



Equality Impact Assessment and Analysis Toolkit

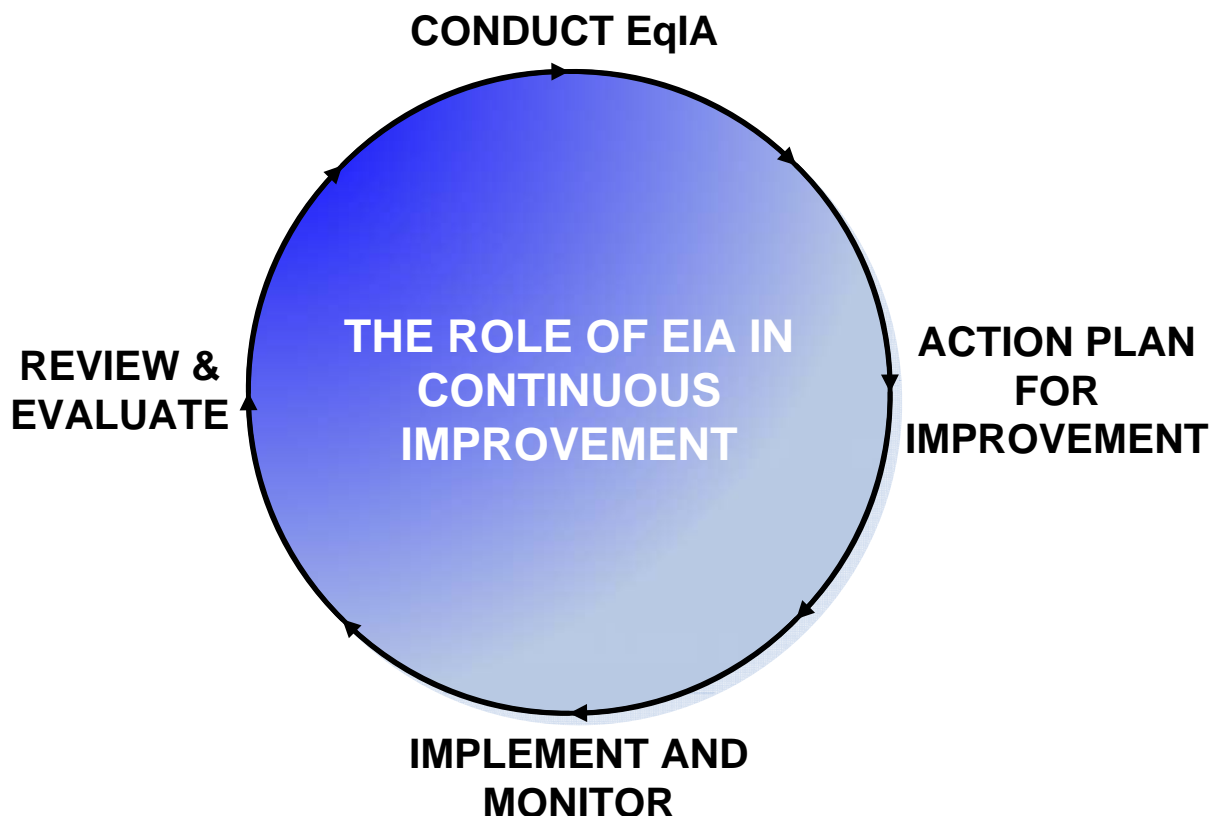
INTRODUCTION

This Toolkit provides guidance for South Gloucestershire Council staff in undertaking comprehensive and robust Equality Impact Assessment and Analysis (EqIAA) exercises in respect of all 'Functions'.

Use this guidance to assist you in assessing whether the policies that guide your work, the procedures that you operate and the day-to-day working practices you have developed are likely to have a positive or negative impact on different groups of people.

Having completed an EqIAA, you will then be able to plan for improvements, monitor the success of those plans, and feed the results of this information into further EqIAAs as well as Departmental and Service Plans.

EqIAA allows us to analyse what we are doing with the 'end user' (i.e. service users, staff etc.) as the main focus. Essentially then, the focus of EqIAA is 'business improvement'. Therefore, EqIAA should **not** be seen as a 'bolt-on' activity, but as an integral part of the cycle of continuous improvement.



THE LEGAL BACKGROUND

We all know that there has been legislation in force in the UK in the area of equal opportunities for many years. The overall focus of this legislation has been 'anti-discrimination' (i.e. the legislation outlines what 'we must not do').

The Public Sector Equality Duty takes a different approach – it sets out 'a positive enforceable duty' (i.e. it outlines what 'we must do').

It is important to understand this distinction, as The Public Sector Equality Duty means that we may not take a **reactive** approach to equality, but a **proactive** approach to equality must be adopted. In practice, this requires us to:-

- take positive and proactive steps to identify areas of **potential** inequality **before** they have the chance to have an impact on people;
- **make changes** to ensure that any areas of potential inequality are eliminated;
- take positive and proactive steps to improve equality of opportunity for all.

This 'positive enforceable duty' is detailed in Part 11 of The Equality Act 2010 which details The Public Sector Equality Duty. Click the following link for details of the legislation:

<http://www.legislation.gov.uk/ukpga/2010/15/section/149>

The Public Sector Equality Duty

This Duty states that we must, in the exercise of our functions, have due regard to the need to:-

- 1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;**
- 2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it; this means:-**
 - removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
 - taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
 - encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- 3. Foster good relations between persons who share a protected characteristic and persons who do not share it; this means:-**
 - tackling prejudice.
 - promoting understanding.

