



Conducting Equality Impact Assessments

A guide for staff

For review: December 2007

Post this date contact Social Inclusion Unit x 4321

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Equality Impact Assessment: A Short Guide

1. Introduction

This guide explains what an Equalities Impact Assessment (EIA) is, when it needs to be undertaken and why. Further guidance on the process is included in appendix 1 and help is available from the Social Inclusion Unit (inclusion@plymouth.gov.uk or x 4321).

2. What is an Equalities Impact Assessment (EIA)?

2.1. An EIA is a systematic process to determine the impact on relevant equalities groups of our service delivery and policy decisions. It is also an assessment to see if that impact is adverse or not. EIA's can be undertaken on existing or proposed services, procedures, policies, service plans and delivery, projects and strategies (referred to as "policy").

2.2. We have adopted an EIA process that covers all six equality strands.¹ This aims to ensure our policies do not discriminate and that they promote equality and fulfill our legal duties. Where adverse impact is identified, an action plan must be completed with details of what can be done to address it.

2.3. An impact is defined as an intentional or unintentional consequence or significant change in people's lives brought about by a policy action or a series of actions. It can be

- **Positive:** Improves equal opportunities and/or relationships between groups.² This can be "differential" i.e. where the impact can be greater for one group than another.
- **Negative:** Equality groups could be disadvantaged, and this can be differential where the negative impact on one equality group is likely to be greater than that on another.
- **None:** No impact identified.

3. Why do we need to do Equality Impact Assessments?

3.1. EIA's are recognised as good practice nationally (i.e. in the Equality Standard for Local Government³). They are specifically mentioned in our corporate plan as part of our work to promote equalities and inclusive communities. We have set annual targets to achieve improvements against the Equality Standard for Local Government, which is linked to Best Value Performance Indicator 2a and b.

3.2. A requirement to conduct impact assessments to gauge any negative impact on race equality is a specific requirement of the Race Relations (Amendment) Act 2000. Under the Act, public authorities like Plymouth City Council must also develop a Race Equality Scheme and set out their arrangements for monitoring policies for any negative impact.

3.3. The Equality Standard for Local government (ESLG) also requires local authorities to carry out EIA's with regard to race, gender and disability, and ensures that legislative requirements⁴ are met.

3.4. Under the Disability Discrimination Act 1995, impact assessments regarding disability are also required and this is outlined in our Disability Equality Scheme (DES). This requirement will be widened to Gender in 2007 and thereafter is likely to expand to the other equality groups. Our EIA process already covers all equality strands.

3.5. EIA's also help

- provide services of the highest quality to meet diverse needs

¹ Age, disability, faith and belief, gender, race, sexual orientation

² It should also take into account multiple and cross cutting equality needs.

³ SIU briefing paper on the Equality Standard for Local Government (inclusion@plymouth.gov.uk)

⁴ Race Relations (Amendment) Act 2000, Equal Pay Act (1970), Sex Discrimination Act (1975), Disability Discrimination Act (1995), Human Rights Act (1999) and Employment Equality Regulations (2003), Equality Act 2006.

- identify what is working well and what needs to be improved to address any adverse impact
- focus on outcomes and tangible improvements as well as taking positive action if needed
- identify opportunities for the promotion of positive images or our diverse communities
- people from the equality strands engage in public life
- us target resources more effectively
- mainstream equalities in our policies and practice

4. When do we need to do an Equality Impact Assessment?

4.1. EIA's should be used as part of the normal policy making process, and should be undertaken during development of a new or the review of an existing policy. Information on the outcomes of EIA's must be included in relevant cabinet and scrutiny reports. (Appendix 2)

4.2. We have also introduced a question on the delegated cabinet member decision form, asking whether the decision is in accordance with an Equalities Assessment. Appendix 3 contains the delegated decision impact assessment template that should be used to make sure that decisions do not later show up inequalities. Completing a standard assessment template for EIA's (Appendix 2) on delegated decisions is not a requirement as relevance, proportionality and practicality will vary from decision to decision. For some decisions it may be more appropriate to undertake the EIA afterwards, making a commitment to address any inequalities identified. (See also appendix 1, section 3 - "Impact".) Officers should obtain advice and guidance from their heads of service and the SIU on using the correct forms and processes.

