

Equality Impact Assessment

The Council has a duty to consider the needs and requirements of the community who are affected by our policies and procedures. This checklist has been developed to ensure that relevant groups are neither directly or indirectly discriminated against in the planning and delivery of Council services in compliance with legislation and good practice.

An impact assessment is a systematic way of finding out the impact of a policy or proposed policy on different groups. Officers are required to identify the likely outcomes/impacts that may result from introducing a policy/procedure.

Examples of groups that can be disadvantaged if their specific needs are not considered are women/parents/carers, people from different ethnic minorities, people with disabilities/impairments and Welsh speakers.

How should you assess impact?

1. Identifying the objectives of your policy and how it will work
2. Examining the data and research available
3. Assessing the likely impact on equality
4. Consulting people who are likely to be affected by your policy
5. Making arrangements to monitor and review your policy and its impact
6. Publishing the results of the assessment

It is the responsibility of the Head of Service or Operational Manager responsible for each policy to ensure that an assessment has been completed for the policy identified.

The form should be completed electronically and returned to the Equalities Section :

LJBrown@valeofglamorgan.gov.uk

If you have any queries, telephone: 01446 709362

Policy/practice title: Youth Service Curriculum Document

Who is responsible for developing and implementing the policy/practice?	
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Name: Bob Fussell	Job Title: Principal Youth Officer
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Directorate: Learning & Development	Division: Youth Service
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Assessment Date:

1. Objectives

What are the objectives of the policy/practice being developed or reviewed?
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The Vale of Glamorgan Youth Service believes that young people regardless of race, ability, sexuality, gender, geography, creed or colour represent our most valuable resource. We will establish partnerships with other agencies, to ensure that young people will be given high quality provision offering positive choices and opportunities during their transition to adulthood in order to achieve their potential as empowered individuals, through participation in educational initiatives that address issues affecting them.

2. Background data:

Who is intended to benefit from this policy/practice?	Please ✓
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All residents of the Vale of Glamorgan	X
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Internal departments (please state):	
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Customers/residents in a specific geographical location	
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Specific customers (age, gender, etc.)	
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Please identify: People over 65 dementia related illnesses and resultant residential needs.	
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Young people aged 11-25 with a priority of those aged 13-19

Other Please specify:	
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What research or baseline information do you have about how your service is used by various groups of people?
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Target age range set by the Welsh Assembly Government. Performance indicators in place which record, membership, contacts and gender. New membership forms have been developed to record ethnicity, disability, education and language preference

3. Gender

Will the policy/practice have a **negative impact** directly or indirectly on different genders?

Please ✓	Yes	No
Women		X
Men		X

Will the policy/practice have a **positive impact** directly or indirectly on different genders?

Please ✓	Yes	No
Women	X	
Men	X	

Please give details of the negative impact?
Please give details of the positive impact?
<ul style="list-style-type: none"> • The policy outlines the curriculum delivered to all young people across the Vale. • The year on year increase in participation by young people. • The increase in the number of females accessing the service as evidenced by service PI's • Young peoples satisfaction with service provision
What action(s) can you take to mitigate the negative impact?
What action(s) can you take to have a more positive impact?
<ul style="list-style-type: none"> • More targeted provision to increase number of females accessing service •
What supporting evidence do you have?
<ul style="list-style-type: none"> • Service PI's, L82a&b recording gender balance, L270a recording client satisfaction and L348 recording participation levels • Service attendance figures • Service satisfaction survey

4. Race

People from different black and minority ethnic communities may use Council services differently (for example will women from certain minority communities use the Council's swimming pool more often if same sex swimming arrangements are in place).

Will the policy/practice have a **negative impact** on the following groups?

Please ✓	Yes	No
Black and minority ethnic population		X
Economic migrants		X
Asylum seekers and refugees		X

Will the policy/practice have a **positive impact** on the following groups?

Please ✓	Yes	No
Black and minority ethnic population	X	
Economic migrants		X
Asylum seekers and refugees		X

Please give details of the negative impact?
Please give details of the positive impact?

