

Equality Impact Assessment Toolkit

FORWARD

This Toolkit sets out a guidance framework for undertaking an Equality Impact Assessment (EIA), and has been approved by the Council for use in all Departments.

The toolkit is designed to assist practitioners and managers who will have to undertake an Equality Impact Assessment in the course of their work.

The toolkit will:

- **Introduce** policy makers and service managers to an effective EIA approach, setting out a recognised need for specific requirements and guidance on how to fulfill equality requirements;
- **Steer** policy makers to where to seek help, including key documents and additional information sources.
- **Provide** a useful source of research information to support the EIA process

Undertaking EIA's is mandatory and the Local Authority is required to undertake them under Race, Disability and Gender Equality legislation. Through the Equality and Diversity team the Council will provide all the support that it is able to, to ensure that the process runs as smoothly as possible.

It is envisaged that this process will quickly become mainstreamed into everything each Department does and as the process develops the work it creates will diminish.

What is contained in the Toolkit

The Toolkit consists of numbered sections, which are as follows:

- 1 Introduction**
- 2 The Screening Process**
- 3 The Initial Assessment Guidance**
- 4 The Full Assessment Guidance**
- 5 Appendix 1 Pro-forma for the Screening**
- 6 Appendix 2 Pro-forma for the Initial Assessment**
- 7 Appendix 3 Pro-forma for the Full Assessment**
- 8 Appendix 4 Pro-forma for identifying monitoring requirements of a policy**
- 9 Glossary**

The information contained at section 10 will be regularly updated as and when new information is produced by the Council or other useful information comes to light.

The whole tool kit will be reviewed on a 12 monthly basis, in consultation with those people actively using the toolkit. In this way we will ensure that it remains a usable and practical tool for Departments to use.

For any further information of assistance in using this toolkit please contact the Equalities and Diversity Team:

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1. INTRODUCTION

1.1 WHAT IS AN EQUALITY IMPACT ASSESSMENT (EIA)?

An Equality Impact Assessment (EIA) is a mechanism that supports managers to analyse a policy or project in relation to its impact on various groups of people within our community.

The **processes** involved in conducting an EIA should not be looked on as an end in itself. The aim of the assessment is the promotion of equality of opportunity and thus the **outcomes** of the EIA and the improvement to service delivery are of primary concern. The process is the mechanism designed to support managers in identifying these.

An EIA aims to:

- **assess how a particular policy or service will affect different groups of people** (*race, gender, disability, sexual orientation, age, religious belief and transgendered and transsexual people*)
- **identify any adverse impact**
- **Identify alternative approaches, which might mitigate any negative impact and more effectively enhance of equality of opportunity.**
- **help manage relations between different groups of people.**

1.2 WHY UNDERTAKE AN EQUALITY IMPACT ASSESSMENT (EIA)?

It is a legal requirement under the Race Relations Amendment Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006 that all policies/projects are subject to an EIA. It is also a requirement of the Equality Standard for Local Government, to which the Council is committed.

Furthermore, EIAs also act as a method of improving our services. They are a tool to drive forward change and should lead to improvements in the way we formulate policy and deliver our services. .

1.3 WHAT SHOULD BE EQUALITY IMPACT ASSESSED?

In line with the legislation, an EIA must be completed on all current, revised and new policies/projects. This means that any policy/project that needs formal approval will be required to have undertaken an EIA or relevance assessment.

The Council recognises that some of its policies/projects will be more relevant to and have a greater impact on Equality & Diversity than others, and as such the Equality & Diversity Team has developed a screening process (Appendix 1) that will help managers identify if an EIA should be completed and at which level. This screening process must be used on **ALL** new and revised policies/projects and should be used by Directorates to help identify any existing policies/projects that should be subject to an assessment.

On those occasions where one or more public authorities share responsibility for a policy then necessary arrangements should be put in place and they should then co-operate in carrying out an EIA.

