



**NHS Greater Glasgow and Clyde
Equality Impact Assessment Tool For Strategy, Policy and Plans**

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

Name of Strategy, Policy or Plan

NHS Greater Glasgow and Clyde's Draft Policy and Process for Work Experience S4, S5 and S6 School Pupils, Learning and Education Department.

Please tick box to indicate if this is a :

Current Strategy, Policy or Plan

New Strategy, Policy or Plan

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

NHS Greater Glasgow and Clyde's Work Experience Draft Policy is designed to support Managers or Clinicians to arrange successful and beneficial work experience placements for school pupils, in their area, by setting out the process and identifying the underpinning principles.

This Policy only applies to Acute Services and Corporate Services. The policy is presently under discussion with Community Health Partnerships (CHPs) and Community Health and Care Partnerships (CHCPs).

This draft Policy only relates to the provision of work experience for school pupils in S4, S5 and S6. It is not intended to cover the work of clinical or other placements used as part of any vocational training leading to a qualification.

Who is the lead reviewer and where based?

Edward O'Grady, Learning and Education Manager, Acute Services.

Please list the staff groupings of all those involved in carrying out this EQIA

(when non-NHS staff are involved please record their organisation or reason for inclusion):

Learning and Education Manager; Senior Learning and Education Advisor; Learning and Education Administrator (x2); Work Experience Officer; Ward Manager, Coronary Care; Quality Co-ordinator and Equality and Diversity Assistant.

Apologies were received from the Work Experience Officer.

Impact Assessment – Equality Categories

Equality Category	Positive Impact	Negative Impact
All	<ul style="list-style-type: none"> • <u>The Policy has the following equality and diversity statement. NHS Greater Glasgow and Clyde aims to ensure no person or employee receives less favourable treatment on the grounds of gender, disability, religion, age, race (including colour, nationality, ethnic or national origin), sexual orientation, marital or parental status or other attributes including beliefs or opinions, such as religious beliefs or political opinions. NHS Greater Glasgow and Clyde is committed to making equality and diversity part of everything it does.+(Section 1.4, Page 4)</u> • The Policy recognises that the organisation must balance its responsibilities for confidentiality, health and safety, consent and the well-being of patients, with the desire to offer a useful experience to pupils.+(Page 4 Section 4.1.1) • The Learning and Education Department will ensure that placements are provided on a fair and equitable basis by monitoring the process centrally via the Acute Services Learning & Education Manager.+(Page 4 Section 4.1.12) • The Learning and Education Department must be informed of All Work experience placements to ensure that all checks and processes are implemented. • The policy states that: A suitable programme of activity must be in place, for each pupil, prior to the start of the placement. Appendix 14 provides a template to help wards or departments.+(Page 6, Section 4.1.8) • The relevant local authorities will be responsible for the monitoring of placements for S4 pupils (page 6). (Work experience is part of the curriculum for S4 pupils). • Schools will have appropriate processes in place to facilitate access to the database and for the identification and screening of appropriate pupils interested in work experience. • The policy recognises the importance of respecting both the patient and the pupils. (The presence of the pupils must be 	<ul style="list-style-type: none"> • The policy does not mention about returning the identification card at the end of the placement. • Appendix 1A . the section on Risk Assessment is unclear. • Appendix 4 (Confirmation letter), the section regarding hand washing

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	<p>explained to staff and patients. The patient has the right to refuse being observed by the pupil).</p> <ul style="list-style-type: none"> The ward or department must have an adequate risk assessment in place before the programme starts. <u>This would include any Health & Safety issues, induction programme, Fire & Safety etc.</u> All pupils will be issued with an identification card which must be worn at all times. Pupils must sign a confidentiality agreement. The policy states that pupils must wear their school uniform. Pupils would be advised what is appropriate at the induction process. 	<p>does not mention the hand hygiene gel dispensers.</p>
Gender	<ul style="list-style-type: none"> <u>No positive impact identified.</u> 	<ul style="list-style-type: none"> No negative impact identified.
Ethnicity	<ul style="list-style-type: none"> <u>The policy is available in other languages upon request.</u> 	<ul style="list-style-type: none"> No negative impact identified.
Disability	<ul style="list-style-type: none"> The Policy has an equality and diversity statement. (see gender section). The policy is available in other formats upon request. The policy's font type is Arial and type size is 12 which is visually friendly. If a pupil has any disabilities the school should make the Learning and Education Department aware of this, who would then contact the relevant ward or department to discuss their additional needs. A risk assessment would also be undertaken to ensure the safety of the pupil. The Pre-Placement Health Questionnaire asks if the pupil has any physical limitations. 	<ul style="list-style-type: none"> The policy contains text in upper casing and forward slashes which are not visually friendly. Remove all abbreviations or acronyms from the policy. (For example, SMPRL on page 8)
Sexual Orientation	<ul style="list-style-type: none"> <u>After some discussion, it was decided that NHS staff would not be aware of a person's sexual orientation unless they disclosed it.</u> 	<ul style="list-style-type: none"> No negative impact identified.