<ul style="list-style-type: none"> Recent report on factors influencing low take up by BME young people makes recommendations to improve take up.
What action(s) can you take to mitigate the negative impact?
What action(s) can you take to have a more positive impact?
<ul style="list-style-type: none"> Research demographics of numbers of young people from asylum seekers, refugees and economic migrants living in the area and set baseline uptake. Assess needs of economic migrants, asylum seekers and refugees who wish to access the service Identify officer to lead on progressing this area of work and set targets to monitor improvements
What supporting evidence do you have?
<ul style="list-style-type: none"> Membership form contains information on ethnicity of membership Curriculum targets ethnicity issues such as Black History month and Show Racism the Red Card Issue based curriculum work looks at topics such as travellers, culture, refugees and other global issues

5. Disability

Will the policy/practice have a **negative impact** on people with disabilities?

Disability: please ✓	Yes	No
Visually impaired		X
Hearing impairment		X
Physically disabled		X
Learning disability		X
Mental health problem		X
Other:		

Will the policy/practice have a **positive impact** on people with disabilities e.g. will services be more accessible?

Disability: please ✓	Yes	No
Visually impaired	X	
Hearing impairment	X	
Physically disabled	X	
Learning disability	X	
Mental health problem	x	
Other:		

Please give details of the negative impact?
Please give details of the positive impact?

<ul style="list-style-type: none"> • The service prioritises groups based on the principles of ensuring equality of access and opportunity • The service has developed a street based team which targets work with young people where they are and has also adapted buildings and service provision to meet the needs of those with disabilities • Training has been delivered to staff to work with young people with disabilities • Youth Development Officer nominated to lead on developing work with those with a disability and identifying a PI to monitor uptake
What action(s) can you take to mitigate the negative impact?
What action(s) can you take to have a more positive impact?
<ul style="list-style-type: none"> • More analysis needs to take place on the needs of all young people with disabilities not just more prominent groups • Work with Disabilities Team in identifying young people who may wish to access the service
What supporting evidence do you have?
<ul style="list-style-type: none"> • Partnership arrangements with the disabilities team • Recording systems which highlight individual needs of young people • Activity programmes targeted at those with disabilities

6. Welsh language

Will the policy/practice have a **negative impact** on the Welsh language?

Please ✓	Yes	No
		X

Will the policy/practice provide a **positive impact** on the Welsh language, in accordance with the Council's Welsh Language Scheme, e.g. translation of documents, Welsh speaking member of staff, bilingual automated telephone system, bilingual forms, etc.?

Please ✓	Yes	No
	X	

Please give details of the negative impact?
Please give details of the positive impact?
<ul style="list-style-type: none"> • Increased provision for those who want to communicate through the medium of Welsh • Opportunities created for the social use of Welsh by young people out of the school setting • Promote the development of a bilingual workforce to support young people's opportunities to use the Welsh language
What action(s) can you take to mitigate the negative impact?
What action(s) can you take to have a more positive impact?
<ul style="list-style-type: none"> • More provision created across the Vale for Welsh Speakers • 2 centres open and delivering youth work through the medium of Welsh. • 2 youth work training courses delivered through the medium of Welsh
What supporting evidence do you have?

- Curriculum document translated into Wales.
- Youth Service documentation translated into Welsh
- Statistical Data available to show take up by young people who are Welsh language speakers

7. Age

Will the policy/practice have a **negative impact** for younger/older people?

Please ✓	Yes	No
Under 25 years		X
Over 50 years		X

Will the policy/practice provide a **positive impact** for younger/older people?

Please ✓	Yes	No
Under 25 years	X	
Over 50 years	X	

Please give details of the negative impact?

Please give details of the positive impact?

- Opportunities created for young people to take part in non formal and informal learning opportunities which lead to accredited outcomes eg. Duke of Edinburghs Award Scheme, OCN's and Mayors Award
- Reduction in anti social behaviour by young people thus improving environment for older people
- Young people making a positive contribution to their local communities

What action(s) can you take to mitigate the negative impact?

What action(s) can you take to have a more positive impact?

- Development of more intergenerational work between young people and older members of the community
- 3 new projects to be delivered annually, involving work with older people

What supporting evidence do you have?

- Data available to show take up of Youth Service activities by age groupings
- Reports on Youth Service activities
- PI's available to evidence reduction in anti social behaviour

8. Religion and belief

Will the policy/practice provide a **negative impact** for people with different religions or beliefs?