4.3. In addition, we have identified a timetabled programme for undertaking EIA's on policies across different service and departmental representatives have received training in the process. Service plans also contain commitments to completing EIA's as part of the delivery process.

4.4. In order to respond to different circumstances, we have adopted two types of EIA

- **Standard EIA** (template in appendix 2) suitable for most assessments and necessary for formal policies and EIA's in the timetabled programme.
- **Delegated Decision EIA** (template in appendix 3) suitable for small scale assessments of delegated decisions only.

5. How should we conduct an Equality Impact Assessment?

5.1. Departments identify members of staff with responsibility for carrying out EIA's and implementing the agreed actions. These officers should attend EIA training provided by SIU and the learning and development team before conducting EIA's preferable not on their own. The SIU can also offer support during the completion of EIA's across all our service departments.

5.2. Before starting an EIA, officers should consider relevance, proportionality and reasonableness⁵ as this is likely to inform the depth of the assessment and therefore the time and resources that are necessary to complete it. To obtain different perspectives, the officer responsible for doing EIA's should liaise with relevant service managers, front-line staff and the senior officer who has authority to ensure that any decisions made as a result of the assessment can be implemented.

5.3 The guidance in appendix 1 offers advice on completing EIA's.

6. Where is support and advice available from?

Further guidance is available from

- Your department's representative on the Corporate Equality Group
- Social Inclusion Unit x 4319

⁵ Reasonableness, proportionality and relevance require a professional analysis and judgement that takes account of statutory requirements alongside legal guidance plus the factors listed in section one overleaf

Appendix 1

Equality Impact Assessment: Full Guide

1. Introduction

Before starting EIA's officers should carefully consider relevance, proportionality and reasonableness. This will indicate the likely depth of the assessment and therefore the likely time and resources that will be needed for the assessment.

Issues that need to be considered in making this professional judgment include the

- number of people likely to be affected by the policy ⁶
- budgetary implications and value for money
- extent of the proposed change
- wider public policy implications

Policies which are likely to have a significant impact on the local community and equalities groups require a standard EIA and an associated action plan to address any negative impacts (see Appendix 2 and Section B plus point 5 below). Policies at the other end of the scale or delegated decisions may require only a basic EIA and minimal or no action plans (See Appendix 3 and section B).

2. Section A: Assessment

2.1. The Policy ⁷

This section scopes the policy being assessed including its purpose and desired outcomes. Remember "policy" in this assessment is used to cover existing or proposed services, procedures, policies, service plans and delivery, projects and strategies.

2.2. Data Collection

This is a crucial part of the EIA. You need to record what data (and its origin) relevant to the policy that you have examined. (You should also note and gaps in data and what you will do about this within your action plan.) This data, which should include a review of the original policy if it is in place, will help you form an opinion about the impact of the policy upon equalities groups. The aim is to determine the potential equality and diversity ⁸ issues and any associated impact. This will be the focal point of the assessment.

Data sources include

- Quantitative data - data that provides numerical information, e.g. population figures, number of users/non-users
- Qualitative data – data that furnishes evidence of people's perception/views of the service/policy, e.g. analysis of complaints, outcomes of focus groups discussions, customer or public surveys
- Local population data including the census figures
- Comparisons with similar policies in other authorities
- One off data gathering exercises, e.g. through Plymouth Points of View and departmental consultations
- Academic publications, research reports, consultants' reports, and reports on any consultation with e.g. trade unions or the voluntary and community sectors. ⁹

⁶ In this guide policy means existing or proposed services, procedures, policies, service plans and delivery, projects and strategies.

⁷ Note- the number of these sections cross reference to the numbers on the EIA matrix provided in Appendix 2 sections and B.

⁸ Diversity is defined as how differences between people are harnessed to drive forward creativity and excellence in performance. In the workplace this means recognising individual and group differences, which means more creativity and continuous improvement.

⁹ This list is not exhaustive and service areas will need to introduce their own data as relevant

The EIA action plan should identify and document any gaps and inadequacies in the data and any information about existing plans for monitoring the policy.