As a key element of meeting this Duty, we need to demonstrate how we have taken into account evidence of the **impact on equality in the design of policy and service delivery initiatives and what difference this has made**; this means:-

- Taking into account evidence of the impact on equality when proposing or consulting on a policy or initiative.
- Ensuring that evidence of the likely impact on equality affects the way in which policies and services are designed and delivered.

Overall, this means conducting effective, proportionate Equality Impact Assessment and Analysis (EqIAA).

The Public Sector Equality Duty is part of The Equality Act 2010. An overview of the Duty (as well as more detailed information) is available from the [Equalities Team](#).

WHAT IS EQUALITY IMPACT ASSESSMENT AND ANALYSIS (EqIAA)?

Equality Impact Assessment and Analysis (EqIAA) is the process of finding out whether any of our 'Functions' have a **differential impact** on different groups of people. It is about analysing our actions/activities in relation to equality.

The Equality Duty requires us to carry out EqIAAs so that we can be confident that the systems we operate and the actions that we take in our work do not explicitly or unwittingly impact unfairly or negatively on any group/s or individual/s using our services or employed by us and that we promote 'equality of opportunity for all' throughout our broad range of activity.

EqIAA includes:

1. Detecting actual and/or potential negative impact;
 2. Looking for opportunities for positive impact that may have been missed or that could be improved.
- EqIAA is an ongoing process and should develop and evolve along with the Function.
 - It is not something to be applied only to 'formal' Functions, it should be as much an overall approach and way of thinking as it is a set of formal arrangements.
 - EqIAA should be a routine element of developing Functions and associated policies/procedures/practices and putting them into practice.

Effective EqIAAs are:-

1. Carried out as a matter of course.
2. Lead to positive changes in service delivery.
3. Lead to positive changes for people in employment.

NOTE – The term 'Functions'

We have used the term 'Functions' to encompass all policies, procedures and practices and therefore needs to be understood broadly to embrace the full range of Functions, activities and decisions for which the council is responsible.

Due Regard

We are expected to have 'due regard' to the Equality Duty in every aspect of our activities. This is comprised of two linked parts:-

1. Relevance
2. Proportionality

In all decisions and Functions, due weight should be given to the need to promote equality of opportunity in proportion to its relevance.

Relevance

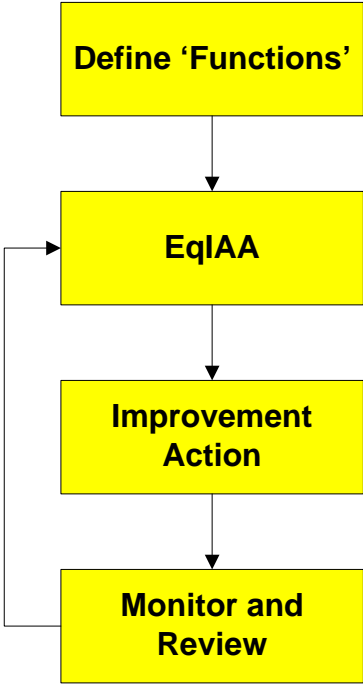
Equality is relevant to all functions; however, certain functions may need to be prioritised based on their impact.

Proportionality

This requires greater consideration to be given to equality in relation to Functions that have the most effect on people.

WHAT IS THE PURPOSE OF EqIAA?

The purpose of EqIAA is to **achieve improvements** for people; therefore, **action** is likely to be required as a result in order to bring about greater equality.



