



EQUALITY IMPACT ASSESSMENT

Part 2 – Full Assessment

Title of Policy, Service or Function:

Date:

Impact Assessment Lead Officer:

Partners/Stakeholders involved in Assessment:

STEP 1 – Identify the Main Aims of the Policy/Strategy/Service etc

What type of process is being assessed?	Guideline <input type="checkbox"/> Written Policy <input type="checkbox"/> Function/Strategy <input type="checkbox"/> Other <input type="checkbox"/> Service/Practice <input type="checkbox"/> Informal Policy <input type="checkbox"/> Informal Procedure <input type="checkbox"/> Please State:
What type of policy, service, proposal or function is this:-	Existing <input type="checkbox"/> New/proposed <input type="checkbox"/> Changing/ updated <input type="checkbox"/>
Where does overall responsibility for the policy/service/proposal lie?	
What are the aims, objectives and activities of the function being assessed?	
What outcomes do you hope to achieve?	
Who is responsible for delivering the policy or service and how will it be implemented or delivered?	
Who is most affected by the function? (Stakeholders, clients, the general public, staff, communities of interest, etc)	
Does the function have any existing aspects that relate to equality and diversity? (Give details)	

STEP 2 – Consider Information and Evidence and what this tells you

Summarise the main data/research and other information in the equality templates below. What information is needed to ensure that their different needs are considered? How will missing data/information be collected. (*Consider - Research, customer surveys, information held by other bodies, Census data for overall profile in geographical areas, websites and internet research, needs analyses, evidence of higher/lower take up, demographic trends, evidence that particular policies create problems for specific groups, monitoring data, complaints, workforce data, consultations, qualitative and quantitative, etc*)

PEOPLE FROM DIFFERENT RACIAL/ETHNIC GROUPS	
Consider people from Black groups eg African, Caribbean etc; those from Asian groups eg Indian, Pakistani, Bangladeshi etc; Chinese, Vietnamese, South East Asian etc; people of dual heritage, Travellers and Gypsy/Roma; refugees and asylum seekers, White and White/European groups eg Irish, Polish, Italian, Ukrainian etc. What relevant information/data is held about the impact of services/policies etc on people from different racial/ethnic groups?	
Information – What information has been considered?	Findings – What does the information tell you about how people from different racial/ethnic groups are affected by (or may be affected by) the policy, service or function
Gaps in Information – What are the gaps and what has been done to address them?	Findings – What are the findings of any measures put in place to fill gaps in information
DISABLED PEOPLE	
Consider sensory impairments (deafness, blindness, deaf/blind), physical disability, learning difficulties, mental health, HIV/Aids etc. What relevant information/data is held about the impact of services/policies etc on disabled people? What information is needed to ensure that the needs of disabled people are considered?	
Information – What information has been considered?	Findings – What does the information tell you about how disabled people are affected by (or may be affected by) the policy, service or function
Gaps in Information – What are the gaps and what has been done to address them?	Findings – What are the findings of any measures put in place to fill gaps in information

MEN, WOMEN AND TRANSGENDER PEOPLE

Consider men, women and transgender people. What relevant information/data is held about the impact of services/policies etc on men, women and transgender people? What information is needed to ensure that the needs of these groups are considered?

Information – What information has been considered?

Findings – What does the information tell you about how men, women and transgender people are affected by (or may be affected by) the policy, service or function

Gaps in Information – What are the gaps and what has been done to address them?

Findings – What are the findings of any measures put in place to fill gaps in information

PEOPLE WHO ARE GAY, LESBIAN, BISEXUAL OR HETROSEXUAL

What relevant information/data is held about the impact of services/policies etc on people who are gay, lesbian, bisexual or heterosexual? What information is needed to ensure that their needs are considered?

Information – What information has been considered?

Findings – What does the information tell you about how people of different sexual orientation are affected by (or may be affected by) the policy, service or function

Gaps in Information – What are the gaps and what has been done to address them?

Findings – What are the findings of any measures put in place to fill gaps in information

PEOPLE OF DIFFERENT RELIGIONS/BELIEFS

Consider different religions (Jewish, Muslim, Sikh, Christian etc) and belief systems, including non-faith. What relevant information/data is held about the impact of services/policies etc? What information is needed to ensure that the needs of people with different religions or beliefs are considered

Information – What information has been considered?

Findings – What does the information tell you about how people of different religions and beliefs are affected by (or may be affected by) the policy, service or function

Gaps in Information – What are the gaps and what has been done to address them?

Findings – What are the findings of any measures put in place to fill gaps in information

PEOPLE OF DIFFERENT AGES

Consider elderly people, young people and children. What relevant information/data is held about the impact of services/policies etc on people of different ages? What information is needed to ensure that their different needs are considered?

