

Equality Impact Assessment template

This should be read in conjunction with the EIA guidance and FAQ documents.

Section 1: Details of the policy¹ or practice

Department/team responsible:	Workforce Development and Planning		
Name of policy or practice being assessed:	Common Core of skills, knowledge and values		
Purpose and anticipated outcomes of the policy:	To identify the skills, knowledge and values that those working with people accessing public services should have (including social services, health, education, justice and community services)		
Is this a new or existing policy?	New	✓	
List of participants in EIA process:	David Purdie		
Date assessment started:	18/01/2016	Date finished:	19/01/2016

Please indicate who is likely to be affected by the policy: (For example: people who use services or their carers, men, women, young people, people with disabilities.)	People who use services, their carers as well as workers providing services.
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Section 2: Collecting information

What evidence is available about the needs of relevant groups? Please consider demographic data (including Census information), research, consultation and survey reports, feedback and complaints, case law, officer/adviser knowledge and experience.²

Details	Source of evidence
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¹ 'Policy' is defined very broadly and includes functions, activities and delivery of services. This is explained in more detail in the FAQs document.

² We have a range of sources of evidence which can help you consider the needs of different groups. Please see the FAQs document for further details.

Steering Group set up to oversee work. Representing private, voluntary and public sectors across relevant areas. Key documents analysed and information taken from these (which will all have their own EIAs)	Knowledge and Experience of Steering Group members e.g. Statutory Guidance – Self Directed Support Act. Police, Fire & Safety and Social worker Code of Ethics. Community Learning & Development strategy.
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From your research above have you identified any gaps in evidence? If so what are the gaps?

No gaps

If appropriate, please describe any consultation/engagement undertaken including details of the groups involved and the methods used.

N/A

Are there any other groups to be consulted?

N/A

Section 3: Impacts

Has the research, or any consultation undertaken, identified any potential for impacts on the following groups?

Protected characteristic	Yes	No	Please explain
Age (older people, children and young people)	Y		The Common Core will help workers prioritise what is fundamentally important to anyone accessing services. It will help employers prioritise and rationalise their training and induction processes.
Disability	Y		See above
Gender reassignment (where a person is living as the opposite gender to their birth)	Y		See above
Pregnancy and maternity	Y		See above

Race, ethnicity, colour, nationality or national origins (including Gypsy Travellers, refugees, asylum seekers)	Y		See Above
Religion or belief (including non-belief)	Y		See Above
Sex/gender	Y		See Above
Sexual orientation	Y		See Above

Is there any evidence that the policy may:

	Yes	No	No evidence
Result in less favourable treatment for particular groups?		No	
Give rise to direct or indirect discrimination?		No	
Give rise to unlawful harassment or victimisation?		No	
If yes to any of the above, please give details:			
How will the policy be modified to mitigate this?			

Section 4: Meeting our general equality duty

The following sections must be completed:

Which aspects of the policy seek to eliminate unlawful discrimination, harassment and victimisation?

The first part of the Common Core reminds workers to "Be aware of your own feelings, understand that these may be different from the people you work with and may influence the way you see them." This policy complements the Code of Practice for social service workers.

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Which aspects of the policy seek to advance equality of opportunity between people which share a relevant protected characteristic and those who do not?

The Common Core also states that workers should "Recognise the needs and strengths of people are unique and that we are all influenced by who we are, our environment, backgrounds and circumstances."

Which aspects of the policy seek to foster good relations between people who share a protected characteristic and those who do not?

The Common Core also states that workers should "Help people to participate in their local communities and to create the necessary bonds and networks to enrich their lives. Know which other local workers/agencies can help. Make the links."

Section 5: Outcome of assessment

Please detail the outcome of this equality impact assessment on the policy:

No major change	This policy draws together and summarises what already exists – it therefore will not impose any change which could have a negative impact.
Adjust the policy	
Continue the policy	
Stop and remove the policy	

Please detail recommendations, including any action required to address any negative impacts identified:

N/A

Section 6: Monitoring

Describe how you will monitor the impact of this policy, eg performance indicators used, other monitoring arrangements, who will monitor progress, criteria used to measure achievement of outcomes:

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This work will influence other work such as the Induction passport – which will undergo its own EIA. If the Common Core is deemed to adversely influence any group then Ann McSorley will take action with Barrie Wilson.


When and how is the policy or practice due to be reviewed?

An appropriate time to review the effectiveness of the Induction passport will be one year after its inception, in March 2018.

Section 7: Sign off

Date sent to Policy Officer:	19/01/2016
Comments from Policy Officer:	Induction passport work has paused to gather more evidence for the work, so good time to review this policy would now be March 2018.
Date signed off by Policy Officer:	28 September 2016

Please insert name and title of the manager who has signed off this equality impact assessment:

Name	Ann McSorley 
Title	Senior Adviser - WD&P
Date approved	22/1/2016

Equality Impact Assessment Flowchart