2. THE SCREENING PROCESS

The Council recognises that a pragmatic approach to undertaking EIAs is essential and also understands that some of its policies/projects are more relevant to and have a greater impact on Equality & Diversity than others.

As such the screening process (Appendix 1) has been developed as a tool to help managers identify the relevance of each policy/project to equality, if an EIA should be completed at what level of detail.

This screening process must be used on ALL new and revised policies/projects and should be used by Directorates to help identify any existing policies/projects that should be subject to an assessment.

Questions 1&2 are general questions about the policy/project and the screening process.

Question 3 asks you to rate the extent to which the policy/project will impact on the public. Policy/projects that relate to areas that deliver direct services to the public are most likely to have a significant impact. Managers should also bear in mind however that policy/projects relating to non front-line services could also have a significant impact on the public for instance, Housing Strategy, Property Development etc.

Question 4 asks you to make a judgement, based on the above questions, as to whether an Initial or Full EIA is required. Please use the criteria on the proforma as a guide.

3. THE INITIAL ASSESSMENT

An initial EIA might be appropriate if the screening process identified some relevance, or if there are gaps in knowledge in relation to impact. It is likely that an Initial EIA will be sufficient, although for some policies/projects it may highlight the need for further investigation, which would require you to move on to a Full EIA.

The initial EIA is based mainly on what information you already have/what you already know in relation to the policy which may be in the form of gathered data or previous consultation. This stage does however, prompt managers to engage in some consultation where there is little information available.

By using the information gathered the Initial Equality Impact Assessment will assess if the policy/project could have a negative impact on different groups. In some cases no negative impact may be identified and in others the possible impact may be so great that a Full EIA may be necessary. In most cases however, it is likely that any areas of impact identified will be mitigated through actions identified as a result of the Initial EIA.

Proforma breakdown:

Question 1: Give details of the Department in which the policy belongs and the assessment is taking place.

Question 2: Give details of the Section in which the policy belongs and the assessment is taking place.

Question 3: State who is responsible for the Assessment. This is who holds overall responsibility for the findings and actions. It may not be the person undertaking it.

Question 4: State who is the lead officer for this Assessment. This could be the service manager, team leader or officer. The person leading the assessment should be someone who is based within the team and involved in its delivery.

Question 5: State who else will be involved in this Assessment. This includes details of those involved in a working group as opposed to stakeholders and those consulted.

Question 6: Name of the Policy to be assessed.

Question 7: Is this a new or existing policy?

Question 8: Date of Assessment?

Question 9: Describe the aims, objectives and purpose of the policy. This is to help set the context of the policy to anyone reading the assessment.

Question 10: State who is intended to benefit from the policy and in what way. This is to help set the context of the policy to anyone reading the assessment.

Question 11: State who implements the policy and who is responsible for the policy? On occasions a policy/project may be in partnership with another organisation. If the authority is in part responsible then it still has a responsibility to undertake and EIA, but it may be appropriate to do this in partnership. Details of other directorates or organisations involved should be given.

Question 12: Who are the main stakeholders in relation to the policy? This should include service user groups, partner organisations etc.

Question 13: This question requires you to consider what data you have to draw upon to support your assessment and prompts you to gather and analyse this to see what it says in terms of trends in service take up, or satisfaction levels that might indicate different impact for different groups.

Question 14: This question requires you to consider what consultation you have previously undertaken and can draw upon to support your assessment. You should then gather and analyse this to see what people have said that might indicate different impact.

Question 15: Where your data or previous consultation may be weak, this question prompts you to approach any experts/relevant groups to help inform your assessment.

Question 16: This question requires you assess how the Policy/Project might affect different groups in different ways, and if the experience of some groups might be different to the average experience. You should use the evidence you have gathered in questions 13-15 to support your assessment.