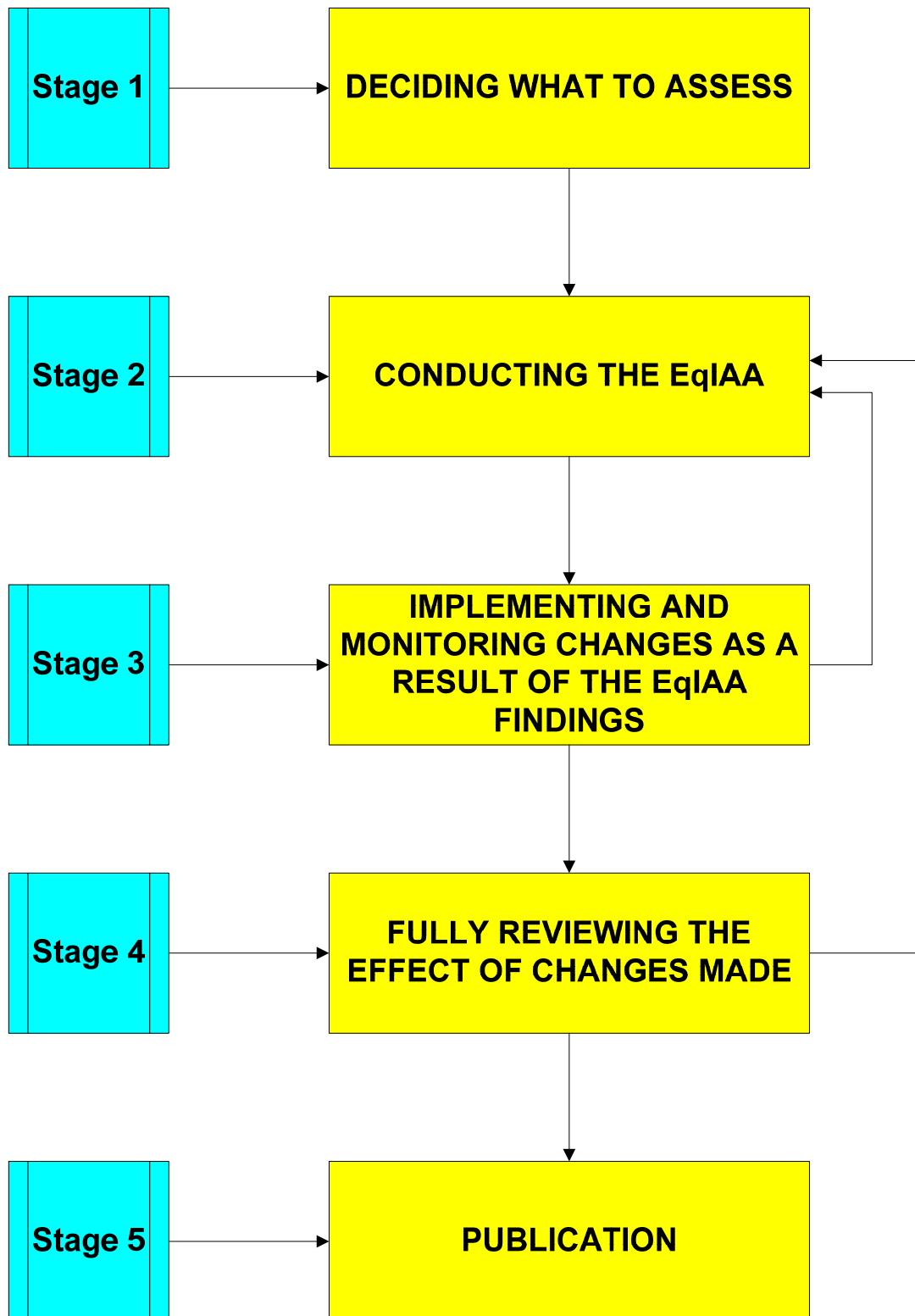
If nothing changes as a result of EqIAA, then it is unlikely that the exercise will have been adequately conducted, or that the council is genuinely meeting its Duties.

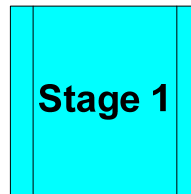
EqlAAs will enable us to:-

- Identify the impact of our current activities.
- Identify and remove or reduce barriers to equality.
- Maximise positive impact.
- Explore potential impact in advance and make suitable modifications to eliminate or reduce negative impact (in the case of proposed actions).
- Create or increase positive impact, or clarify our justification for not doing so.
- Increase transparency and involve stakeholders – EqlAA will make it possible for us to demonstrate to all stakeholders that we have fully addressed equality in our policy-making.
- Improve service delivery for all.
- Avoid the costs (financial or otherwise) of discrimination complaints.
- Better utilise the full pool of valuable workforce talent, including existing and potential employees.
- Assess whether we are in effect achieving the Duty.

THE KEY STAGES OF EqIAA

The following diagram provides an overview of the key stages of effective EqIAA:-





PLANNING THE ASSESSMENT

STAGE 1 – DECIDING WHAT TO ASSESS

Defining Functions and Prioritising Assessments

Stage 1 consists of defining all of your Functions and prioritising them for EqIAA (EqIAA will be carried out in Stage 2).

- All new policies, including reviews of and changes to existing policies and all decisions for which the council is responsible will need to be part of this process in order to ensure that we give 'due consideration' to equality of opportunity.
- All existing policies, procedures and practices will need to be prioritised and scheduled for EqIAA.

NOTE

This means that it will be **crucial** to be aware of the full range of Functions that need to be considered for EqIAA. The term 'Functions' needs to be understood broadly to embrace the full range of functions, activities and decisions for which the council is responsible – essentially everything that the council does.

Further Guidance

'Functions' will include fairly mundane decision-making that may be taken at a relatively low level but still have the potential to impact positively or negatively on different groups of people.

There are also 'unwritten' Functions in the form of long standing 'custom and practice', or new policy that gradually evolves without ever being formally set out and becomes 'the way we do things here'.

A review of practical arrangements will also constitute a Function for EqIAA purposes. For example, a review of security for a particular building could lead to some doors being fitted with digital locks and create barriers to access for certain disabled people.

Apparently insignificant 'day-to-day' decisions may have a significant impact on equality, for example, a member of staff receives a telephone call from a printing company enquiring about reducing the font size used on a leaflet and agrees to the reduction in order that all the information can be fitted on one side of paper. This could have the impact of creating a barrier for people with a visual impairment.

THE EQUALITY FRAMEWORK FOR LOCAL GOVERNMENT (EFLG) AND THE 10 EQUALITY 'DOMAINS'

The Equality Standard for Local Government has been in place since April 2001 and has helped local authorities make real progress in mainstreaming equality. Over time, the Standard has been reviewed and The Improvement and Development Agency (IDeA) has developed a new Equality Framework for Local Government (EFLG) which replaces the Equality Standard for Local Government.