EIA's should always be informed by consultation. Any relevant recent consultation data, e.g. that has been gathered in the process of developing the policy, should be used. You can use this section to identify any gaps and start thinking about how future consultation can be focused to plug them. Details of any further data gathering and consultation that will be needed can and should be included in the action plan (see 5 below).

2.3. Impact

The EIA's key focus is identifying impact for each equality strand. This is done by objectively reviewing the data identified in section 2. Officers should think about

Age – and consider the impact on our community in relation to this e.g. how do we engage with older and younger people about our services, access issues etc. Also consider what issues there are for employment and training.¹⁰

Disability - and what issues there are around each of the disability needs groups and policy areas across the general and specific duties e.g. access to buildings/services, how we provide services and the way we do this, producing information in alternative formats, employment issues. Under the Disability Discrimination Act 1995, impact assessments regarding disability are required and officers should use out Disability Equality Scheme as a resource.

Faith and belief – and what the likely impact is e.g. dietary issues, religious holidays or days associated with religious observance, cultural issues and customs. Also consider what issues there are for employment and training.

Gender - Consider what issues there are for men and women e.g. equal pay, responsibilities for dependants, issues for carers, access to training, employment issues. (From April 2007 legislation requires impact assessments regarding gender across services and employment.)

Race – and consider relevance to the three strands of the general duty in the Race Relations (Amendment) Act i.e. to promote race equality with the aim of: eliminating unlawful discrimination, promoting equality of opportunity and promoting good race relations between persons of different racial groups. (See our Race Equality Scheme 2005-08.) Also think about the potential to affect racial groups differently. Issues to look at include providing translation/interpreting services, cultural issues and customs, access to services, issues relating to Asylum Seeker, Refugee, Gypsy & Traveller and migrant communities, recording of racist incidents etc.

Sexual Orientation – and consider the provision of inclusive services for e.g. older and younger people from the Lesbian, Gay, Bi-sexual and Trans communities¹¹. Also consider what issues there are for employment and training.

There are three types of impact that can be identified, namely

Negative impact e.g.

- Fails to promote equality
- Disadvantages one or more equalities groups or sub-groups within them, e.g. there are barriers to them enjoying its benefits
- The policy unlawfully discriminates

¹⁰ The associated regulations at the time of this guide cover employment only in relation to age, faith and belief and sexual orientation, but it is good practice to think carefully about service delivery implications. We have a mandatory requirement to consider impact in relation to disability, gender and race with regard to all functions.

¹¹ See definition in Appendix 5.

Positive Impact e.g.

- Promotes equality
- Promotes good relations between different groups
- Ensures information about, and access to, services

None i.e. - no positive or negative impact has been identified

If there is a negative (or a positive) impact in relation to any of the above then you need to consider whether can it be justified and what you are going to do to address it.

2.4. Summary

This section asks you to overview and set out your findings by stating which equality groups could be, or are, affected and if this is positive or negative, direct or indirect and whether there is any justification.

If you have decided the policy is directly or indirectly discriminatory but can be justified under relevant legislation, you must provide details here. If in any doubt you should seek advice from Legal Services and/or your manager.

2.5 Section B: Action

The table should be completed with the actions that will be taken to address any adverse impact on equalities groups. As part of the EIA, you should consider options for changing the policy in order to reduce such impact.

If the impact is likely to be unlawful, the policy or the specific element of it must be changed, abandoned, or alternative ways found to meet the policy objectives. There is a need to ensure that an option for alleviating an adverse impact for a particular group does not in turn create an adverse impact for another group. In these circumstances, the option chosen should be that which promotes equality of opportunity and social inclusion overall. If an adverse impact is unavoidable then it must be justified e.g. health and safety legislation. If you are unsure take advice from Legal Services and/or your manager.

It is also important to remember that some policies are targeted at particular equalities groups (within the provision of certain legislation) and these by definition will have a differential impact. This type of differential impact can be justified as a part of a wider action relating to particular equalities groups, for example targeted job advertising and recruitment. These actions need to be justified to provide a clear and legal rationale for them.

