

Equality Impact Assessment Recording Form

This is a new and important process that will require different perspectives to be considered and, in some (hopefully few) cases, difficult decisions may need to be made about policy and service delivery.

Whilst it is necessary to identify a lead officer, it is advised that they do not undertake the impact assessment on their own, but set up a group comprising a diverse range of staff responsible for delivery the service, there may also be an opportunity to include a customer, stakeholder, partner or critical friend to get a more rounded understanding of the full implications of the policy, practice, service or function.

For more information on carrying out the assessment please refer to the guidance notes or contact the Equalities Officer or your Directorate Equality and Diversity Coordinator.

STEP1 Equality Impact Assessment Team

Name of Policy, practice, service or function: Reasonable Adjustments

Assessment Team Leader Name: Sally Dobrowolska

Directorate Responsible: Change Management

Service Area: Human Resources

Other members of the assessment team:

Name	Position	Area of Expertise
Sarah Cromie	Performance Improvement Officer	Equality and Diversity

STEP2 Identifying the aims/objectives of the policy, practice, service or function

Questions	
1	<p>What are the main aims and objectives or purpose of the policy, practice, service or function? To ensure employees who require reasonable adjustments are able to access them as easily as possible.</p> <p>What outcomes do you want to achieve? Attraction and Retention of staff with disabilities</p>
2	<p>Are there any associated services, policies or procedures? Yes/No If 'Yes' please list below</p> <p>Internal</p> <ul style="list-style-type: none"> ● Human Resources ● Asset Management ● Line Managers ● Health and Safety <p>External</p> <ul style="list-style-type: none"> ● Access to Work ● Occupational health
3	<p>Who is affected by this policy, practice, service or function, or by the way it is carried out? i.e. Who are the internal and external customers, groups, communities or any other stakeholders?</p>

	<ul style="list-style-type: none"> • Employees and potential applicants with disabilities • Line managers
4	<p>Who implements, carries out or delivers the policy, practice, service or function? Please state where more than one person, team, department or body? – and include any outside organisations who deliver under procurement arrangements etc.</p> <p>Human Resources</p>
5	<p>Is the policy, practice, service or function affected by external drivers for change? e.g. new legislation, national policy, external inspection etc.</p> <ul style="list-style-type: none"> • DDA 1995 and 2005 • Health and Safety at Work
6	<p>What existing or previous inspections of the policy, practice, service or function are there? E.g. Best Value Inspections, policy reviews, research into the effects of a policy or practice.</p> <p>N/A</p> <p>What did they tell you?</p>
7	<p>How is information about the policy, practice, service or function publicised?</p> <p>Some information on the Equality and Diversity section on the website – not much information in other places</p>

STEP 3 Equality Impact Assessment

Although this form is set out under the six strands of equality we are focusing on (race, disability, gender, age, religion and belief and sexuality), consider any impacts/barriers that might cross over between race/disability, gender/religion and belief, sexuality/age etc. or all three. Use the boxes on the next couple of pages to indicate where the policy, practice, service or function could have a **positive** or **negative** impact for different groups and your reasons.

Race

This question looks broadly at adverse impacts/barriers in terms of race, whilst the next page considers adverse impacts/barriers which may be particular to people from one ethnic group.

Question 9 considers impact/barriers for different ethnic groups within the five broad census headings.

8	Identify an adverse impacts/barriers of the policy or procedure on people who may be disadvantaged because of their race	
	The main area of impact for minority ethnic groups would be access to information on the service – this issue is picked up as an issue across the all the strands.	
9	Broad categories used in 2001 census	Identify any adverse impact/barriers of the policy, practice, service or function on people who may be disadvantaged because of their race
	• Asian or Asian British	
	• Black or Black British	
	• Chinese	
	• Dual Heritage	
	• White	
	• Any other people	
	Gypsies and Travellers	

	Asylum Seekers and Refugees	
10	Where do you think improvements could be made for people of different racial groups?	

Gender

It is worthwhile remembering that women and men have different priorities in relation to what services they want and different needs for how these are provided. Men-only or women-only delivery for some services could be an option.

11	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their gender.	
	Women	None specifically
	Men	None specifically
	Transgender	None specifically
12	Where do you think improvements could be made for people experiencing disadvantage because of their gender?	