The EFLG aspires to be simpler; smarter, more proportional and relevant than the previous Equality Standard. Whereas the Equality Standard concentrated on Council's internal processes, the EFLG requires a more external focus, involving equalities mapping and knowing local communities; narrowing gaps and securing equality outcomes for all sections of the community.

The EFLG focuses on five core areas of performance:

1. Knowing your communities and equality mapping
2. Place shaping, leadership, partnership and organisational commitment
3. Community engagement and satisfaction
4. Responsive services and customer care
5. A modern and diverse workforce

The Framework contains new features including:

- a wider definition of equality, based on equal life chances
- a new section on 'Knowing your communities and equality mapping'
- a focus on equality outcomes for all sections of the community, mapping and narrowing gaps
- a central role for self-assessment and peer challenge.

Wider Definition of Equality

"An equal society protects and promotes equal, real freedom and opportunity to live in the way people value and would choose, so that everyone can flourish. An equal society recognises people's different needs, situations and goals, and removes the barriers that limit what people can do and be."

This definition includes the groups that are protected by discrimination law. We will therefore need to continue to consider the impact that Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation may have on the life chances of members of communities. But we will need to understand the relationship between these characteristics and socio-economic status and the experience of other vulnerable groups such as looked after children and white working class boys with poor educational attainment.

The Equality Framework suggests that the life chances of different groups are measured against ten key 'domains' or outcomes:-

1. **Longevity** – including avoiding premature mortality.
2. **Physical security** – including freedom from violence and physical and or sexual abuse.
3. **Health** – including wellbeing and access to high-quality healthcare.
4. **Education** – including being able to be creative, to acquire skills and qualifications and having access to training and lifelong learning.
5. **Standard of living** – including being able to live with independence and security and covering: nutrition, clothing, housing, warmth, utilities, social services and transport.
6. **Productive and valued activities** – such as access to employment, a positive experience in the workplace, work-life balance, and being able to care for others.
7. **Individual, family and social life** – including self-development, having independence and equality in relationships and marriage.
8. **Participation, influence and voice** – including participation in decision making and democratic life.
9. **Identity, expression and self-respect** – including freedom of belief and religion.
10. **Legal security** – including equality and nondiscrimination before the law and equal treatment within the criminal justice system.

See [Appendix 1](#) for an excerpt from “***Fairness and Freedom: The Final Report of the Equalities Review***” for further explanation of the 10 equality 'Domains'

DEFINING FUNCTIONS AND PRIORITISING FOR INITIAL SCREENING

All functions will require assessment; however, a starting point is to define a full 'list' of Functions and prioritise them for EqIAA.

Prioritising

Two key criteria can be used for the prioritisation process:-

1. The Function is a major one in terms of scale or significance for the department's activities.

Use the following criteria to decide if a Function is to be deemed major:-

- It affects large numbers of people.
- The nature of the general impact on people.
- Scale and cost.
- 'Profile' e.g. likely to receive considerable attention.
- It has a high relevance to ensuring that the Council meets the "General Duties":- to eliminate unlawful discrimination, promote equality of opportunity, promote good relations and positive attitudes, encourage participation in public life.

2. There is clear indication that, although the Function is minor, it is likely to have a major impact upon certain groups in terms either of numbers affected or the seriousness of the likely impact, or both.

Use the following criteria to decide if a Function is to be deemed 'minor yet likely to have a major impact':-

- A Function which is not in itself major, but could have a significant or major impact on certain groups of people.
- A Function or element of it that could be highly relevant for some groups of people although not necessarily a large number of people from those group/s.

Formulating a Schedule for EqlAA

Once a 'list' of Functions has been defined, it will be important to produce a clear schedule for EqlAA. The schedule will tell you the order in which your Functions should be assessed and analysed (i.e. the most critical first).

To do this, you can use the following Form as well as using your own professional knowledge, skills and experience.

Overall, any Function that has been deemed 'Major' or 'Minor, yet likely to have a major impact' should have a higher priority than those that have not.

Use the following form to:-

- 1. List your Functions;**
- 2. Record which of the 10 equality 'Domains' each Function impacts upon;**
- 3. Record whether each Function is:**
 - 'Major', OR
 - 'Minor yet likely to have a major impact', OR
 - 'Neither Major nor Minor yet likely to have a major impact';
- 4. Prioritise your Functions for EqlAA;**
- 5. Assign Responsibility and Timescales for each Function;**
- 6. Keep an ongoing record of your progress (the form is updated annually)**

EqIAA SCHEDULE AND RECORD FORM

Function	Which of the 10 Equality 'Domains' this Function impacts upon	Major?	Minor, yet likely to have a major impact?	Neither	Priority			Responsibility	Timescale (by when)	Date of EqIAA
					High	Med	Low			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			



Stage 2

CARRYING OUT THE EqIAA PROCESS

STAGE 2 – CARRYING OUT THE EqIAA PROCESS

Who should be involved?

Someone with a full knowledge and understanding of the Function in question must be involved in the EqIAA exercise. However, this individual may need to obtain the involvement of others.

An EqIAA team should consist of **more than one person** in order to broaden the range of perspectives, skills and knowledge to be brought to the process. In general, the team should be led by the person with management responsibility for the Function. If the person with management responsibility for the Function is not included, then a member of their team should be included because part of the assessment will be to develop objectives and actions for improvement and therefore requires team commitment and involvement.