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Deleted: The Policy has the following equality and diversity statement. %MHS Greater Glasgow and Clyde aims to ensure no person or employee receives less favourable treatment on the grounds of gender, disability, religion, age, race (including colour, nationality, ethnic or national origin), sexual orientation, marital or parental status or other attributes including beliefs or opinions, such as religious beliefs or political opinions. NHS Greater Glasgow and Clyde is committed to making equality and diversity part of everything it does.+(Section 1.4, Page 4)¶

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Religion and belief	<ul style="list-style-type: none"> • <u>No positive impact identified.</u> 	<ul style="list-style-type: none"> • Staff were unsure of how they would deal with some religion and belief aspects. • 	<p>Deleted: The Policy has an equality and diversity statement. (see gender section).¶</p>
Age (Children/Young People/Older People)	<ul style="list-style-type: none"> • Work experience is part of the curriculum for S4 pupils and is organised in conjunction with their school. Some placements are available for S5 and S6 pupils, however, these pupils must contact the service directly. (This type of placement is usually related to a college or university application). • The policy recognises that young people should not be exposed to work that involves a risk of accidents which they are unlikely to recognise because of, for example, their lack of experience, training or attention to safety. (Health & Safety Executive) • The policy recognises the benefits of work experience for young people: <ul style="list-style-type: none"> ➢ Greater awareness of jobs/career opportunities within the organisation ➢ Potential for recruiting school leavers into jobs ➢ Heightened awareness for students of the importance of attendance and punctuality, leading to less problems in these areas when students start a real job • The policy takes cognisance of The management of Health and Safety at Work Regulations(1999); Provisions Relating to Young Person: and Working Time Regulations (1999). 	<ul style="list-style-type: none"> • No negative impact identified. 	<p>Deleted: <#>The Policy has an equality and diversity statement. (see gender section).¶</p>
Social Class or Socio-Economic Status	<ul style="list-style-type: none"> • Local authorities can supply bus passes for pupils travelling to their work experience placement. 	<ul style="list-style-type: none"> • The policy does not mention anything about pupils who may be in receipt of free lunches. It was thought that this might be the responsibility of the local authorities. 	<p>Deleted: <#>The Policy has an equality and diversity statement. (see gender section).¶</p>
Additional marginalisation	<ul style="list-style-type: none"> • From a geographical point of view, placements are available throughout NHS Greater Glasgow and Clyde premises to avoid extensive travelling. 	<ul style="list-style-type: none"> • No negative impact identified. 	

Actions to address negative impacts	Date for completion	Who is responsible?(initials)
Cross Cutting Actions		
Specific Actions <ul style="list-style-type: none"> • Ensure that the policy clearly states that the identification card is returned at the end of the placement. • Expand the section on risk assessments (appendix 1A) • Ensure that the sections on hand-washing make reference to using the hand hygiene gel. • Remove all upper casing text, centred text and forward slashes from the policy as these are not visually friendly. • Remove all abbreviations or acronyms from the policy. • Include contact details of Chaplaincy service for advice on religious belief issues • Investigate if there is a requirement for placement supervisors to have some equality and diversity awareness training. • Clarify what happens if a pupil is in receipt of free school lunches. 	30/04/10 30/04/10 30/04/10 30/04/10 30/04/10 30/04/10 30/04/10 30/04/10	E.E. E.E. E.E. E.E. E.E. E.E. EO EO

Ongoing Review. Please write the date when the policy and EQIA will be reviewed.

29/10/10

Lead Reviewer: Name: Edward O'Grady
Sign Off: Job Title Learning & Education Manager -Acute
 Signature Edward O'Grady
 Date:09/03/10

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

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