Information – What information has been considered?	Findings – What does the information tell you about how people of different ages are affected by (or may be affected by) the policy, service or function
Gaps in Information – What are the gaps and what has been done to address them?	Findings – What are the findings of any measures put in place to fill gaps in information

STEP 3 – Assess Impact

Consider the information in Step 2 above to decide if the policy, function or the way the service is provided has a negative or positive impact (if any) on different groups. Consider any mitigating circumstances. Choose the most appropriate score for the relevant area of the service/policy.

+2 major positive impact on the group

0 neither positive nor negative impact

-1 some negative impact

+1 some positive impact

-2 major negative impact

Use the shaded part of the template to record how the policy or function contributes towards eliminating unlawful discrimination, promoting equality of opportunity and promoting good relations between different groups.

PEOPLE FROM DIFFERENT RACIAL/ETHNIC GROUPS

Aspect of Service/Policy/Function	Impact score	Comments, Evidence	Is it possible to reduce or remove any negative impact? If Yes specify how, if No, specify why not
Built environment (eg buildings, premises, where the service is provided, indoors/outdoors; signage in other languages)			
Timing – (eg opening times, availability, appointment or drop in, waiting times or queues etc)			

Information/Communication (eg finding out about the service, websites/e-mail, information in different languages, Plain English, interpreters)			
Location of facility – eg geographical spread, proximity to other facilities, car parking/public transport, safety eg transport, lighting, security cameras etc)			
Costs (consider means testing, concessions, etc)			
Customer Care (eg availability of staff with language skills, male and female staff, targeted services, culturally sensitive/aware)			
Human Resources/Staffing (eg representative workforce, cultural/race awareness training, etc)			
Other (eg harassment and hate crime issues, confidentiality, sensitivity etc)			

PEOPLE FROM DIFFERENT RACIAL/ETHNIC GROUPS - Continued

	Yes	No	If Yes, then specify how. If No, then specify the potential within the function to do so. <i>(Detailed action is not requested here but can be included within the action planning template at stage 4 of this process)</i>
Does this function eliminate unlawful discrimination?			
Does this function promote equality of opportunity?			
Does this function promote good relations between people from different groups?			

DISABLED PEOPLE

Aspect of Service/Policy/Function	Impact score	Comments, Evidence	Is it possible to reduce or remove any negative impact? If Yes specify how, if No, specify why not
Built environment (eg buildings, premises, where the service is provided, indoors/outdoors; signage (font size, colour contrast etc)			
Information/Communication (eg Braille, tapes; websites; British sign language, pictorial language, Plain English, Media and publications used etc)			
Timing – (eg opening times, availability, appointment or drop in, waiting times or queues etc)			
Location of facility – eg geographical spread, proximity to other facilities, parking and public transport, provision of home visits etc)			
Customer Care (assisting people, disability awareness training, using equipment)			
Costs (consider means testing, concessions, extra costs to disabled people etc)			
Human Resources/Staffing (eg Disability awareness training)			
Other (eg harassment issues)			

DISABLED PEOPLE

	Yes	No	If Yes, then specify how. If No, then specify the potential within the function to do so. <i>(Detailed action is not requested here but can be included within the action planning template at stage 4 of this process)</i>
Does this function eliminate unlawful discrimination?			
Does this function promote equality of opportunity?			

Does this function promote good relations between people from different groups?			
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MEN, WOMEN AND TRANSGENDER PEOPLE			
Aspect of Service/Policy/Function	Impact score	Comments, Evidence	Is it possible to reduce or remove any negative impact? If Yes specify how, if No, specify why not
Built environment (eg buildings, premises, where the service is provided, indoors/outdoors; access for prams/pushchairs; baby changing area, play area; baby feeding facility)			
Information/Communication (finding out about your service; websites and e-mails; media and publications)			
Timing – (eg opening times, availability, appointment or drop in, waiting times or queues etc)			
Location of facility – (eg geographical spread; proximity to other facilities; parking and public transport; safety – transport, lighting, security cameras etc)			
Customer Care (women only space; gender specific services)			
Costs (consider means testing, concessions, extra costs for either gender, single people, lone parents with or without dependants, carers)			

Human Resources/Staffing (eg availability of male or female staff, transgender awareness)			
Other (eg harassment issues)			

MEN, WOMEN AND TRANSGENDER PEOPLE

	Yes	No	If Yes, then specify how. If No, then specify the potential within the function to do so. <i>(Detailed action is not requested here but can be included within the action planning template at stage 4 of this process)</i>
Does this function eliminate unlawful discrimination?			
Does this function promote equality of opportunity?			
Does this function promote good relations between people from different groups?			