Two particular areas to address in action planning are

a. Consultation

Where data from previous relevant exercises is inadequate or absent, the action plan should include consultation as part of the ongoing work required. It may also be necessary to assess the effectiveness of any forthcoming consultation already planned.

Prior to making a decision to undertake consultation, take advice from the Social Inclusion Unit (SIU) about appropriate steps. Where possible, explore opportunities for joint working¹² across the council, by liaising with the SIU/Corporate Support Unit. (The Corporate Support Unit has produced guides on consultation and this is available on the outlook system.)

The focus¹³ of any consultation will be determined by the policy's likely effect on the relevant equalities groups. The extent of the consultation should be in proportion to this. Those who are likely to be directly affected by the policy should be consulted e.g.

¹² Planned corporate or other consultation exercises

¹³ Refer to Introduction in appendix 1

- Current service users and potential users from the appropriate equalities groups
- Key and specialised staff
- Relevant interest groups.

It is important to remember that equalities groups are not homogeneous and that you might need to consult with a number of sub-groups e.g. with a number of ethnic minority groups rather than just one. The scope and format of the consultation will depend upon the equality groups involved, specific needs and general circumstances plus resources available.

When you are deciding about consultation, keeping the following in mind

- Community Engagement – means that the process should be mutually beneficial and that feedback is given throughout and after the EIA is produced
- Promotion and publicity - appropriate communication to publicise the consultation to the public and/or relevant equalities groups
- Accessibility and attendance - issues like accessible venues for public meetings, availability of translation of written materials in a range of languages and communication styles interpreters or hearing loops at public meetings, large print used for written exercises, provision of crèche facilities, etc
- Methodologies – that are specific and targeted like focus groups, surveys/questionnaires, open meetings, interviews with community groups and tailored to age and need
- Planning and timing - ensure you have sufficient time to make consultation effective and meaningful and that the way you consult is mindful of the community of interest's needs e.g. school hours, days of religious observance, celebration events etc
- Report and feedback – you should make your findings available in alternative formats. ¹⁴

Make sure you record planned consultation (including which groups will be consulted) in the action plan.

b. Monitoring

EIA's are not one-off exercises. We will only know the actual impact of a proposed policy when it is in practice. Arrangements to monitor the policy for any adverse impact on an ongoing basis are vital.

To decide on how you will monitor and evaluate your action plan, keep the following in mind

- Who is responsible for monitoring?
- What will be monitored?
- Are there other monitoring procedures already in place that can generate the information?
- Can those existing monitoring procedures be adapted to collect the additional information required in relation to this policy?
- What monitoring techniques and tools are most effective?
- What performance indicators or targets will be used to monitor the effectiveness of this policy?
- When these targets have been set how will you know you have got there and what customer feedback will you use to help you know this?
- In what format and detail will the monitoring information be published?

Monitoring is not solely about data collection. It is about continuous scrutiny, follow-up and evaluation of policies, and provides data for the next cycle of policy review.

Make sure you record planned monitoring (including methods) in the action plan.

¹⁴ The corporate guide to the use of translation and interpretation is available in the inclusion outlook folder.

2.6. Report and publication of the results and actions

Any report recommending a new, or amended policy, must indicate if an EIA has been undertaken. If an EIA has not been done, the report should explain the reason, including why the policy is not relevant to the general duties and statutory requirements laid out in equalities legislation. (Contact SIU/Legal for further information on legislative requirements.)

The report (e.g. delegated decision or cabinet report) needs to record the outcome of the EIA together with any actions/recommendations being pursued as a result. Where the changes are being made without a formal report e.g. to an internal procedure, a file note should be retained with this information.

Copies of all EIA's and action plans must be sent electronically to the Social Inclusion Unit.

Best practice and the expectations of the Equality Standard for Local Government (Best Value Performance Indicator 2a) and our RES, DES and Gender Equality Scheme in due course all commit us to making the results of our EIA's publicly available. Therefore, the results of your EIA must be published and made available to the public. This can be done by placing completed EIA's on the council website.¹⁵

Although the format for this report, and timing for its publication, may vary depending on circumstances and the nature of the policy being assessed, the structure in Appendix 4 is recommended due to accessibility issues and best practice in relation to communication.

Please complete the boxes on the template to confirm the relevant report includes reference to the EIA and that its results will be published.