Disability

13	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their disability.	
	People with physical or mobility impairments	
	People with sensory impairments (hearing, visual and speech)	
	People who use mental health services	

	People with learning disabilities	
	People who have a non-visible condition such as epilepsy or diabetes	
14	<p>Where do you think improvements could be made for people experiencing disadvantage because of their disability?</p> <p>This service is aimed specifically at supporting people with disabilities into employment and sustaining their employment Some of the suggestions for improving this service include:</p> <ul style="list-style-type: none"> • Increasing the profile of our support on the application form • Including a section on the jobs page underneath the equality and diversity button. 	

Age

15	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their age.	
	0-9	
	10-15	
	16-19	
	20-29	
	30-44	
	45-59	
	60-64	
	65-74	
75-over		
16	<p>Where do you think improvements could be made for people experiencing disadvantage because of their age?</p> <p>None specifically</p>	

Religion and Belief

17	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their religion or belief.	
	Christian	
	Buddhist	
	Hindu	
	Jewish	
	Muslim	
	Sikh	
	Other	
	No religion or belief	
18	Where do you think improvements could be made for people experiencing disadvantage because of their religion or religion? None Specifically	

Sexuality

19	Identify any adverse impact/barriers of policy, practice, service or function on people who may be disadvantaged because of their sexuality.	
	Lesbian, gay or bisexual people	
20	Where do you think improvements could be made for people experiencing disadvantage because of their sexuality? None Specifically	

Other Categories

21	Students None Specifically
22	Rural/Urban None Specifically
24	Any other None Specifically

Customer Access

25	How do customers currently access the service i.e. what are the access channels e.g. web, telephone, letter etc. What improvements can be made?
	Are there any physical barriers to accessing the service How are they overcome?
	What customer involvement in setting the customer service standards i.e. opening hours, response times, availability etc.

STEP 4 Collecting the information and data about how the policy, practice, service or function impact on communities

Please record your information and data below with reference to:

- Deciding what information or data you will need or desire
- Using both quantitative and qualitative data
- Ensuring that where possible there is information that allows all perspectives to be considered
- Identified any gaps in the information/data and what it can tell you

Data or information	When and how collected	Source	What it tells you – please consider all 6 equality strands where possible	Gaps in information
Customer feedback and complaints				
Consultation and community involvement				
Performance information including Best Value				
Take up and usage data				
Comparative information or data where no local information				
Census, national or regional statistics				
Access audits or assessments e.g. DDA assessments				
Workforce profile				
Where service delivered under procurement arrangements – workforce				

Data or information	When and how collected	Source	What it tells you – please consider all 6 equality strands where possible	Gaps in information
profile for deliverers				
Monitoring and scrutiny outcomes				

STEP 5 Monitoring

For this step it is important to refer to any monitoring information which is already held. As stated in the guidance notes arrangements need to be set up for effective monitoring if this is not already taking place.

	How do we know whether our service is accessible to all groups?
	If there is a lack of information, what research will be carried out, and for which groups?
	If this is a new policy, or one not currently monitored, what are the arrangements to begin monitoring the actual impacts of the policy?

STEP 6 Consultation

	What have service users/non-users or other stakeholders (including employees) already told you about the policy and negative impacts? Who has been consulted and what methods were used?
	If you need to carry out further consultation, who will you be consulting with and by what methods?

STEP 7 Equality Action Plan

Problem/barrier identified	Actions to overcome problem/barrier	Resources required	Responsibility	Target date
Establish policy/procedure for end to end process	Write policy/procedure for how we deal with people with disabilities during and at the start of employment	N/A	Sally Dobrowolska	May 08
Increase awareness of reasonable adjustments scheme	<ul style="list-style-type: none"> • Additional information included in application pack • Section on website Jobs section • Information on the HR intranet site – employees with disabilities 	N/A	Sally Dobrowolska	May 08
Improve monitoring information	Annually updated through the Additional Needs Survey – include staff matters articles	N/A	Sally Dobrowolska	Ongoing
Clarity of funding of expensive reasonable adjustments	Use of contingency fund for adjustments	N/A	Financial Services	April 08