For example: A policy on Street lighting may have a different impact on a number of different groups. The experience of women and older people in terms of pedestrian street lighting may be different to the average experience. The needs and experiences of different ethnic groups and the Gay community could also be different, particularly in relation to hate crime. Street lighting will also have an impact on accessibility for people with some disabilities.

Question 17: This question requires you assess if the different impact identified in 16 could be negative in relation to any or all of the groups. You should use the evidence you have gathered in questions 13-15 to support your assessment.

For example: Standard street lighting might negatively impact on women who might for instance feel unsafe making journeys from a bus stop to their home if lighting is poor. In some areas where women feel most vulnerable, lighter lighting may be appropriate.

Question 18: If any negative impact has been identified, you need to consider if this is a consequence of promoting equality of opportunity for one particular group, and if so is this justifiable. In some cases, proactively promoting equality of opportunity for one group might have a negative impact on another. Sometimes this is acceptable and sometimes it is not. You should use the evidence you have gathered in questions 13-15 to support your assessment – if you can demonstrate evidential need then it is likely that the impact will be justified. If you need support answering this question please contact the corporate equality team or your directorate equality champion.

For example: A organisation who has low representation of disabled people in its workforces adopts the disabled '2 tick' approach to employment, which means that any disabled applicants that meet all the criteria of a post will automatically be selected for interview. This policy will have a negative impact on non-disabled people who might not be selected for interview despite meeting the criteria. However, this policy is actioning positive action to address existing disadvantage facing this group. Therefore this negative impact to non-disabled people would be justified.

Question 19: Consider how this policy/project might impact on relationships within communities and between different groups. Consider if this impact could be negative. When answering this question, in addition to thinking about its actual impact, you should also think about the way the policy might be perceived by different groups and the impact of

this. Relationships between different groups could be relationships between geographical communities, communities of different ethnicity, inter-generational relationships etc.

You should give an explanation for your answer and draw upon the evidence you have gathered in questions 13-15 to support your assessment.

Question 20: This questions requires you to consider if there are any areas where you feel you need to gather more information, either because your data was insufficient in areas to make an informed judgement about impact, or because you want to gather more information on a possible impact identified.

Question 21: Give details of how are you going to fill the information gap identified in 20.

Question 22: Based on your assessment, this question requires you to explain if a Full Equality Impact assessment necessary and your reasons for you decision.

4. THE FULL EIA

A Full EIA may be undertaken as a natural progression from the Initial EIA when there are still real concerns about the policy. In some cases, a policy may move straight to a Full EIA due to the level of relevance and impact of the policy/project. This will be identified through the screening process.

A full EIA should be undertaken in 8 key stages, which are listed below:

1. **Identify the aims of the policy and how it is to be implemented**
2. [Considering relevant data and research](#)
3. [Assessment of impacts](#)
4. [Consideration of measures](#)
5. [Formal consultation on the actual impact of existing policies and the likely impact of proposed policies](#)
6. [Decision making](#)
7. [Monitoring for adverse impact in the future and publication of the results of such monitoring](#)
8. [Publication of Equality Impact Assessments](#)

The following sections outlines each stage of the EIA in more detail and provides a list of questions to be asked and answered at each stage. Stage 1 in the process the 'consideration of available data and research' is covered in section 2 of this document.

These questions are an important part of the EIA process and should be attempted at an early stage. The answers to these questions will provide a steer for the EIA and point to areas where work will be needed.

4.1 GATHERING AND USING DATA AND CONSULTATION

The use of data and consultation is vital in any Equality Impact Assessment. The Initial EIA prompts managers to undertake an initial analysis of existing data and consultation for possible evidence of differential impact on different groups. If an Initial EIA has been undertaken, this can be built upon for this section. But a more detailed analysis of local, regional and national data may be needed.

It may also be helpful to consider areas in which you can work with other Councils or organisations when collecting data and this may save time/resources and help build a bigger picture.