The completed EIA must be signed-off by a senior manager to authorise the content, action plan and publication. The EIA must not be made public before this authorisation is in place.

¹⁵ For examples see www.exeter.gov.uk and www.greenwich.gov.uk, by searching for Equality Impact Assessments.

Appendix 2 - Equality Impact Assessment - Standard Assessment Template

Section A: Assessment

Policy LAA Delivery Plan	Officer conducting this assessment with Contact Details Richenda Broad, 7431	Date 7 th March 2007
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1. The Policy

Is this a new or existing policy?	New plan
What is the purpose of the policy?	To enable children and young people to engage in service planning, delivery, including vulnerable children such as those with disabilities
How do the aims of the policy fit in with corporate priorities i.e. Corporate Plan	Supporting user engagement
Who will benefit from the policy?	Service Users who will be able to influence the shape of service delivery and outcomes
What outcomes are wanted from this policy?	User engagement for children and young people embedded across Children's Services
Are there any factors that might prevent outcomes being achieved?	Requires practice/culture change to achieve this

2. Data Collection

What qualitative data do you have about the policy relating to equalities groups (e.g. monitoring data on proportions of service users compared to proportions in the population)?	None
What quantitative data do you have on the different groups ¹⁶ (e.g. findings from discussion groups, information from comparator authorities)?	National reports from DfES on good practice – standards from JAR/APA
Please indicate the source of the data gathered? (e.g. Service/Department/Team)	N/a
What gaps in data have you identified? (Have to put actions to address this in your action plan?)	JAR Inspection report identified pockets of good practice but not sustained across all children’s Services

3. Impact

Please complete the following tables using ticks.

Consider the information gathered in section 2 of this assessment form, comparing monitoring information with census data as appropriate¹⁷ and considering any earlier research or consultation. You should also look at the guidance in appendix 1¹⁸

Equalities Issue	Positive impact	Negative impact	None	Reasons for decision
Age	/			By engaging with all children and young people it will support a positive approach to children and young people of all ages and that they have important and thoughtful contributions to make.
Disability	/			By reflecting issues and views of children and young people with disability within service planning it is more likely that they will have services that better meet their

¹⁶ Age, (young/old) disability, Gender (Male, Female), Race, Faith and Belief, Sexual Orientation (Lesbian, Gay, Bi-sexual, Trans

¹⁷ www.ons.gov.uk (Office National Statistics website)

¹⁸ See SIU equalities legislation paper for additional guidance (inclusion@plymouth.gov.uk)

				needs and that they express satisfaction about – this may also increase their potential and raise their aspirations and achievements.
Faith	/			By reflecting issues of faith for children and young people, greater understanding of different religious beliefs will be developed and services will adopt an inclusive and sensitive approach which will meet the different faith needs.
Gender	/			Through ensuring that gender issues for children and young people are recognised we may avoid adding to the pressure some young people feel of having to suppress their gender identity and provide an atmosphere of inclusion and support.
Race	/			By ensuring that race is recognised and celebrated within our engagement of children and young people, services will change to meet the needs of different cultures. It will enhance an inclusive approach to service delivery across the city and robustly rebuff racist attitudes and behaviours.
Sexual Orientation	/			Through ensuring that sexual orientation issues for children and young people are recognised we may avoid adding to the pressure some young people feel of having to suppress their gender identity and provide an atmosphere of inclusion and support.

3.1 Do you think that the policy impacts on people because of their age? ¹⁹

Age²⁰	Positive	Negative	None	Reasons for your decision
Young (Children and young people, up to 18)	/			As above – we need to positively include children and young people and value their contribution to the development of service users, doing with them rather than to them.

¹⁹ For demographic data see www.plymouth-informed.gov.uk or www.ons.gov.uk

²⁰ Individual services should look at how the above age criteria best relates to them, and make clear reference to it in deciding on any impact

Older (Working age, and above)	/			Provide a counter to the negative picture of the portrayed by the media of young people.
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3.2 Do you think that the policy impacts on people with a disability? ²¹

Disability	Positive	Negative	None	Reasons for your decision
Visual impairment	/			
Hearing impairment	/			
Physically disabled	/			
Learning disability	/			
Mental health	/			
Other (HIV positive, multiple sclerosis, cancer, diabetes, epilepsy)	/			

3.3 Do you think that the policy impacts on people because of their faith/belief? ²²

²¹ Disability is defined as an impairment, which has a substantial, long-term adverse effect on a person's ability to carry out normal day-to-day activities.