In addition to the team leader, the team should aim to include (given as examples):-

- **Relevant and appropriate employees** – which might include employees with specific knowledge of the area, possibly including a front line employee.
- **Stakeholder involvement** – this could often include service users and staff.
- **Critical friend** – It may be useful to involve a critical friend who could be another manager or an external representative to help provide challenge.
- **Equalities expertise** – from within the council or externally from, for example, the voluntary and community sector.
- **Statistical/data/monitoring/performance management expertise** – this will help when identifying data, in future monitoring activity and the identification of performance based objectives and targets. It will also help in identifying future system and monitoring requirements, including those for identifying the changes arising out of the assessment.
- In the case of employment based policies, services and functions, **Human Resources expertise** - to provide knowledge around the authority's legal employment obligations and its procedures.

Assembling evidence

EqIAA will require that evidence is gathered and analysed in order to inform action. Some examples of methodologies that might be used to gather evidence are:-

Types of existing evidence

- Census and other population data.
- National, regional or local research both quantitative and qualitative.
- Information already collected by the Council.
- Staff and service user satisfaction surveys.
- Information collected by other authorities.
- Knowledge and experience of frontline staff.
- Ongoing involvement of people in developing actions (i.e. your responses to the Equality Duty).

Types of further evidence

- Staff and service user surveys and questionnaires.
- Staff and service user interviews and focus groups.
- Data reviews.
- Observations.
- Desk research.
- Panels.
- Mystery shopping.

NOTE

Any evidence collected should be well publicised across the council so that others can use it. This can be done via Departmental Equalities Working Groups and Equalities Officers.

Judging Impact

Judging impact is a critical element of the EqIAA process. Without making well-informed decisions with regard to impact, it will not be possible to define the actions necessary to improve the Function.

Judging impact is about:-

- taking the evidence you have gathered;
- your knowledge of the Function concerned;

and putting them together to carefully analyse the issues.

Use the following table to help guide you when making judgments as a result of the evidence you have collected.

Guidance on Making Judgments

Issue Identified	Judgment to be made
Negative impact has been identified.	<p>How best to make amendments to eliminate/reduce negative impact.</p> <p>Whether to implement a new policy anyway or to continue with a current policy. (Such a decision will need to be justified in relation to the Duty and consideration of relevance and proportionality).</p>
Where there is a negative impact but amendments may not necessarily fully mitigate this.	Whether implementation should be fully rolled-out, or carried out on a pilot basis in order to further assess the situation.
Whether the impact is such that a policy should not be implemented or should be cancelled/stopped.	How the objectives that the policy was intended to achieve can be met with less or no negative impact (often requiring a fresh EqIAA of the new policy).
Where opportunities to improve equality outcomes have been identified.	How best to maximise positive impact.
Where there is difficulty maximizing a positive impact.	Whether to implement a new policy anyway or to continue with a current policy. (Such a decision will need to be justified in relation to the Duty and consideration of relevance and proportionality).
How and when to monitor and review the impact in practice of the policy and/or of any changes made.	Reasonable timescales should be set for improvement activity along with the methods that will be used to monitor effect.

Use the following form to conduct an EqIAA.

EQUALITY IMPACT ASSESSMENT AND ANALYSIS (EqIAA) FORM

This form is in place in order to guide staff members through a robust EqIAA process. The council has a statutory duty to conduct EqIAAs and this form has been designed to take full account of the requirements of this statutory duty (for explanation of the statutory duty, see the South Gloucestershire Council Equality Impact Assessment and Analysis Toolkit). Each question contained within this form **must** be **fully** addressed (unless otherwise stated). It is noted that all completed EqIAA forms are publicly available documents and therefore, it is important to respect this when inserting your text e.g. use minimal jargon, clear explanations etc.

Overall, the council has a duty to fully consider the implications for equality in respect of all its 'Functions'. The term 'Functions' needs to be understood broadly to embrace the full range of functions, activities, policies, procedures and decisions for which the council is responsible.

Name of Function under consideration:	
Is this Function 'Major', 'Minor yet likely to have a major impact' or 'Neither' (see page x of the council's EqIAA Toolkit).	
Date(s) of completing the EqIAA: e.g. 07/03/11 or 07 – 31 March 2011	
Name and job title(s) of person(s) completing the EqIAA:	

SECTION 1 – INTRODUCTORY INFORMATION

1. What is the main purpose of the Function?
2. List the main activities of the Function:
3. Who are the main beneficiaries of the Function?
4. How is the overall success of the Function measured?
5. What equality monitoring systems are in place to carry out regular checks on the effects of the Function on equality groups? (NB. If no equality monitoring systems are currently in place, the need for implementing a monitoring system should be considered and details given in Section 4 of this form).
6. What are your equality related performance indicators/measure of success for this Function?

SECTION 2 – INITIAL ASSESSMENT OF IMPACT

7. Use the following table to indicate where you think that the Function could have a negative impact on any of the following groups (i.e. it could disadvantage them), where you think that the Function could have a positive impact on any of the groups and contribute to promoting equality of opportunity or improving relations with equality groups, where you think there is no impact or where you are unsure of impact.

