



# Equality Impact Assessment:

## Overview for Planners, Project Managers and Policy Authors

# So what is Equality Impact Assessment?

Why do we need to do one?

When do we need to do one?

How do we do one?



Under the Equality Act 2010, the public sector must give due regard to the need to:

- Eliminate discrimination
- Advance equality of opportunity, and
- Foster good relations between people

**This is  
known as  
the Public  
Sector  
Equality  
Duty.**



Impact assessment is a process which enables the organisation to consider the effects of its decisions, policies or services on different communities, individuals or groups, our workforce, the environment and the local economy.

(Including Commissioned Services)

## **This means....**

anticipating the  
consequences of  
our decisions

making sure  
that negative  
effects are  
eliminated or  
mitigated

maximising  
opportunities for  
promoting  
positive effects  
and reducing  
health inequalities

# Under the PSED we should explore ways in which we can:

- ✓ Remove any potentially discriminatory practice / policy
- ✓ Reduce disadvantage and inequalities between groups
- ✓ Encourage / help groups to participate
- ✓ Meet people's diverse needs
- ✓ Take account of disabilities and the need to make reasonable adjustments
- ✓ Tackle prejudice and promote understanding between groups

.... And then provide evidence that we have put them into practice.

# Specifically, we need to consider how our decisions affect the groups covered by the Equality Act:

How will individuals in these groups be affected by the proposals differently to others?

How will they access the service?

What can we do about it?



# What do I need to consider? (1/6)



## **Sex**

Will the project /policy effect men and women differently? How will you include both men and women?

## **Pregnancy and Maternity**

How will the policy/project effect someone who is pregnant or on maternity leave?

## **Age**

Will it effect people of a specific age(s) differently to one another and can this be avoided?



# What do I need to consider? (2/6)



## **Sexual Orientation**

How will you include LGBTQ+ individuals and ensure they are not treated less favourably?

## **Transgender Status**

How will the policy/project effect someone whose gender identity differs from that assigned at birth?

## **Marriage and Civil Partnership**

Rarely an issue, but need to give "due regard"



## What do I need to consider? (3/6)



### **Race, Nationality & Ethnicity**

This includes people of all nationalities and ethnic groups including those not associated with a political state. It also includes Gypsy & Traveller groups.

### **Religion and Belief**

Any religious or philosophical belief which is 'sincerely held'.

Recently courts have determined in favour of e.g. vegans.



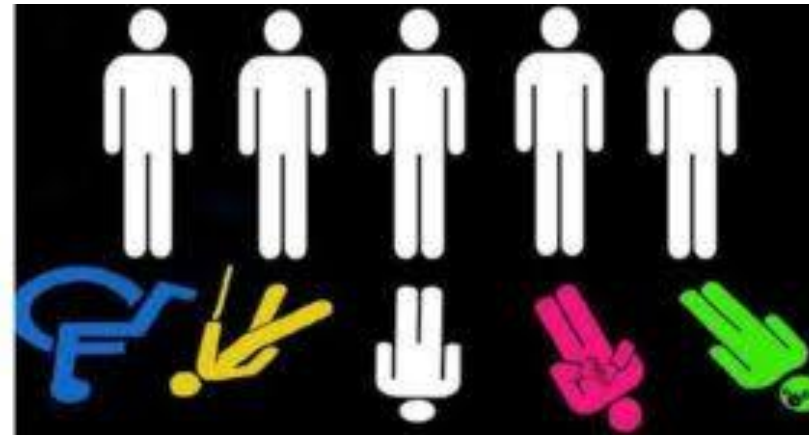
# What do I need to consider? (4/6)

## Disability

This includes people with any kind of physical or mental disability. Remember to consider:

- Mobility impairments
- Sensory impairments  
(Sight or Hearing loss)
- Learning disabilities
- Mental Health conditions

**Most disabilities are invisible!**



# What do I need to consider? (5/6)

## Welsh Language

The Policy or Project must should not have negative effects and ideally will have positive effects on

- 1) Opportunities to use the Welsh Language
- 2) Treating the Welsh Language less favourably than English

### *Questions to ask:*

What provision have you made for Welsh?

Will Welsh versions be distributed with English materials?

Will it be easier for people to receive services in Welsh?

If the service is new, how will you offer it in Welsh?

Cymraeg

# What do I need to consider? (6/6)

## **Socio-Economic Inequality**

This is a new element added to Equality legislation in Wales in 2020.



