-10 is currently being analysed and Pay-band analysis has taken place. • Some support is given to applicants through the BS administrator and Supported Learning advisor • There is initial Screening and Feedback designed to help improve the quality of applications • People are signposted to other local learning opportunities within the application. 	<ul style="list-style-type: none"> • Workforce data incomplete, on-going developments around SWISS to capture diversity background data from all staff. • No analysis of existing data to identify gaps in bursary uptake. • No formal recruitment process for bursary scheme reviewers. • Existing bursary reviewers do not reflect wider roles in the NHS e.g. Portering & Domestic • Some information in the application may need to be removed to support anonymity of applications

Additional marginalisation	<ul style="list-style-type: none">• Sample responses designed to help improve application completion• Some support is given to applicants through the BS administrator and Supported Learning advisor• People are signposted to other local learning opportunities within the application.	<ul style="list-style-type: none">• Banding in relation to % scores needs to be analysed.• Some staff may not have e-mail addresses or access to PCs/Email• Some staff may not receive communications due to complex organisational structure.• Unsure whether all staff groups are able to complete form due to their levels of literacy and numeracy. Need to signpost to other support projects. E.g. Get ahead project• Some information in the application may need to be removed to support anonymity of applications
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Actions	Date for completion	Who is responsible?(initials)
<p>Cross Cutting Actions</p> <ul style="list-style-type: none"> • Need to undertake analysis of total received/ short listed/successful applicants by diversity strand and identify gaps for action. • Need to establish process for recruitment of reviewers in line with Equal Opportunities, particularly representatives of different grades and professional backgrounds. • Bursary Scheme and application process needs to be reviewed in line with requirements of the Communication Supported and Language plan and Accessible Information Policy, in order to address potential issues such as literacy and general communication support. • Greater staff awareness of Bursary scheme with all line managers to ensure that staff with limited access to PCs/Email is able to access bursary scheme. 	<ul style="list-style-type: none"> • End of 2010/11 Scheme • Commencement of 2011/12 Scheme • End of 2010/11 Scheme • Ongoing but end of March target for 2010/11 Scheme 	<ul style="list-style-type: none"> • EE/KB • EE • EE with appropriate support as identified in Communication Supported and Language plan and Accessible Information Policy • EE and Learning & Education Service
<p>Specific Actions</p> <ul style="list-style-type: none"> • Structure of application form to be reviewed to support anonymity of data. E.g. Remove line managers from (Section D) from the short-listing process and applicant's signature. • Get Ahead and other support projects to be added into Section 10 to offer additional learning opportunities and support for completion of application. • Investigate ways in which Learning and Education alignments can support with basic information and help with form filling. • Pay-band to be included in next year's bursary form. 	<ul style="list-style-type: none"> • 1st March 2010 • 1st March 2010 • 1st March 2010 • 1st March 2010 	<ul style="list-style-type: none"> • EE • EE • EE and Learning & Education Service • EE

Ongoing 6 Monthly Review Please write your 6 monthly EQIA review date:

Guidelines to be reviewed each year.

Lead Reviewer: **Name:**
Sign Off: **Job Title**
 Signature
 Date:

Please email copy of the completed EQIA form to irene.mackenzie@ggc.scot.nhs.uk

Irene Mackenzie, Corporate Information and Development Manager, Corporate Inequalities Team, NHS Greater Glasgow and Clyde, Dalian House, 350 St Vincent Street, Glasgow, G3 8YZ. Tel: 0141-201-4970.