Equality Group	Negative Impact	Positive Impact	No Impact	Unsure of Impact	Reason(s)* (at this stage, list the reason(s) as identified by person(s) completing this EqIAA)
Women/Girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Men/Boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lesbians, gay men & bisexuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Transgender people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
White people (including Irish people)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asian or Asian British people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Black or Black British people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People of mixed heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Chinese people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Travellers (gypsy/Roma/Irish heritage)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People from other ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Disabled People:					
Physical impairment, e.g. mobility issues which mean using a wheelchair or crutches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sensory impairment, e.g. blind/having a serious visual impairment, deaf/having a serious hearing impairment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mental health condition, e.g. depression or schizophrenia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning disability/difficulty, e.g. Down's syndrome or dyslexia, or cognitive impairment such as autistic spectrum disorder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Long-standing illness or health condition, e.g. cancer, HIV, diabetes, chronic heart disease or epilepsy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other health problems or impairments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Older People	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children and Young People	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Faith Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pregnancy & Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marriage & Civil Partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* **Reasons Column:** – state clearly what the impact(s) is with reasons why.

8. If you have indicated that there is a negative impact on any group, is that impact:

Legal? Yes No

Intended? Yes No

Level of impact High Low

No negative impact has been identified:

9. Could you minimise or remove any negative impact - how? (Enter N/A if no negative impact has been identified).

10. Could you improve a positive impact of the Function - how? (Enter N/A if no positive impact has been identified).

11. If there is no evidence that the Function promotes equality of opportunity or improved relations, could it be adapted so that it does - how? (Enter N/A if appropriate).

12. Any other relevant notes:

SECTION 3 – CONSULTATION & RESEARCH IN RELATION TO THE EqIAA

NB. Section 3 must be completed if:

- The Function under consideration has been deemed ‘Major’ or ‘Minor, yet likely to have a major impact’ (see page 15 of the South Gloucestershire Council EqIAA Toolkit).
- Any negative impact has been highlighted in respect of any group listed in question 7.
- You are unsure about impact in respect of any group listed in question 7.
- Positive impact can be improved and there is a need to consult with stakeholders in relation to what can be done to improve the positive impact.

If none of the above points apply, tick here: and go to Section 4 of this form.

NB. If this Section 3 requires completion and if no consultation or research has been conducted, stop completing this Form, carry out your appropriate consultation and research, then return to this Form to complete questions 13 to 15 - then continue with completing the remainder of this Form.

13. What consultation has been conducted with groups and individuals from groups likely to be affected as well as staff, and what evidence has this provided about equalities impact? *(Involvement and consultation are crucial to the EqIAA process. There is an explicit requirement to consult appropriate groups and individuals. No-one can give you a better insight into how proposed changes will affect, for example, disabled people, than disabled people themselves).*

14. What relevant research (data, reports, expert opinion etc.) has been conducted and what evidence has this provided about equalities impact? *(The assessment should be underpinned by up-to-date and reliable information about the different group(s) likely to be affected. A lack of data is not a sufficient reason to conclude that there is no impact. Where there is no detailed quantitative data available, there may often be national statistics or qualitative studies on the area concerned. These can be supplemented by local informal consultation).*

15. What contributions does your function/activity make towards promoting community cohesion? *(Evidence can be supplemented by your consultation activity conducted in questions 13 and 14 above)*

SECTION 4 – OUTCOMES

16. The evidence that has been collected under Sections 1, 2 and 3 of this form will need to feed into the decision making process regarding changes to be implemented before any final decisions are taken. There are four possible outcomes of this EqIAA – indicate which outcome below with the reasons and justification for this.

Outcome	Your response	Reason(s) and Justification
Outcome 1: No major change required.	<input type="checkbox"/> <i>(No action plan is required, complete the 'Reason(s)/Justification' column, enter N/A in question 17 then go to Section 5)</i>	
Outcome 2: Adjustments to remove barriers or to better promote equality have been identified.	<input type="checkbox"/> <i>(Action Plan is required, complete the 'reason(s)/Justification' column and then go to Question 17)</i>	
Outcome 3: Continue despite having identified potential for adverse impact or missed opportunities to promote equality.	<input type="checkbox"/> <i>(No action plan is required, complete the 'Reason(s)/Justification' column, enter N/A in question 17 then go to Section 5)</i>	
Outcome 4: Stop and rethink.	<input type="checkbox"/> <i>(Action Plan is required, complete the 'Reason(s)/Justification' column and then go to Question 17)</i>	

17. List the actions you will take as a result of this EqIAA. These actions must be:

- Clearly planned using the action planning template shown at the end of this form, **OR**
- Clearly planned by adding the actions stated here to an action plan which you already have in place.

NB. Clearly state where your defined actions will appear (i.e. within a separate EqIAA Action Plan or within another action plan which is already in place – you must clearly name the action plan). Once you have implemented your actions you will need to complete another EqIAA in relation to the actions you have implemented.

SECTION 5 – EqIA EVIDENCE

18. List and attach the evidence you have which shows how you have systematically considered equality impact.

EQUALITY IMPACT ASSESSMENT AND ANALYSIS ACTION PLANNING FORM

NB. Add and delete rows as required.

