Equality Impact Assessment Form

Introduction

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of the council by making sure that our services, functions, policies procedures, practices and projects do not discriminate and that, where possible, they promote equality.

The process is carried out by systematically analysing a proposed or existing service, function, policy, procedure, practice or project to identify what effect, or likely effect it will have on different groups in the community.

Our aim is to ensure that:
a)   Any negative consequences are eliminated or minimised
b)   We consider whether any neutral impact can be made positive
c)   Any positive impact is enhanced

This is a standard form designed for use throughout the council. As such, it may not fit your service, function, policy, procedure, practice or project as well as you would like.

You may not be able to complete each section of this form. Where you cannot, it may be because:
1)   Such information exists, but you have not come across it
2)   There is no such information available, but it can be gathered easily
3)   There is no such information and a system needs to be set up, consultation needs to be undertaken or research carried out to get that information

One of the outcomes of this equality impact and needs assessment is for you to recommend or agree actions (see parts 5 and 6 – related to a), b) and c) above. As such, you may want to consider recommending or agreeing an action to research or consult with people to gather the information that will help you to complete this assessment.

Part 1 – Aims and Implementation of the Policy, Service, Procedure, Practice or project

1.1 What is being assessed? Name of the service, policy, procedure, practice or project
What is being assessed – service, function, policy, procedure, practice or project? Is it new or existing?

Isle of Wight Adult Learning Plan – annual update   2009/2010

1.2 Officer(s) and section or service responsible for completing the assessment
Explain why the members of the impact assessment team were selected, e.g. the knowledge and experience they bring to the process.

Sarah Teague
Chris Slann
Kerry Baker
Charles Charalambous & Rob Brindley

1.3 What is the main purpose or aims of the service, policy, procedure, practice or project?

To outline the plan for delivery of Community & Family Learning over the next year, meeting the needs of the community of the Isle of Wight and the LSC as funders.

1.4 Who is affected by the service, policy, procedure, practice or project? Who is it intended to benefit and how?
1. Who are the main stakeholders in relation to this policy?
2. What outcomes would other stakeholders want from this policy?
3. Are there any groups which might be expected to benefit from the intended outcomes, but which do not?

1. Isle of Wight Council, LSC
2. Widening participation in learning, improving adult skills levels
3. No

1.5 Has the service, policy, procedure or practice been promoted or explained to those it might affect directly or indirectly?

This has been through extensive consultation with the general public through Extended Services consultations with communities, partner organisations including RCC, IW College, Information, Advice and Guidance providers, schools, Arts organisations, local LSC, Cultural & Leisure Services colleagues

1.6   How does the service, policy, procedure or practice contribute to better community cohesion?
(How do you promote good relations between different communities you serve based on mutual understanding and respect?
What opportunities are there for positive cross-cultural contact between these communities to take place, e.g. between younger and older people, or between people of different religious faiths?)

Adult learning impacts on communities in terms of social gains, increased knowledge & skills, participating in community events and activities, progression to employment and/or further learning. Activities, especially through the Arts bring people from varied cultures together and off-Island specialists increase community engagement with many cultures

1.7   How does the service, policy, procedure, practice or project fit in with the council's wider aims?
(Include corporate and partnership priorities.
How does the policy relate to other policies and practices within the Authority?
What factors or forces could contribute or detract from the outcomes?
How do these outcomes meet or hinder other policies, values or objectives of the Authority?)

Adult learning opportunities are mapped to the local and national indicators and to all corporate themes and specific objectives outlined in the CLS Service Plan.
The plan supports the work of the Learning & Development team in terms of supporting IWC staff with Skills for Life through the Train to Gain contract.

1.8   What is the relevance of the aims of the service, policy, procedure, practice or project to the equality target groups and the council's duty to eliminate unlawful racial, disability and gender discrimination; and promote equality of opportunity?

Equality and diversity is a cross cutting theme within the plan to ensure that no individual or group from within the Island's community are not disadvantaged

1.9   How is, or will the service, policy, procedure, practice or project be put into practice and who is, or will be responsible for it?
Who defines or defined the policy?
Who implements the policy?
How does the Authority interface with other bodies in relation to the implementation of this policy?
Is the service provided solely by the Section/Division or in conjunction with another Section/Division, agency or contractor?
If external parties are involved, then what are the measures in place to ensure that they comply with the Authority's Equality & Diversity Strategy?

The LLSC define the structure of the plan which is written by the SMT of Community & Family Learning and implemented by them.

Many partners are involved through the IW Learning Network and sign up to the Council's E&D policies and plans as part of their delivery.

Part 2 – Consideration of data and research

To conduct the assessment, you will need information about service users and staff that provide the service. This section is to help you identify the sort of information that will be needed to help you assess whether there may be barriers to different equality groups who access your service, policy, procedure, practice or project.

2.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken.
Include information (where appropriate) from other directorates, 2001 Census etc. Please note that in some cases data may not exist or be available and you may therefore have to undertake additional research.

Consultation as per 1.5 above
Statistics contained within the Plan have been taken from Census, analysis of deprived wards statistics, OfSTED Inspection Reports and results of consultation activities.

2.2 Equalities profile of users or beneficiaries.
Use the council's diversity monitoring categories and provide data by target group of users or beneficiaries to determine whether the service user profile reflects the local population or relevant target group of if there is over or under representation of these groups.

Data collection is per above and captured across the diversity strands of: age, disability, gender, race, rural location, poverty, adult skills levels

2.3 Evidence of complaints against the service, policy, procedure, practice or project on grounds of discrimination.
Is there any evidence of complaints either from customers or staff (grievance) as to the delivery of the service or its operations on the equality target groups?

None

2.4 What does the consultation, research and/or data indicate about the negative impact of the service, policy, procedure, practice or project?

None

2.5 What does the consultation, research and/or data indicate about the positive impact of the service, policy, procedure, practice or project?

Adults are supported within the plan with additional childcare and/or dependent support where appropriate and equipment loans for tutors/learners to support individuals with specific needs.

Part 3 – Assessment of impact

Now that you have looked at the purpose etc of the service, policy, procedure, practice or project (part 1) and looked at the data and research (part 2), this sections asks you to assess the impact, positive and negative, of the service, policy, procedure, practice or project on each of the six strands of diversity covered in the Authority's Equality and Diversity Strategy and Policy.

3.1   Race – testing of disproportional, adverse, neutral or positive impact

a)   Identify the effect of this policy on different race groups from information available

It should have a positive impact in terms of supporting adults and activities are monitored to ensure that adults from under represented groups are participating. Monitoring will include diversity categories and captured within the statistics collected.

b)   How is the target race group reflected in the take up of the service?

BME groups are monitored through our data collection and currently we are attracting more than the Island population percentage.

c)   From the evidence available, does the policy affect or have the potential to affect racial groups differently?

Yes [   ]   No [X]

d)   If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	N/A
Neutral Impact	N/A
Positive impact	N/A

e)   If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one racial group or for another legitimate reason?

n/a

3.2 Gender – testing of disproportionate, adverse, neutral or positive impact

a) Identify the effect of this policy on different gender groups from information available

It should have a positive impact in terms of supporting adults and activities are monitored to ensure that adults from under represented groups are participating. Monitoring will include diversity categories and captured within the statistics collected.

b) How are men, women and transgender people reflected in the take up of the service?

Gender is monitored through our data collection and currently we are targeting men and especially fathers as they are an under represented groups.

c) From the evidence available, does the policy affect or have the potential to affect men, women or transgender people differently?

Yes [ ]   No [X]

d) If yes, do any of the differences amount to?

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	n/a

e) If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one gender or for another legitimate reason?

NO

3.3 Disability - testing of disproportionate, adverse, neutral or positive impact

a) **Identify the effect of this policy on disabled people from information available**

It should have a positive impact in terms of supporting adults and activities are monitored to ensure that adults from under represented groups are participating. Monitoring will include disability categories and captured within the statistics collected.

b) **How are disabled people reflected in the take up of the service?**

Disability is monitored through our data collection and currently we are targeting LDD groups and organisations like the Advocacy Trust and disability forums to engage learners and influence programme planning.

c) **From the evidence available, does the policy affect or have the potential to affect disabled people differently?**

Yes [ ] No [X]

d) **If yes, do any of the differences amount to?**

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	n/a

e) **If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for disabled people or for another legitimate reason?**

NO

3.4 Age - testing of disproportionate, adverse, neutral or positive impact

a) **Identify the effect of this policy on different age groups from information available**

It should have a positive impact in terms of supporting adults and activities are monitored to ensure that adults from under represented groups are participating. Monitoring includes age categories and is captured within the statistics collected.

b) **How are the different age groups reflected in the take up of the service?**

Age is monitored through our data collection and currently we are targeting age related specialist groups like Children's Centres and Age Concern. We currently offer no concession for older people but offer a concession for all those on means tested benefit. Our learning costs are heavily subsidised by the LSC and the IWC.

c) **From the evidence available, does the policy affect or have the potential to affect age groups differently?**

Yes [ ]   No [X]

d) **If yes, do any of the differences amount to?**

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	n/a

e) **If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one age group or for another legitimate reason?**

NO

3.5 <u>**Gay, Lesbian, and Bisexual**</u> **- testing of disproportionate, adverse, neutral or positive impact**

a) **Identify the effect of this policy on gay, lesbian and bisexual groups from information available**

It should have a positive impact in terms of supporting adults and activities are monitored to ensure that adults from under represented groups are participating.

b) **How is this target group reflected in the take up of the service?**

Monitoring does not include a formal capture of this information but we do know that we have learners and tutors from these groups.

c) **From the evidence available, does the policy affect or have the potential to affect gay, lesbian and bisexual people differently?**

Yes [ ]   No [X]

d) **If yes, do any of the differences amount to?**

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	n/a

e) **If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for gay, lesbian and bisexual people or for another legitimate reason?**

3.6 **Religion, Belief** **– testing of disproportionate, adverse, neutral or positive impact**

a) **Identify the effect of this policy on different religious, belief groups from information available**

It should have a positive impact in terms of supporting adults and activities are monitored to ensure that adults from under represented groups are participating.

b) **How are the target religious, belief groups reflected in the take up of the service?**

Monitoring does not include a formal capture of this information but we do know that we have learners and tutors from these groups.

c) **From the evidence available, does the policy affect or have the potential to affect religious, belief groups differently?**

Yes ☐   No ☒

d) **If yes, do any of the differences amount to?**

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	n/a

e) **If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one religious, belief or for another legitimate reason?**

3.7 **Other** **- Additional groups that may experience impacts - testing of disproportionate, adverse, neutral or positive impact**

a) **Identify the effect of this policy on different other groups from information available**
These other groups could include factors such as literacy, health, poverty, marital status, etc.

The Service supports people in deprived wards and those with literacy and/or Numeracy needs.   Learners with mental ill-health are trialling a referral system which enables them to bring a buddy to a learning activity at no cost should they so require.

b) **How are the target other groups reflected in the take up of the service?**

Learners with Skills for Life needs are monitored through our MIS. Engagement by learners living in deprived wards is also monitored.

c) **From the evidence available, does the policy affect or have the potential to affect other groups differently?**

Yes ☐ No ☒ X

d) **If yes, do any of the differences amount to?**

	Reason, evidence, comment
Barriers, negative impact or unlawful discrimination	n/a
Neutral Impact	n/a
Positive impact	n/a

e) **If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for other group or for another legitimate reason?**

Part 4 – Measures to mitigate disproportionate or adverse impact or improve on neutral or positive impacts

4.1   If there is any negative impact on any target equality group identified in Section 3, is the impact intended or legal?

n/a

4.2   Specify measures that can be taken to remove or minimise the disproportionate or adverse effect identified in Section 3. If none were identified in Section 3; identify how disproportionate impact or adverse effect could be avoided in future.
Consider measures to mitigate any adverse impact and better achieve the promotion of equal opportunity.

n/a

4.3   If there is no evidence that the service, policy, procedure, practice or project promotes equality, equal opportunities or improves relations within equality target groups, what amendments could be made to achieve this?

Increased staff training with specific under represented groups in mind.

4.4   If a neutral or positive impact has been identified, can that impact be improved upon (continuous improvement)?
What at the improvements that can be made?
Can they be applied elsewhere in the Authority?

As above

4.5   How will any amended service, policy, procedure, practice or project be implemented, including any necessary training?
Include actions, date for completion, officer(s) responsible and any budget requirements

Through the Quality Improvement Training programme

Part 5 – Conclusions and recommendations

5.1 **Does the policy comply with equalities legislation, including the duty to promote race, disability and gender equality?**
Take into account your findings from the impact assessment and consultation and explain how the policy was decided upon its intended effects and its benefits

Yes | X | No | |

5.2 **What are the main areas requiring further attention?**

Monitoring and gap analysis of some learner groups and additional staff training

5.3 **Summary of recommendations for improvement**

As above

5.4 **What equality monitoring, evaluation, review systems have been set up to carry out regular checks on the effects of the service, policy, procedure, practice or project?**
Give details

Service management information system

5.5 **When will the amended service, policy, procedure or practice be reviewed?**
Include dates for completion and officer(s) responsible

Plan is reviewed annually in April.

Date completed _____ **Signed by (Manager)** _____

Part 6 – Equality impact assessment improvement plan

The table below should be completed using the information from the equality impact assessment to produce an action plan for the implementation of the proposals to:

1.   Lower the negative impact, and/or
2.   Ensure that the negative impact is legal under anti-discriminatory law, and/or
3.   Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact

Please ensure that you update your service/business plan within the equality objectives/targets and actions identified below:

Area of negative impact	Changes proposed	Lead officer	Timescale	Resource implications	Comments
Race					
Disability					
Age					
Religious and Philosophical belief	To engage more with the Equals group to inform delivery	Chris Slann	September 2009	None- time	
Gender	To participate in the Father Friendly Kitemark	Kerry Baker	June 2009	£1500	
Sexual orientation					
Geographical location					
All of the above	Me4natl ill-health – staff training	Sarah Teague	July 09	Free training from Health Promotions	

Part 6 – Equality impact assessment summary report

The results of equality impact assessments must be published. Please complete this summary, which will be used to publish the results of your impact assessment on the council's website, and return it to the HR OD & Diversity Manager.

Date of assessment | 24th April 2009

Officer's name | Sarah Teague | **Role** | Community & Family Learning Manager

Service, policy, procedure, practice or project that was impact assessed | Adult Learning Plan 2009/10

Summary of findings | The strategy will positively promote the equality and diversity agenda across each of the 6 strands

Summary of recommendations and key points of action plan |
- Monitoring and gap analysis of some learner groups
- Additional staff training on mental ill-health
- Application for the Father Friendly Kitemark

Groups that this policy will impact upon

Race	X	**Gender**		X
Sexual Orientation	X	**Age**		X
Disability	X	**Religion or belief**		X
Other	X	**All**		X

Hints & Tips on the process

Try to avoid duplication by undertaking an assessment as part of another review, for example during an inspection process.

Decide who will do the assessment. This would not normally be undertaken by one individual. The lead officer should be someone from the service area that owns the service, policy, procedure, practice or project. Involve managers from other teams who implement or use it. You may deliver the service / develop the policy in partnership with other organisations, if so representatives from those organisations should be involved with the assessment. It may be appropriate to include a representative from Directorate Diversity Link Groups or Staff Disability Forum (please identify the officer in your area list of membership available from the Diversity Manager).

Any assessment should involve consultation. Involve external and/or internal users, potential users, appropriate staff and relevant stakeholder/user groups. You may find it helpful to use the Audit Commission's 'Knowing Your Communities Toolkit' a link is available on the equality and diversity pages on iwight.com.

Work through your EqIA template. This can be found on the equality and diversity web pages on iwight.com, this will take you through the process step by step.

Data and research are an integral to the assessment. Data does not have to relate specifically to equalities, as this is not always practical. A variety of consultation / data collection may have taken place which can help to identify where positive / negative impacts have been made on various social groups. (NB a good source of data can be obtained from the Observatory contact colleagues in the Modernisation Team). Be careful not to make assumptions about the impact on a target group based on a lack of / incomplete data. Any gaps that are identified should be documented with an explanation of how they will be addressed and impact monitored in the future. Employment statistics are also available on the HR information pages on the intranet.

The following questions should be answered by the assessment:

- Does this service, policy, procedure, strategy or project involve or have consequences for the people served and employed by the council?

- Is there any reason to believe that people could be treated differently according to their equality group in terms of access to services or ability to take advantage of the service, policy, procedure, strategy or project?

- Is the service, policy, procedure, strategy or project likely to negatively affect relations between any particular group (or groups) and the council?

If an adverse impact is identifies the assessment should reveal whether:

- It is the result of unlawful discrimination

- There are adverse impact upon one or more equality categories

- The policy fails to promote equality of access or opportunity

- Some equality categories are excluded from the benefits of the policy

- Certain communities face barriers to enjoying the benefits of the policy

- Adverse impact can be justified

An EqIA is not about looking for problems per se, it is an assessment of the current situation. If there are problems, how can they be addressed? If there are no problems, what further improvements can be made to the service?

As a result of the assessment, action needs to be identified in an action plan. Actions need to be agreed and reviewed and monitored on a regular basis within the service area and reported to the Diversity Manager on an annual basis.

Completed EqIAs must be sent to the OD and Diversity Manager.

You should note that the results of the impact assessments are made public available and reported on iwight.com. Once an impact assessment has been signed off a summary report outlining the council's position will be completed and reported to the Diversity Board.

Additional Guidance:

Glossary:

Impact	For the purpose of the assessment an impact is defined as 'an intentional or unintentional lasting consequence or significant change in people's lives brought about by a policy action or series of action'
Differential impact:	A group is affected differently by a given service, policy, procedure, practice, strategy or project. This may be positive, negative or neutral
Adverse impact:	The impact on a particular group is less favourable and possible illegal
Positive impacts:	The impact on a particular group is more favourable and would have justified by the overall aims of the service, policy, procedure, practice, strategy or project
Neutral impact:	The group is neither positively nor negatively affected by a given service, policy, procedure, practice, strategy or project
Direct discrimination:	Direct discrimination is *"where a person is treated less favourably on the grounds of race, gender, disability, sexual orientation, faith, belief or age"*
Indirect discrimination:	Indirect discrimination is *"an apparently neutral provision, criteria or practice which disadvantages a large proportion of the members of a particular group or community"*