GAY, LESBIAN, BISEXUAL AND HETEROSEXUAL PEOPLE

Aspect of Service/Policy/Function	Impact score	Comments, Evidence	Is it possible to reduce or remove any negative impact? If Yes specify how, if No, specify why not
Built environment (eg buildings, premises, where the service is provided, indoors/outdoors; layout etc)			
Information/Communication (eg finding out about the service; websites; Media and publications used etc)			

Timing – (eg opening times, availability, appointment or drop in, waiting times or queues etc)			
Location of facility – eg geographical spread, proximity to other facilities, parking and public transport, safety – lighting, cameras; etc)			
Customer Care (women/men only space or service; targeted services;)			
Costs (consider means testing, concessions, etc)			
Human Resources/Staffing (eg availability of male/female staff; LGB awareness training)			
Other (eg harassment issues, confidentiality, sensitivity etc)			

GAY, LESBIAN, BISEXUAL AND HETEROSEXUAL PEOPLE

	Yes	No	If Yes, then specify how. If No, then specify the potential within the function to do so. <i>(Detailed action is not requested here but can be included within the action planning template at stage 4 of this process)</i>
Does this function eliminate unlawful discrimination?			
Does this function promote equality of opportunity?			
Does this function promote good relations between people from different groups?			

PEOPLE OF DIFFERENT AGES

Aspect of Service/Policy/Function	Impact score	Comments, Evidence	Is it possible to reduce or remove any negative impact? If Yes specify how, if No, specify why not
Built environment (eg buildings, premises, where the service is provided, indoors/outdoors; layout; signage; ease of access; seating, crèche facilities, etc)			

Timing – (eg opening times, availability, appointment or drop in, waiting times or queues etc)			
Information/Communication (eg finding out about the service, websites/e-mail, etc)			
Location of facility – eg geographical spread, proximity to other facilities, car parking/public transport, safety eg transport, lighting, security cameras etc)			
Customer Care (eg child friendly facilities;queues)			
Human Resources/Staffing (eg sensitive, patient and aware workforce)			
Costs (consider means testing, concessions, etc)			
Other (eg harassment issues)			

PEOPLE OF DIFFERENT AGES

	Yes	No	If Yes, then specify how. If No, then specify the potential within the function to do so. <i>(Detailed action is not requested here but can be included within the action planning template at stage 4 of this process)</i>
Does this function eliminate unlawful discrimination?			
Does this function promote equality of opportunity?			
Does this function promote good relations between people from different groups?			

STEP 4 – Consider Alternatives – Action Plan

Consider the answers in Step 3 above. What actions are needed to address any evidence or gaps in information? (Consider if changes you might make to the policy to reduce/remove adverse impact; eliminate unlawful discrimination and promote equality of opportunity and good relations between people from different groups, etc)

PEOPLE FROM DIFFERENT RACIAL/ETHNIC GROUPS				
Issues/adverse impact identified	Proposed action/objectives to deal with adverse impact	Targets/Measures	Target Date	Person Responsible
DISABLED PEOPLE				
Issues/adverse impact identified	Proposed action/objectives to deal with adverse impact	Targets/Measures	Target Date	Person Responsible
MEN, WOMEN AND TRANSGENDER PEOPLE				
Issues/adverse impact identified	Proposed action/objectives to deal with adverse impact	Targets/Measures	Target Date	Person Responsible
PEOPLE WHO ARE GAY, LESBIAN, BISEXUAL OR HER=TEROSEXUAL				
Issues/adverse impact identified	Proposed action/objectives to deal with adverse impact	Targets/Measures	Target Date	Person Responsible

PEOPLE OF DIFFERENT RELIGIONS/BELIEFS				
Issues/adverse impact identified	Proposed action/objectives to deal with adverse impact	Targets/Measures	Target Date	Person Responsible

PEOPLE OF DIFFERENT AGES				
Issues/adverse impact identified	Proposed action/objectives to deal with adverse impact	Targets/Measures	Target Date	Person Responsible

STEP 5 - Formal Consultation

Indicate below what steps you have taken (or will be taking) to consult with the stakeholder groups affected by the policy or function. (Consider all six equality stands)

Indicate below the feedback or responses you received to the findings and possible courses of action, including amendments to the action plan in Step 4. (Consider all six equality strands)

STEP 6 – Arrangements for Adopting or amending the policy

In response to the above information, please outline below the procedures (and timescales) you will follow to adopt or amend the policy or function.

STEP 7 – Arrangements for Monitoring and Review

Please outline below the procedures and arrangements that will be put in place to monitor and review the policy or function in order to assess the on-going likely impact on different groups.

STEP 8 – Arrangements for Publishing the Assessment Results

Please outline below the procedures and arrangements that will be put in place to publish the assessment results