Individuals from different socio-economic backgrounds are not Protected Characteristics like the other groups, but the impact of decisions on people with different incomes and levels of wealth needs to be taken into account.

**This includes considering the geographic location of services.**

# Our EIA process also includes

Welsh  
Language

Socioeconomic  
Disadvantage

Standards 69,  
70 & 71

The  
Socioeconomic  
Equality Duty

# Welsh Language Standards

## Welsh Language

The Policy or Project must should not have negative effects and ideally will have positive effects on

- 1) Opportunities to use the Welsh Language
- 2) Treating the Welsh Language no less favourably than English

### *Questions to ask:*

- How will patients access services in Welsh? How will you try and offer this?
- Are existing Welsh speaking staff likely to be effected?
- Will it be easier for people to receive services in Welsh?

# Socioeconomic Disadvantage within Powys

According to Wales Index for  
Multiple Deprivation 2019  
Powys is the most deprived LA in  
Wales for  
**access to services**



Out of the 20% of the most  
deprived Lower Super Output  
Areas within Wales, 4 of these fall  
within the following areas within  
Powys:

**Ystradgynlais**

**Newtown**

**Welshpool**

**Llandrindod**



**I'm developing a project,  
policy or strategy....**

**How do I build Impact  
Assessment into this?**



# This involves:

- Gathering Data and Information
- Consultation / Engagement
- Analysis
- Options Appraisals, Risk Assessment,
- Identifying Outcomes (the impacts)
- Mitigation / Adjustments
- Making Recommendations
- Publishing the Results

These should all be proportionate to the scope of the project / policy / strategy.



# Questions to ask.....

How will this affect different kinds of people?

Has there been engagement with those affected by the decision?

What are the main impacts of the proposal?

Could the proposal be improved to reduce inequality?

What evidence do you have?

Are you satisfied that due regard has been given?

# What support is available?

- EIA Policy
- Assessment Template
- Guidance on PTHB Intranet
- Advice and Support from Service Improvement Manager for Equality

# Case Study Examples

# Mass Vaccination Programme

- Implemented urgently in response to the pandemic
- Complaints received
- Contact Centre inaccessible to those who cannot use the phone (Deaf / hard of hearing service users)
- Key forms and leaflets not available in Welsh
- Inaccessibility of MVC locations – disability / socioeconomic disadvantage
- Accessibility for Gypsy Roma Traveller / Homeless
- Consideration of Ramadan

# MVC – Mitigating Actions

- Leaving No One Behind Workstream established
- Pop up MVC
- Transport support to and from MVCs
- Information on dealing with attendees with sensory loss shared with MVC staff - personal amplifiers, magnifying aids, mobile apps, use of volunteer assistance
- Dedicated car parking spaces
- Speed restrictions
- GRT Stakeholder Group, Housing Officer support for GRT communities and the homeless
- Advice on Ramadan shared with MVC staff

# Maternity-related Policies

- Is the language gender neutral?
- Does the policy clearly encompass same-sex parents?
- Does the policy establish clear guidelines for avoiding discrimination against those on maternity leave (covered by Pregnancy & Maternity characteristic)?

# Activity 1:

## Closure and Transfer of Services

You are the lead person responsible for the closure of a Health Board site, and the transfer of the services offered there to another site nearby.

What is the possible impact on each of the protected groups?

**Remember to consider:**

|            |                    |                              |
|------------|--------------------|------------------------------|
| Age        | Religion & Belief  | Pregnancy & Maternity        |
| Sex        | Sexual Orientation | Transgender                  |
| Disability | Race & Ethnicity   | Marriage & Civil Partnership |
|            | Welsh Language     | Socio-Economic Inequality    |

How will individuals in these groups be affected by the proposals differently to others?  
How will they access the service?  
What can we do about it?

# Activity 2:

## Policy and Restructure

You are the lead person responsible for drawing up a new internal policy, which incorporates a restructure of the workforce in a particular area.

What is the possible impact on each of the protected groups?

**Remember to consider:**

|            |                    |                              |
|------------|--------------------|------------------------------|
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# What support is available?

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**Any Questions?**

# Further Information

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Public Sector Equality Duty in Wales | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)

[The Socio-economic Duty: guidance and resources for public bodies | GOV.WALES](http://gov.wales)

[Equality and Welsh Language - Powys Teaching Health Board \(nhs.wales\)](http://nhs.wales)

Email: [Powys.equalityandwelsh@wales.nhw.uk](mailto:Powys.equalityandwelsh@wales.nhw.uk)

# **Further examples of mitigating actions**

# Improving cervical screening by involving Asian women

The Health Development Service in Coventry runs drop-in services and weekly advice sessions targeted at women in Asian communities in the most deprived parts of the city.