Religion/belief: please ✓	Yes	No
		X

Will the policy provide a **positive impact** for people with different religions or beliefs?

Religion/belief: please ✓	Yes	No
	X	

Please give details of the negative impact?

Please give details of the positive impact?
<ul style="list-style-type: none"> As part of the issue based curriculum delivery young people discuss issues related to religion and beliefs Young people aware of differences between religious groups and how to respect these differences
What action(s) can you take to mitigate the negative impact?
What action(s) can you take to have a more positive impact?
<ul style="list-style-type: none"> Target religious groups that are underrepresented in their participation in Youth Service activities Work with single sex groups to promote inclusion in youth service activities
What supporting evidence do you have?
<ul style="list-style-type: none"> Youth Service curriculum programme

9. Sexual orientation

Will the policy provide a **negative impact** for gay men/lesbians/bisexuals

Sexual orientation: please ✓	Yes	No
Gay men/lesbians/bisexuals		X

Will the policy provide a **positive impact** for gay men/lesbians/bisexuals?

Sexual orientation: please ✓	Yes	No
Gay men/lesbians/bisexuals	X	

Please give details of the negative impact?
Please give details of the positive impact?
<ul style="list-style-type: none"> As part of the issue based curriculum delivery young people discuss issues related to sexual orientation Young people aware of differences between peoples sexual orientation and how to respect these differences
What action(s) can you take to mitigate the negative impact?
What action(s) can you take to have a more positive impact?
<ul style="list-style-type: none"> More work needs to be done in raising awareness of sexual orientation issues amongst staff and young people through training and issue based discussion sessions Deliver training to staff team on raising awareness of sexual orientation issues Develop links with organisations who have an expertise of working with young gay, lesbian and bi sexual young people Improve young peoples access to websites that promote sexual orientation issues
What supporting evidence do you have?
<ul style="list-style-type: none"> Youth Service curriculum programme

10. Consultation

What arrangements have been made to consult with:

- men/women/parents/carers

Equality Impact Assessment

Rev Date: July 2009

Tim Greaves, Corporate Equality Group

- the black and minority ethnic community (including asylum seekers, refugees, economic migrants)
- people with disabilities / impairments (sensory, physical, learning, medical etc)
- the Welsh speaking community
- other 'hard to reach' or vulnerable groups (e.g. young/older people, low income families)

Consultation activities that have taken place (include the method of consultation e.g. focus group, survey, public meeting, citizens panel, etc.)

- It is the general policy of the Youth Service to consult with all young people aged 11-25 whether or not they use our service about any issues that affect them and the Youth Service Curriculum including planning, delivery and evaluation.
- Targeted consultations take place with specific user groups about issues that directly affect them e.g evaluation of the teen scheme with those who have a disability, consultation with epilepsy sufferers about their participation in the service, consultation with young people in the rural vale concerning their participation in the service and consultation with hard to reach groups re the development of the V Pod

Who was consulted?

- Young people aged 11 - 25

How have the results of the consultation been implemented?

- It is a fundamental of the service that we listen to young peoples views and amend the delivery of our service accordingly. Eg young people were responsible for the external design of the V Pod and its interior. The current Teenscheme programme is based on evaluations submitted by previous users. Welsh speaking young people have been fully involved in the location and programme for Clwb Ieuntyd Cymru.

11. Monitoring

How will you monitor the impact of this policy on service users?

- PI's
- Evaluations by young people
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What monitoring data will you collect (number of people with a disability, black and minority ethnic communities, women/men, Welsh speakers, etc.)?

- Report back to equalities department on quarterly basis with data collected by new MIS - April 2011
- Please see attached membership form

Publication of policy

How will you publish and publicise the policy to ensure equality of access to this information (including raising awareness with minority groups, publishing information in accessible formats, etc.)?

Details:

12. Further action

Any recommendations for action that you plan to take as a result of this impact assessment (listed in the sections above) should be included in your Team Plan or Departmental Service Plan.

13. Completed Impact Assessments:

Email a copy of this form to the Corporate Equalities Officer. Completed forms will be published on the Council's website.

14. Authorisation

(This form should be authorised by the relevant Head of Service or Operational Manager for the department).

Approved by (name):	Date: 11/11/2010
Designation:	