	Positive	Negative	None	Reasons for your decision
Faith and Belief	/			See above

3.4 Do you think that the policy affects men and women in different ways?

Gender	Positive	Negative	None	Reasons for your decision
Male			/	See above
Female			/	See above

3.5 Do you think that the policy impacts on people on the grounds of their race? ²³

Race	Positive	Negative	None	Reasons for your decision
Promoting equality of opportunity	/			See above
Promoting good race relations	/			See above
Eliminating unlawful discrimination	/			See above

²² Religious groups cover a wide range of groupings the most of which are Buddhist, Christians, Hindus, Jews, Muslims, and Sikhs. Consider these categories individually and collectively when considering impacts

3.6 Do you think that the policy impacts on people because of their sexual orientation?

Sexual Orientation	Positive	Negative	None	Reasons for your decision
Gay Men	/			Will support the reduction of discrimination and increase understanding and acceptance of difference.
Lesbians	/			Will support the reduction of discrimination and increase understanding and acceptance of difference.
Bi-sexual	/			Will support the reduction of discrimination and increase understanding and acceptance of difference.
Trans communities (i.e. Trans-gender, trans-sexual and transvestite and gender reassignment) ²⁴	/			Will support the reduction of discrimination and increase understanding and acceptance of difference.

4. Summary

Which equality groups have positive or negative impacts been identified for (i.e. differential impact). ²⁵	All positive except for Gender – the user engagement will not affect boys/young men and girls/young women differently.
Is the policy directly or indirectly discriminatory under the equalities legislation? ²⁶	No
If the policy is indirectly discriminatory can it be justified under the relevant legislation? ²⁷	

²³ Under the Race Relations Act, it is unlawful to discriminate against anyone on grounds of race, colour, nationality (including citizenship or ethnic or national origin). Includes Gypsy and Traveller Communities.

²⁴ Transgender/transsexual person: a person whose perception of their own gender (gender identity) differs from the sex they were assigned at birth. A Transvestite will dress as a member of the opposite sex but doesn't have feelings of belonging to the opposite sex or alienation from their own bodies. Source: www.herts.ac.uk/services/counselling/understanding_gender_dysphoria.pdf

Gender reassignment: the process of transitioning from the gender assigned at birth to the gender the person identifies with. This may involve medical and surgical procedures.

²⁵ Differential Impact suggests that a particular group has been affected differently by a policy, in either a positive, or negative way.

²⁶ Direct discrimination is treating people less favourable than others, e.g. on the grounds of age, disability, gender, race, relation and belief, sexual orientation.



Appendix 3

Plymouth City Council Delegated Decision - Equalities Impact Assessment Template

Policy	Date
Data used in conducting this assessment	Officer conducting this assessment with contact details

Equalities Issue	Positive impact	Negative impact	None	Reasons for decision
Age				
Disability				
Faith				
Gender				
Race				

Indirect discrimination is applying a provision, criterion or practice that disadvantages people, e.g. on the grounds of age, disability, gender, race, religion and belief, sexual orientation and that can't be justified as a proportionate mean of achieving a legitimate aim.
(If needed please seek advice from Legal Services and/or your manager)

Sexual Orientation				

The guidance on undertaking a standard EIA (see appendix 1) is also applicable to a basic assessment. This EIA template is suitable for small-scale assessments of delegated decisions

Section B: Action

5. Please complete your action plan below. Issues you are likely to need to address include

- What **consultation** needs to take place with equality groups (bearing in mind any relevant consultation already done and planned corporate consultation exercises)
- What **monitoring/evaluation** will be required to further assess the impact of any changes on equality target groups

Equalities Impact Assessment Implementation Action Plan

Issue to be addressed	Responsible Officer	Action Required	Timescale for completion	Action Taken	Comments

6. Report and publication

<p>Please record details of the report or file note which records the outcome of the EIA together with any actions / recommendations being pursued (date, type of report etc)</p>	
<p>Please record details of where and when EIA results will be published</p>	

Name of Officer completing _____

Signed _____

Date: _____

Name of Senior Manager Authorising Assessment and Action Plan for publication _____

Signed: _____

Date: _____

Appendix 4

Model format for publication of EIA results

Executive Summary

This should provide a summary of the results of the EIA, in particular focusing on any decisions that have been made.