The involvement of women from the community in identifying the barriers they experience in accessing health services, and proposing ways to improve services to overcome these, is integrated into work to raise health awareness and improve take-up of services through information, advice and support.

To encourage women to become involved, the service made it a priority to identify and overcome the barriers that prevented Asian women from getting involved with, and using, health services. For example, rather than asking women to come into the Health Development Unit offices, those involved in the work now go to where the women they want to reach are. Regular women's health sessions now take place in community centres, GP surgeries, temples and schools or centres near Mosques.

The benefits for participants include improved health outcomes, more opportunities to socialise and increased confidence and well being. Benefits of the involvement include:

- Higher take-up of cervical screen testing
- Better health outcomes for women who engage with the service
- Women involved gain in confidence and benefit from the social aspect of the involvement

## Primary Care Trust trains staff in disability awareness to improve services and improve the experience of patients

Staff at Somerset PCT were invited to attend a one one-day course on 'Communication Tactics with Deaf People', run by Hampshire Deaf Association. This promoted deaf awareness and advised on basic communication skills, particularly for those who rely on lip-reading. The day included a short test which gave staff the opportunity to demonstrate their knowledge in a practical way.

The PCT also held mandatory Equality and Diversity training courses which included a session run by two volunteers with hearing impairments. They communicated through British Sign Language and spent time talking about their experiences of using local healthcare services. Time was spent discussing with staff the improvements that could be made to improve the patient experience for those with hearing impairments.

## Needs of people with learning and neuro-disabilities are addressed during changes to catering policy

As part of a review of its catering service, a north of England mental health trust proposed to reduce the hours of catering across all sites.

Initial screening indicated that some users of learning disability and neuro-rehab services might have difficulty accessing the alternatives, which were vending machines.

A full equality impact assessment was carried out, drawing in service users for their views and advice. This led to a significant change in the original proposal. Fewer catering hours would be cut and there was a firm commitment to make the vending machines fully accessible. All involved considered this to be a positive outcome.

# Equality impact assessment results in an inclusive information and communication policy, and supports social cohesion

An equality impact assessment of Fenland District Council's information and communication services has resulted in key changes.

The review identified a range of needs for accessible information, not only with regard to community languages – as well as Braille or Moon (a symbol-assisted language used by some visually impaired people) – but also the need to meet the needs of people with low literacy among the local population as a whole.

Actions stemming from the review included the provision of service information on CD or audio tape. This made a big difference with increased take up of, and satisfaction with, services.

Comprehensive equality monitoring in relation to service take-up, introduced at the same time, has ensured that information is gathered by geographic area and equality group. This information is used to identify gaps in service and inform service development and change.

For example, consultation with users of parks and open spaces has led to the provision of basketball and netball courts. This was a specific request by members of migrant communities from Eastern Europe. Seeing games being played in the parks led to an interest in, and take-up of, these sports by other local people. This has made a significant contribution to social cohesion in the area.

# Equality impact assessment identifies good practice to support staff in major organisational change

When the London Probation Service underwent a major organisational review an expected outcome was a reduction in staff numbers through redundancy.

Equality impact assessments were carried out at the proposal stage on two large groupings of staff that were likely to be affected. One of these was senior staff and one was administrative and corporate centre staff.

Both assessments identified that there might be a negative impact on women and on black and older staff. Fewer jobs would be available, particularly at senior management level. Many older staff had been in post for a number of years and had no recent experience of job applications and interview.

A programme of support was made available to all staff. This focused on briefings about the assessment centre process as well as job application and interview techniques. For those who were not successful, further support was given on developing CVs and on careers advice.

A review of the recruitment process for senior staff following the restructure revealed an increase in black senior managers. There was also no negative impact on women or disabled staff. A more equal balance had been achieved between women and men among administrative staff. The assessment process has given the service a deeper understanding of the workforce which will continue to be monitored regularly.

## Local Authority responds to feedback from disabled residents and provides disability awareness training to improve services

As a result of involvement work with disabled residents, the London Borough of Camden identified issues with repairs contractors employed by the Council. In particular this highlighted a lack of awareness amongst contractors about the access needs of sensory impaired residents. Action was taken to address this by running training sessions for contractors who attended from 22 companies.