Many Directorates have research teams and there is a corporate research team within the Council who may be able to advise you on the appropriate data to use and its collection. They should also be able to advise where the best sources of data can be found in support of the EIA.

On the [Equality & Diversity WebPages](#) you will find a range of information and data that may be of use when undertaking an EIA.

It is suggested that the following questions should be kept in mind when analysing your data:

- **What does this data tell me?**
- **What does this data tell me about any of the different groups?**

- Are there any trends that the data is showing me and how do they relate to each group?
- Does the data tell me about the needs of each group?
- Are there any gaps in my data?

4.1.2 What Data?

Before beginning an EIA a thorough audit of available data should be carried out, this could include in-house data such as take up monitoring & satisfaction surveys or national data such as the results of the 2001 census, which can be invaluable in benchmarking and making comparisons.

Although in some cases it may be necessary, EIAs do not intend managers to employ one-off data gathering exercises in order to address gaps in data. In contrast the purpose of an EIA is to gather information previously gathered and where gaps are identified establish sustainable monitoring or information gathering systems.

The following questions should be considered when thinking about what data you need:

- **What do I want to know?**
- **Who should be involved in determining what information is needed?**
- **What information is needed to ensure that all perspectives are taken into account?**
- **What existing quantitative data is available, in-house and externally?**
- **What existing qualitative or evaluative research is available, in-house and externally?**
- **What additional data is needed?**
- **Who will be partners in information gathering?**

Quantitative data refers to numbers (i.e. quantities). This information would often be analysed either using descriptive statistics (which consider general profiles, distributions and trends in the data), or inferential statistics (which are used to determine 'significance', either in relationships or differences in the data).

Qualitative data refers to the experiences of individuals from their perspective, most often with less emphasis on numbers or statistical analysis.

Both types of data should be regarded as equally relevant, no one type of data is inherently more valuable than the other.

4.1.3 Methods of Data Collection

It is important to reiterate that various data collection techniques are likely to be used during an EIA, including both quantitative and qualitative methods.

By way of example, the following could each play a role (although this list is not intended to be exhaustive).

- **Consultations**
- **Surveys (e.g. face-to-face, telephone, postal)**
- **Observations of behaviour**
- **Administrative databases**
- **Secondary analyses of existing databases**
- **Focus group interviews**
- **In-depth interviews**

- *Pilot projects*
- *Review of complaints made*
- *User feedback*
- *Academic publications*
- *Consultants' reports*
- *Citizens' juries*

Data that is collected must be presented in a manner which is easily accessible and understandable and which gives sufficient detail of the procedures used in the collection to allow for replication.

Where reasonable and practicable, raw data should be made available for inspection on request, with summary statistics included in the published report. It may be useful to present this information in a standardised form, using tables and figures for ease of access.

4.2 ASSESSING IMPACT

If an Initial EIA has been undertaken it is likely that you will have already made progress in assessing impact, which you should build upon.

When assessing the impact of the proposed policy/project it is important firstly, to look at how it might impact differently on various groups. After any differential impact has been identified, you then need to consider if that could amount to negative impact. There is no statistical test for making this judgement, it is instead a question of professional judgement, which should be informed by the data gathered and consultation undertaken.

If the impact is negative, you must then consider whether it is or is not unlawfully discriminatory or whether it can be justified. You should take into account that some policies are intended to increase equality of opportunity by requiring or permitting positive action, or action to redress disadvantages. If this is the case the negative impact may well be justifiable, in order to promote the equality of opportunity of that group. However, even if the policy is not unlawful, it is still essential that you consider what to do in light of any negative impact identified.

For example:

Different Impact: A policy on Street lighting may have a different impact on a number of different groups. The experience of women and older people in terms of pedestrian street lighting may be different to the average experience. The needs and experiences of different ethnic groups and the Gay community could also be different, particularly in relation to hate crime. Street lighting will also have an impact on accessibility for those people with some disabilities.

Negative Impact: Standard street lighting might negatively impact on women who might for instance feel unsafe making journeys from a bus stop to their home if lighting is poor. In some areas where women feel most vulnerable, lighter lighting may be appropriate.]

Justifiable or unlawful? A organisation who has low representation of disabled people in its workforces adopts the disabled '2 tick' approach to employment, which means that any disabled applicants that meet all the criteria of a post will automatically be selected for interview. This policy will have a negative impact on non-disabled people who might not be selected for interview despite meeting the criteria. However, this policy is actioning positive action to address existing disadvantage facing this group. Therefore this negative impact to non-disabled people would be justified.

The following questions may help guide your assessment of impact:

- **Do you know the experience of different groups in relation to this policy?**
- **What are the needs of each group in relation to this policy?**
- **Is the policy directly or indirectly discriminatory?**
- **If the policy is indirectly discriminatory can it be justified under the Acts?**
- **Is the policy intended to increase equality of opportunity by permitting or requiring affirmative or positive action or action to redress disadvantages? Is it lawful?**
- **Are there any alternative measures, which would achieve the desired aim without the adverse impact identified?**

4.3 CONSIDERATION OF MEASURES

Once you have assessed the impact of a policy/project the next stage – the most important stage – is identifying options and alternatives to reduce or eliminate any negative impact. Options considered could be adapting the policy, changing the way it is implemented or introducing balancing measures to reduce the impact etc. When considering each option you should think carefully about how it will reduce any negative impact, how it might impact on other groups and how it might impact on relationships between groups and overall issues around community cohesion.

You should clearly demonstrate how you have considered various options and the impact of these, with a detailed rationale behind decisions and a justification for those alternatives that have not been accepted.

When considering your options the following questions may be helpful:

- **How does each option further or hinder equality of opportunity?**
- **How does each option reinforce or challenge stereotypes which constitute or influence equality of opportunity?**
- **What are the consequences for the group concerned and for the Council of not adopting an option more favourable to equality of opportunity?**
- **How might each option impact on community relationships and perceptions?**
- **How will the relevant group be advised of the new or changed policy or service?**
- **What are the costs of implementing each option?**
- **Will the social and economic costs and benefits to the relevant group of implementing the option outweigh the, costs to the Council or other groups? An evaluation of net social benefits achieved by adopting each option must be considered. Does the public authority have international obligations, which would be breached by, or could be furthered by, each of the options?**

There may be occasions where differential/negative impact can be justified as part of a wider strategy associated with positive action in relation to particular groups, or where the policy deliberately attempts to encourage equality of opportunity for a particular group. Where this is the case you should clearly explain this.

4.4 CONSULTATION ON THE ACTUAL IMPACT OF EXISTING POLICIES AND THE LIKELY IMPACT OF PROPOSED POLICIES

A Full EIA requires consultation. Consultation must be carried out with relevant public bodies, voluntary, community, trade union and other interest groups with a legitimate interest in the matter. This should include those directly affected by the policy to be assessed, whether or not they have a direct economic or personal interest. It should be timely, open and inclusive, and conducted in accordance with the principles detailed in the councils Generic Equality Scheme.

It will be important to ensure that sufficient time and resources are dedicated to the consultation process to encourage full participation particularly by marginalised groups.

Wide publication of consultation exercises is essential to inform the public and relevant groups about the policy being assessed, and to invite comments on it. This may include press releases, prominent advertisements in the press, the Internet and direct invitations to groups which are likely to be interested in and able to represent interests and views which would otherwise be inadequately represented.

The following questions may be of assistance in guiding consultation:

- **Who is directly affected by the policy?**
- **What relevant groups have a legitimate interest in the policy?**
- **How do we ensure that those affected or with a legitimate interest in the policy are consulted?**
- **What methods of consultation will be used and at which stages of the EIA?**
- **How will information be made available to those consulted?**
- **Will the information be accessible to minority groups?**
- **What measures can be taken to facilitate effective consultation in light of any barriers that may exist?**
- **Have previous attempts at consultation with particular groups been unsuccessful? If so, why, and what can be done to overcome any obstacles?**
- **What resources are available to encourage full participation by marginalised groups?**
- **If meetings are to be held, where will they be held and at what time of the day?**

(Please see the Generic Equality Scheme for further guidance).

4.5 DECISION MAKING

An important part of an EIA is demonstrating to service users and people consulted how policies/project and services and been amended in light of an assessment and feedback during consultation. You should ensure that this section clearly outlines exactly what decisions were made in light of the assessment, what actions were taken forward, which were not and a rationale for your decisions, particularly where the preferred option was not adopted. This rationale could include for instance, impact on other groups or activities, limited resources etc.

The following questions might help guide your decision-making and ensure that your assessment is fully transparent:

- **Who will play a role in the decision-making process?**
- **Will external stakeholders be involved?**

- What information will inform the decision-making process?
- What weights will be assigned to various pieces of information? How will these weights be determined?
- How is the decision-making process to be structured?
- How will the decision-making process be recorded?
- Are your decisions clear?
- Are you able to explain how and why you reached your decisions?
- How will you feedback on your decisions?

4.6 ESTABLISHING AND PUBLISHING MONITORING SYSTEMS

How do we know if the measures to mitigate negative impact have worked? How do we know that certain groups are still not disadvantaged by the policy/project? We cannot begin to understand this unless we are monitoring and evaluating. By identifying your gaps in information and then introducing monitoring systems you will be able to better understand how the policy/project or service is impacting on different groups. By analysing this data regularly you will be able to identify any trends early on and take the necessary measures to address this.

Monitoring consists of continuous scrutinising, follow-up and evaluation of policies. It is not solely about the collection of data, it can also take the form of regular meetings and reporting of research undertaken. Monitoring is not an end in itself but provides the data for the next cycle of policy review.

The Council is under a duty to publish results of all its equalities monitoring on an annual basis and this will be done through its Annual Equalities Report.

For support in assessing what you might want to monitor please see Appendix 4, or for more detailed guidance on monitoring please refer to the council's **Equality Monitoring Guide**, which is available on the intranet or from the Corporate Equalities Team.

4.7 PUBLICATION OF EQUALITY IMPACT ASSESSMENTS

The Council must publish the results of the impact assessments. Completed EIAs should be sent to both your Equality Champion and the Equalities Team.

APPENDIX 1

EQUALITY IMPACT ASSESSMENT – RELEVANCE SCREENING

1. Name of the Policy/Project:				
2. What are the main aims and objectives of the policy /project?				
	HIGH	MEDIUM	LOW	DON'T KNOW
3.a What impact will this policy/project have on the public?				
3.b Please explain your answer				

If, for questions 3a & 3b you have answered LOW, there is no need to continue to an Equality Impact Assessment.

If, for questions 3a & 3b you have answered MEDIUM or DON'T KNOW, you should move on to an Initial Equality Impact Assessment.

If, for questions 3a & 3b you have answered HIGH, you should consider whether you need to move on to an Initial or Full Equality Impact Assessment.

	INITIAL	FULL	NONE
4. Based this screening please indicate if this policy/project should proceed to an Initial or Full EIA?			

APPENDIX 2

PRO-FORMA FOR THE INITIAL EQUALITY IMPACT ASSESSMENT

1. Department		2. Section	
3. Who is responsible for the Assessment?	4. Lead Officer	5. Others involved	
6. Name of the Policy to be assessed		7. Is this a new or existing policy	
8. Date of Assessment			
9. Describe the aims, objectives and purpose of the policy			
10.a What data do you have that you can draw upon to support this assessment?			
10.b What does this data say?			
11.a What recent consultation has been undertaken that you could draw upon to support this assessment and who was it with?			
11.b What did they say?			
12.a Are there any experts/relevant groups who you can approach to			

<p>explore their views?</p> <p>12.b Please give details of who you have approached and what they said:</p>		
	<p>13.a Taking into account the information gathered:</p> <p><i>Could</i> this Policy/Project impact on any of the following groups differently?</p> <p><i>Could</i> any of the following groups experience of this policy/project be different?</p> <p><i>Could</i> this different impact be negative?</p> <p>Please explain drawing on evidence that supports your view:</p>	<p>13.b Where Negative impact has been identified please explain what action you will take to mitigate this.</p> <p>If no action is to be taken please explain your reasoning.</p>
<p>Age</p> <p>Dependants/caring responsibilities</p> <p>Disability</p> <p>Gender</p> <p>Race</p> <p>Religious Belief</p> <p>Transgender or transsexual</p> <p>Sexual Orientation</p>		

14.a How could this policy/project impact on relationships and attitudes between different groups of people? Could this impact be negative?			YES	NO	Please explain	
14.b What action will you take to mitigate any negative impact or to promote equality and good relations?						
			DATA		CONSULTATION	
15.a In relation to each of the groups, is there any areas where you are unsure about the impact and more information is needed?						
15.b. How are you going together this information?						
16.a As a result of this assessment is a Full Impact assessment necessary	YES	NO	Please explain your answer:		16.b Date on which the Full assessment to be started	

APPENDIX 3

PRO-FORMA FOR THE FULL EQUALITY IMPACT ASSESSMENT

1. Department		2. Section	
3. Who is responsible for the Assessment?	4. Lead Officer		5. Others involved
6. Name of the Policy to be assessed		7. Is this a new or existing policy	
8. Describe the aims, objectives and purpose of the policy.			
9. Analysis of relevant data, research & previous consultation.			
What data do you have that you can draw upon to support this assessment?			
<p>What does this data tell me about any of the different groups?</p> <p><i>Are there any trends that the data is showing me and how do they relate to each group?</i></p> <p>Does the data tell me about the needs of each group?</p>			

<p>Are there any gaps in my data?</p>	
<p>10. Assessment of impact.</p> <p>Please consider these questions in relation to ALL of the following:</p> <ul style="list-style-type: none"> a. Age b. Dependants/caring responsibilities c. Disability d. Gender e. Race f. Religious Belief g. Transgender or transsexual h. Sexual orientation. 	
<p><u>Could</u> this Policy/Project impact on any of the following groups differently?</p> <p><u>Could</u> any of the following groups experience of this policy/project be different?</p>	
<p>Could that different be negative in relation to any or all of the groups?</p>	
<p>Please explain what evidence you have to support your views</p>	
<p>11. Consideration of Options</p> <p>Please consider these questions in relation to ALL of the following:</p> <ul style="list-style-type: none"> a. Age b. Dependants/caring responsibilities c. Disability d. Gender e. Race f. Religious Belief g. Transgender or transsexual h. Sexual orientation 	

	OPTION 1	OPTION 2	OPTION3	OPTION 4
What options do you have that could mitigate any negative impact that you have identified?				
What negative impact will they effect and how?				
Could these options have a negative impact on any other group? If so what? Is this impact justifiable?				

12. Consultation

How have you involved various groups and stakeholders in your assessment?	
Who have you involved?	
How have they informed the identification of options?	
What do they say about your options?	

13. Making a decision

What measures will you be taking forward to mitigate and negative impact and promote equality of opportunity?	
What Options will you not be taking forward?	

Please give a rationale for your decisions? How have your stakeholders been involved in this decision-making?	

14. Establishing and publishing monitoring systems

Please consider these questions in relation to ALL of the following:

- a. Age
- b. Dependants/caring responsibilities
- c. Disability
- d. Gender
- e. Race
- f. Religious Belief
- g. Transgender or transsexual
- h. Sexual orientation

	DATA GAP 1	DATA GAP 2	DATA GAP 3	DATA GAP 4
During your assessment did you identify any gaps in your data? Please give details				
How do you plan to gather the information you need?				

15. Authorisation of Equality Impact Assessment

Authorisation (who??)		Date Completed	
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APPENDIX 4

PRO-FORMA FOR IDENTIFYING MONITORING REQUIREMENT OF A POLICY

Department		Section		Person responsible for the assessment	
Name of the policy to be assessed		Date of assessment		Is this a new or existing policy	
New Policy					
Please state clearly what monitoring arrangements have been established to monitor the impact of the policy (continue on a separate sheet if needed)				Do you consider these arrangements to be adequate?	Yes/No
Who will be responsible for the monitoring of the policy?					
If no monitoring arrangements have been made please state clearly what will be established to monitor the policy					
Please state the date on which the monitoring will be established					
EXISTING POLICY					
If this is an existing policy, please state clearly what monitoring arrangements were in place to monitor the impact of the policy? (continue on a separate sheet if necessary)					
As a result of undertaking the EIA, please state clearly what additional monitoring systems will be established					
Please state the date on which the monitoring will be established					
In both cases					
Please state clearly how you will publish the results of the monitoring with regard to this policy					

Signed (Completing Officer) _____ Signed (Lead Officer) _____

APPENDIX 5

GLOSSARY

Direct discrimination- occurs when a person is treated less favourably on the grounds of race, gender, marital status, disability etc from the way another person is treated, or would be treated, in the same or similar circumstances. Segregating a person from others on such grounds constitutes less favourable treatment and may therefore be unlawful.

Indirect discrimination- occurs when a rule, condition or requirement is applied to everyone, but a considerably smaller proportion of people from a particular group can comply with it, i.e. because of their race, gender, disability etc,. This could have an adverse impact on an individual and may cause a detriment or loss to a person and may be unlawful if it cannot be justified.

Victimisation- occurs when a person is treated less favourably than another because that person has brought a complaint of discrimination under legislation or internal policy/procedure. It can also occur when an individual is treated less favourably if they have given evidence or information to such proceedings.

Institutional Racism- this is a term that came from the McPherson Inquiry report into the death of Stephen Lawrence and is defined as follows:

“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen in or detected in processes, attitudes and behavior which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantage minority ethnic people.”

Equality Groups / Equality Strands - By equality strands we mean groups of people who experience particular forms of discrimination, whether or not the discrimination is intentional. Oldham’s approach to Equality covers race, gender, disability, sexual orientation, age, religion/belief and transgendered and transsexual people. The categories are used nationally, but it is also important to remember that people do not easily fit into categories and may identify with more than one group and thus have multiple needs.

Function- means the full range of Departments duties and powers both internally and externally. Internal functions would comprise of all internal policy making and functions that Departments carry out as an employer whilst external functions would in essence be the service that the Departments deliver (both requested and enforced).

Policy- has an equally wide definition and means the full range of formal and informal decisions made in carrying out the Departments functions.

Impact Assessment- A thorough and systematic analysis of a policy, whether that policy is written or unwritten, formal or informal and irrespective of the scope of that policy.

Differential impact- when a particular group has or will be affected differently by the policy under consideration in either a positive, negative or neutral way.

Adverse impact- the point at which the differential impact becomes detrimental to the group in question.

Mitigate- In the context of this document this will refer to reducing or eliminating any negative impact that has been identified.

Monitoring- continuous scrutinizing, follow-up and evaluation of policies.

Equality Standard for Local Government- The Standard provides a framework through which local government can address its legal obligations under anti-discrimination law (Sex Discrimination Act 1975, Race Relations Act 1976, Disability Discrimination Act 1995) which prohibits discrimination in the delivery of services and employment. The Standard is arranged as a series of stages, presented as levels 1-5 with each level having 4 specific areas of activity and achievement.