Background

- A description of the aims of the policy
- The context in which the policy operates
- Who was involved in the EIA.

The scope of the EIA

- A brief account of how you assessed the likely effects of the policy
- The data sources and information used
- The consultation that was carried out (who with, how and a summary of the responses).

Key findings

- Describe the results of the assessment (based on the information that is included in the EIA template).
- Identify any positive, negative or neutral impact for any equalities groups.

Recommendations

- Provide a summary of the overall conclusions
- State recommended changes to the proposed policy as a result of the EIA and plans for implementation/monitoring/review.

Appendix 5

Glossary of terms

For specific legislative guidance (relating to age, disability, gender, race, religion and belief, sexual orientation) refer to SIU Equalities legislation and useful websites papers (inclusion@plymouth.gov.uk).

Adverse Impact

This is a significant difference in patterns of representation or outcomes between equalities groups, with the difference amounting to a detriment for one or more equalities groups.

Differential Impact

Suggests that a particular group has been affected differently by a policy, in either a positive, or negative way

Definition of Disability ²⁸

The Disability Discrimination Act 1995 defines Disability as being:

“An impairment, which has a substantial, long term adverse effect on a person’s ability to carry out normal day-to-day activities”.

Discrimination

Direct Discrimination

Treating people less favourably than others e.g. on the grounds of age, disability, gender, race, religion and belief, sexual orientation.

Indirect Discrimination

Applying a provision, criterion or practice that disadvantages people e.g. on the grounds of age, disability, gender, race, religion and belief, sexual orientation, and that can’t be justified as a proportionate means of achieving a legitimate aim.

The concept of 'provision, criterion or practice' covers the way in which an intention or policy is actually carried out, and includes attitudes and behaviour that could amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping. To find discrimination it will be sufficient to show that a practice is likely to affect the group in question adversely.

Ethnic monitoring

A process for collecting, storing and analysing data about individuals' ethnic (or racial) background and linking this data and analysis with planning and implementing policies.

²⁸ This will be extended further by the Disability Discrimination Act 2005 to cover progressive illnesses, like multiple sclerosis, cancer, diabetes and epilepsy.

Faith and Belief

Religious groups cover a wide range of groupings the most of which are Buddhist, Christians, Hindus, Jews, Muslims, and Sikhs. Consider these categories individually and collectively when considering impacts.

Functions

The full range of activities carried out by a public authority to meet its duties.

Policies

Policies are the sets of principles or criteria that define the different ways in which an organisation carries out its role or functions and meets its duties. Policies also include formal and informal decisions made in the course of their implementation.

Qualitative data

Information gathered from individuals about their experiences. Qualitative data usually gives less emphasis to statistics.

Quantitative data

Statistical information in the form of numbers normally derived from a population in general or samples of that population. This information is often analysed using descriptive statistics, which consider general profile distributions and trends in the data, or using inferential statistics, which are used to determine significance within relationships of differences in the data.

Race

Under the Race Relations Act, it is unlawful to discriminate against anyone on grounds of race, colour, nationality (including citizenship or ethnic or national origin). Includes Gypsy and Traveller Communities.

Trans communities

Transgender/transsexual person: a person whose perception of their own gender (gender identity) differs from the sex they were assigned at birth.

A Transvestite will dress as a member of the opposite sex but doesn't have feelings of belonging to the opposite sex or alienation from their own bodies. Source:
www.herts.ac.uk/services/counselling/understanding_gender_dysphoria.pdf

Gender reassignment: the process of transitioning from the gender assigned at birth to the gender the person identifies with. This may involve medical and surgical

Appendix 6 – Step by step guide to EIA’s – from outputs to outcomes