Overall Objective(s)	What overall impact will successful achievement of the objective have?	What we will do (i.e. actions we will take)	How we will monitor / evaluate / review progress?	Responsibility	Timescale

Planned date for next EqIAA exercise:



Stage 3

IMPLEMENTING AND MONITORING CHANGES AS A RESULT OF THE EqIAA FINDINGS

STAGE 3 - IMPLEMENTING AND MONITORING CHANGES AS A RESULT OF THE EqIAA PROCESS

Remember that EqIAA is not a paper exercise and it is of little value if it does not lead to improvements. The action plan that has been devised should be implemented. This means setting out clear methods for monitoring the progress of its implementation against the objectives, actions and timescales set out on the Action Planning Form.

Make sure you have completed your EqIAA Action Planning Form robustly.



Stage 4

FULLY REVIEWING THE EFFECT OF CHANGES MADE

STAGE 4 – FULLY REVIEWING THE EFFECT OF CHANGES MADE

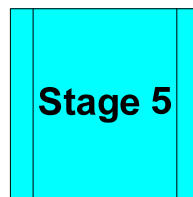
Your review arrangements will need to fit with the timescales set out in your action plan. You can then fully review the actual impact of new policies and the impact of changes you have made to existing policies to check that they have had the effect you intended.

Your timescales for this should be detailed at the end of the Action Planning Form.

Conduct another EqIAA as a result of the implementation of your action plan.

NOTE

It will also be important to review the EqIAA itself e.g. what went well, what could have been done better, what have we learned that we can take to our next EqIAA, what might be helpful to communicate to colleagues.



PUBLICATION

STAGE 5 - PUBLICATION

We are required to publish annually a report which summarises the steps we have taken to meet the Public Sector Equality Duty. This annual report will include at least a summary of all council EqlAAs. A copy of the reporting template used by each Department to report on their activity is shown in [Appendix 2](#).

This will build community and staff confidence in our approaches to equality issues.

You can use the following Annual EqlAA Summary Form to capture this information to inform publishing.

ANNUAL EqIAA SUMMARY FORM

Function	Changes Implemented / Planned as a Result of Assessment	Outcome/s of Changes

APPENDIX 1 - Excerpt from: “*Fairness and Freedom: The Final Report of the Equalities Review*”
(available at www.theequalitiesreview.org.uk)

Definition of equality

The Review adopts a practical definition of equality, which is an essential step towards a framework for the measurement of inequality. It also draws on, but overcomes the limitations of, traditional interpretations based on equality of processes, outcomes and opportunities. More importantly, this approach focuses on what matters to people (the important things in life that people can actually do and be), recognises that people have different needs and some people may need more or different resources to have access to the same outcomes as others, places emphasis on the barriers and constraints people operate under, and recognises that people have diverse goals in life.

...capabilities do not mean internal skills or capacities. The lack of a capability indicates a failure on the part of society to provide real freedom for people; it does not indicate anything deficient about the individuals themselves.

On this basis, we have adopted the following definition:

An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish.

An equal society recognises people’s different needs, situations and goals, and removes the barriers that limit what people can do and can be.

.....the definition captures three important aspects of the approach, which are reflected in the measurement framework below:

opportunity: whether everyone really has the same substantive freedom to flourish;

agency: what degree of choice and control an individual has in achieving the valued activity; and

process: whether discrimination (or some other barrier or process) causes or contributes to a particular inequality.

The first step ... is to identify the various substantive freedoms, activities and aspects of well-being that our society considers important for everyone. The Review accepts CASE's recommendation that assessment of inequality in our society today should be based on the following list of central and valuable freedoms (or 'capabilities'). These are the things members of our society feel it is most important they are *enabled* to do.

List of central and valuable capabilities for adults:

The capability to be alive

including, for example, being able to:

- avoid premature mortality through disease, neglect, injury or suicide
- be protected from arbitrary denial of life

The capability to live in physical security

including, for example, being able to:

- be free from violence including sexual, domestic and identity-based violence
- be free from cruel, inhuman or degrading treatment or punishment
- be protected from physical or sexual abuse
- go out, and to use public spaces safely and securely, without fear

The capability to be healthy

including, for example, being able to:

- attain the highest possible standard of physical and mental health, including sexual and reproductive health
- access timely and impartial information about health and healthcare options
- access healthcare, including non-discrimination in access to healthcare
- be treated medically, or subject to experiment, only with informed consent
- maintain a healthy lifestyle including exercise and nutrition
- live in a healthy and safe environment including clean air, clean water, and freedom from pollution and other hazards

The capability to be knowledgeable, to understand and reason, and to have the skills to participate in society

including, for example, being able to:

- attain the highest possible standard of knowledge, understanding and reasoning
- be creative
- be fulfilled intellectually
- develop the skills for participation in productive and valued activities, including parenting
- learn about a range of cultures and beliefs and acquire the skills to participate in a multicultural society
- access education, training and lifelong learning that meets individual needs
- access information and technology necessary to participate in society

The capability to enjoy a comfortable standard of living, with independence and security

including, for example, being able to:

- enjoy an adequate and secure standard of living including nutrition, clothing, housing, warmth, social security, social services and utilities
- have personal mobility, and access to transport and public places
- live with independence, dignity and self-respect
- have choice and control over where and how you live
- enjoy your home in peace and security
- access green spaces and the natural world
- share in the benefits of scientific progress including information and technology

The capability to engage in productive and valued activities

including, for example, being able to:

- undertake paid work
- care for others
- have rest, leisure and respite, including holidays
- choose a balance between paid work, care and leisure on an equal basis with others
- work in just and favourable conditions, including health and safety, fair treatment during pregnancy and maternity, and fair remuneration
- not be forced to work in a particular occupation or without pay
- not be prevented from working in a particular occupation without good reason

The capability to enjoy individual, family and social life

including, for example, being able to:

- develop as a person
- develop your moral outlook and other beliefs
- formulate and pursue goals and objectives for yourself
- hope for the future
- develop and maintain self-respect, self-esteem and self-confidence
- have a private life, including protection of personal data
- access emotional support
- form intimate relationships, friendships and a family
- celebrate on special occasions
- be confident that your primary relationships will be treated with dignity and respect
- spend time with, and care for, others
- enjoy independence and equality in primary relationships including marriage
- be free in matters of reproduction
- enjoy special support during pregnancy and maternity, and during childhood

The capability to participate in decision-making, have a voice and influence

including, for example, being able to:

- participate in decision-making
- participate in the formulation of government policy, locally and nationally
- participate in non-governmental organisations concerned with public and political life
- participate in democratic free and fair elections
- assemble peacefully with others
- participate in the local community
- form and join civil organisations and solidarity groups, including trade unions

The capability of being and expressing yourself, and having self-respect

including, for example, being able to:

- have freedom of conscience, belief and religion
- have freedom of cultural identity
- have freedom of expression (so long as it doesn't cause significant harm to others)
- communicate, including using ICT, and use your own language
- engage in cultural practices, in community with other members of your chosen group or groups (so long as it doesn't cause significant harm to others)
- have self-respect
- live without fear of humiliation, harassment, or identity-based abuse
- be confident that you will be treated with dignity and respect
- access and use public spaces freely

The capability of knowing you will be protected and treated fairly by the law

including, for example, being able to:

- know you will be treated with equality and non-discrimination before the law
- be secure that the law will protect you from intolerant behaviour
- be free from arbitrary arrest and detention
- have fair conditions of detention
- have the right to a fair trial
- access information and advocacy as necessary
- have freedom of movement, and be free to choose where you live
- have the right to name and nationality
- own property and financial products including insurance, social security, and pensions in your own right
- know your privacy will be respected and personal data protected

This list has been developed in two steps:

1. first, a core list was derived from the international human rights framework, and
2. second, the list was refined and supplemented through consultation with the general public and individuals and groups at high risk of disadvantage.

“Fairness and Freedom: The Final Report of the Equalities Review”
(available at www.theequalitiesreview.org.uk)

APPENDIX 2 - ANNUAL DEPARTMENTAL EQUALITIES FEEDBACK REPORT TEMPLATE

ANNUAL DEPARTMENTAL EQUALITIES FEEDBACK REPORT

NOTE:- It is important that Departments can feedback to a variety of parties with regard to their overall progress on Equalities each year. This form requires overview information to be inserted, not detailed descriptions i.e. when complete, this form will be a record of the key highlights of the previous year.

DEPARTMENT:

YEAR: e.g. April 2010 – March 2011

SECTION 1 – THE DEPARTMENTAL EQUALITIES ACTION PLAN

Each Department produces an Equalities Action Plan. Please provide an overview of the following:-

- The key actions that have been achieved
- The key actions that have not been achieved and why
- The key actions proposed for the forthcoming year.

Note:- You may wish to use the Department Equalities Action Plan Review Template for this or add a column on to your action plan where you can enter details of progress made.

SECTION 2 – EQUALITY IMPACT ASSESSMENT AND ANALYSIS (EqIAAs)

Each Department produces an EqIAA Schedule on a 3-year rolling basis (our current 3-year period is April 2012 to March 2015). Please provide an overview of the following:-

- Departmental progress in terms of delivering the EqIAA Schedule
- The key actions that have been/will be implemented as identified via EqIAAs

Note:- this can be achieved by completing the Annual EqIAA Summary Form (shown within the council's EqIAA Toolkit which is available on the intranet

<http://intranet/content/corporate/Equalities/CorporateGuidance.htm> and at:-

<http://www.southglos.gov.uk/Resources/Publications/COS/07/0400/COS-07-0350>)

SECTION 3 - EQUALITIES MONITORING

Each Department conducts regular equalities monitoring (in addition to regularly monitoring action plans and conducting EqIAAs). This monitoring covers a wide range of equalities 'categories/strands' and monitoring activity which a department proposes is consulted upon internally and externally. Please provide an overview of the following:

- The key equalities monitoring that has taken place during the previous year
- The key data/information that monitoring has produced
- The key improvement actions identified as a result of monitoring

SECTION 4 – PROCUREMENT

Each Department should provide any relevant information regarding the success of procurement activity in terms of equalities as follows:

- Was contractor/supplier performance in terms of equalities monitored and reviewed during the previous year?
- Were any suppliers/contractors identified as not meeting equalities criteria and how was this managed by the Department/team concerned

SECTION 5 – CHALLENGES

This section should cover an overview of:

- The challenges that the Department faced over the last 12 months and how will these be addressed within the Departmental Equalities Action Plan for the next 12 months?

SECTION 6 – ANY OTHER INFORMATION AS APPROPRIATE/RELEVANT TO THE DEPARTMENT