

**Appendix 1**  
**DUNDEE CITY COUNCIL**

**Equality and Diversity Rapid Impact Assessment Tool**

**Part 1**

|  |   |
|--|---|
| Date of assessment <b>January 2012</b>   | Title of document being assessed <b>Determined to Succeed</b>   |
| 1) This is a new policy, procedure, strategy or practice being assessed<br>(If yes please tick box) <input type="checkbox"/>   | This is an existing policy, procedure, strategy or practice being assessed?<br>(If yes please tick box) <input checked="" type="checkbox"/> |
| 2) Please give a brief description of the policy, procedure, strategy or practice being assessed.  | Determined to Succeed is a Government funded allocation to each Authority.  |
| 3) What is the intended outcome of this policy, procedure, strategy or practice?   | The outcome of the programme is to encourage and support enterprising learning.   |
| 4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.  | Current Determined to Succeed guidelines and Curriculum for Excellence documentation in particular BTC4.                                    |
| 5) Has any consultation, involvement or research with protected characteristic communities informed this assessment? If yes please give details.   | No.   |
| 6) Please give details of council officer involvement in this assessment.<br>(E.g. names of officers consulted, dates of meetings etc)   | Paul Clancy and Kenny McKeown.  |
| 7) Is there a need to collect further evidence or to involve or consult protected characteristics communities on the impact of the proposed policy?<br><br>(Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?) | No.   |

## **Part 2**

Which protected characteristics communities will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

If the impact on a protected characteristic communities are not known please state how you will gather evidence of any potential negative impacts in box Part 1 section 7 above.

|  | Positively               | Negatively               | No Impact                           | Not Known                |
|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Ethnic Minority Communities including Gypsies and Travellers | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Gender   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Gender Reassignment  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Religion or Belief   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| People with a disability                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Age  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Lesbian, Gay and Bisexual                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Socio-economic   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Pregnancy & Maternity  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Other (please state)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

### Part 3

|  |  |
|--|--|
| 1) <b>Have any positive impacts been identified?</b> (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)  | If yes please give further details<br><b>None.</b>   |
| 2) <b>Have any negative impacts been identified?</b> (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)  | If yes please give further details<br><b>None. The reduction in funding in the main is directed towards small allowances to individual schools. The core Determined to Succeed programmes remain intact.</b> |
| 3) <b>What action is proposed to overcome any negative impacts?</b><br>E.g. involving community groups in the development or delivery of the policy or practice, providing information in community languages etc. see Good Practice on DCC equalities web page                              | Please give further details<br><b>None.</b>  |
| 4) <b>Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</b> (If the policy that shows actual or potential unlawful discrimination you must stop and seek legal advice) | If yes please give further details<br><b>No.</b>   |
| 5) <b>Has a 'Full' Equality Impact Assessment been recommended?</b> (If the policy is a major one or is likely to have a major impact on protected characteristics communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.      | If yes please give further details<br><b>No.</b>   |
| 6) <b>How will the policy be monitored?</b> (How will you know it is doing what it is intended to do? e.g. data collection, customer survey etc.   | Please give details<br><b>Determined to Succeed programme will be monitored through the authority's Curriculum for Excellence monitoring arrangements.</b>   |

**Part 4****Name of Department or Partnership: Education****Type of Document**

|                               |                                     |
|-------------------------------|-------------------------------------|
| Human Resource Policy         | <input type="checkbox"/>            |
| General Policy                | <input type="checkbox"/>            |
| Strategy/Service              | <input type="checkbox"/>            |
| Change Papers/Local Procedure | <input type="checkbox"/>            |
| Guidelines and Protocols      | <input type="checkbox"/>            |
| Other                         | <input checked="" type="checkbox"/> |

**Contact Information**

| Manager Responsible |  | Author Responsible |  |
|---------------------|--|--------------------|--|
| Name                | Paul Clancy  | Name               | Paul Clancy  |
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Signature of author of the policy:

Date

Signature of Director / Head of Service area:

Date

Name of Director / Head of Service:

Date of next policy review: