

Equality Impact Assessment

Equality impact assessment questions to consider

Use the table overleaf to consider:

- a) What kind of impact might this policy, procedure, plan or practice have on different groups of people?
- b) Is there opportunity to eliminate or reduce disadvantage or discrimination against a particular group?
- c) Is there opportunity to further promote equality for a particular group?

When considering the table overleaf, be aware that:

- the definition of a disabled person under the Disability Discrimination Act is broad and covers people with a wide range of impairments, learning difficulties and long term health conditions;
- under race, consideration should be given to the needs of specific communities within the broad categories, such as Bangladeshi people and other communities such as Turkish / Turkish Cypriot.

When carrying out an equality impact assessment, you should bear in mind that:

- while the following template can act as a tool to assist in the impact assessment process, completion of the template should not be equated with 'doing' the impact assessment;
- you address different areas of equality separately. One of the dangers of carrying out impact assessments on all areas of equality is that only a superficial consideration is given to each distinctive experience of equality;
- you should not hold up the impact assessment process if you are awaiting information for one equality strand, and yet can identify actions to improve another equality strand. You can always come back to the impact assessment process once this information becomes available;
- the Impact assessment process is not an end in itself – the purpose is to achieve real and practical improvements for different groups of people.

Equality Impact Assessment: Planning

Name of policy or practice: Internal Verification Policy
Name of staff involved in the impact assessment process: Emma Mansfield, Anna Henderson, Avril Hill, Adrian Pinckard Feedback from staff
Who is responsible for creating/implementing this (job title and name) Director Quality & Professional Development, Anna Henderson
Date of first meeting:

		Are there opportunities to eliminate or reduce disadvantage or discrimination for a particular group?	Are there opportunities to promote equality of opportunity for a particular group?
Race	Asian or Asian British people	Yes	Yes
	Black or black British people	Yes	Yes
	Chinese people and other people	Yes	Yes
	People of mixed race	Yes	Yes
	White people	Yes	Yes
Disabled people	physical or sensory impairments	Yes	Yes
	learning difficulties or specific learning difficulties	Yes	Yes
	mental health difficulties or people on the autistic spectrum	Yes	Yes
	long term health conditions	Yes	Yes
Gender	Women	Yes	Yes
	Men	Yes	Yes
Age	Older people	Yes	Yes
	Younger people	Yes	Yes

Equality impact assessment questions to consider

<p>What evidence is already available to help inform the impact assessment process? (consider both quantitative and qualitative information)</p>	<p>Feedback from staff on the policy and process</p>
<p>Is further information required to gauge the probability and extent of impact? Would gathering such information be a proportionate response to the policy, procedure, plan or practice, in terms of its importance?</p>	<p>Analyse if process is embedded and is user friendly in all areas, any suggestions from staff</p>
<p>If yes to the above question, where and how can that information be obtained?</p>	<p>Audit of Internal verification practices in all areas</p>

Please note. It is important that collection of evidence for one group of people does not stall the impact assessment process. It may be necessary to undertake actions without all evidence, and return to the impact assessment process when all evidence is available

Equality Impact Assessment Plan

Action required	By whom	By when	Resource implication	Progress Review	Race	Disabled People	Gender	Trans People	Age
1. Project team to undertake impact assessment training	EM, AH, AHi, AP	Mar 07		Training completed by all parties Apr 2007					
2. Audit of current IV practice in all areas including campus and OLASS	EM	Mar 07		Audit report completed and reported to directorate. Written feedback provided to each manager and lead IV following audit.	x	x	x		x
3. Discussions with key staff responsible for IV process, is it working? Any suggestions to improve policy, procedures and paperwork.	EM	Mar 07		Staff felt the process was a good one with clear paperwork to follow. IV identified issues to do with monitoring each assessor by the manager of an area (see action 5)	x		x		x
4. Create a document to enable managers to monitor individual assessors and their assessment of work	EM	Apr 07		Assessor monitoring form created					

Action required	By whom	By when	Resource implication	Progress Review	Race	Disabled People	Gender	Trans People	Age
5. Rewrite policy to ensure it is used robustly across the college	EM	Apr 07		Policy rewritten to include the use of the assessor monitoring form	x	x	x	x	x
6. Updated policy approved by directorate and placed onto intranet	EM	May 07		Policy has been approved by directorate and is on staff intranet with new assessor feedback form.					

<p>If the action proposed will not fully eliminate negative impact, why is this and how can it be justified?</p>	
<p>What monitoring processes can be identified to check that any proposed changes achieve the desired improvements?</p>	