



Telford & Wrekin

C O U N C I L

Understanding Equality Impact Analysis Workshop

Richard Taylor-Murison

Learning Objectives

- To raise awareness of the Equality Act 2010 and how it applies to impact assessments
- To raise awareness of the use of impact assessments within the strategy/policy context
- To provide officers with practical skills to undertake and complete a robust impact assessment
- To provide officers with the relevant tools and support to assist them completing impact assessments



Ground rules

- Respect everyone's contributions
- Shared responsibility for achieving the workshops objectives
- Make challenges constructive
- Make I statements
- Make discussions additive
- It's OK to talk generally about the workshop but not personalise the feedback
- Only one person to speak at a time
- Be honest and open
- Have fun...we learn best

Equality Act 2010

- **Strengthen:** to improve the effectiveness of equality legislation
- **Harmonise:** to provide the same levels of protection from discrimination across all the protected characteristics
- **Streamline:** simplify and consolidate approximately 116 pieces of separate equality legislation into one.



Protected Characteristics

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

Key Concepts - Discrimination

- Direct discrimination
- Associative discrimination
- Indirect discrimination
- Harassment
- Harassment by a third party
- Victimisation
- Discrimination by perception
- Discrimination arising from disability



Other Significant Changes

- Pre-health and disability questions
- Positive action
- Gender reassignment
- Employment tribunals powers

Equality Act 2010 - Timeline

- 1st October 2010 – Equality Act
- 5th April 2011 – Public Sector Equality Duty (general equality duty)
- September 2011 – Specific Duties
- 31st January 2012 – Publish information
- 6th April 2012 – Publish Equality Objectives

General Equality Duty

3 aims – ‘Have due regard’:

- **Eliminate** unlawful discrimination, harassment and victimisation
- **Advance** equality of opportunity
- **Foster** good relations



Equality Duty - Principles

- Knowledge – “conscious approach and state of mind”
- Timeliness
- Real consideration
- Sufficient Information
- No delegation
- Review

Equality Impact Analysis - New Approach

- Strategies/plans
- Service Reviews/restructures
- Functions
- Legislation compliance
- Assist with the decision making
- Improve employment, public confidence and transparency
- Cabinet reports

Integral part of the whole process

Format of Workshops

- Spilt into 3 core sections
 - Overview
 - Impact Assessments
 - Mitigation, Monitoring and Review
- Each section is spilt into three sub areas
 - Introduction
 - Task
 - Feedback/critique

Intro - Overview Section

- What is the Title?
- What are the objectives/aims?
 - What is your service?
 - What does your team look like?
 - Which protected groups benefits from your service?
 - How does your service impact on the community?
 - Statutory or non statutory policy
 - What do you wish to achieve?
 - Who does the policy affect?
 - **Keep general duty in mind - identify aims**
- Time Period
- Contact details

Tell the story of your service in a user-friendly way, your audience knows nothing about your service

Overview - Task

- Imagine that you are having to explain your **policy/service to someone who has no idea what you do, why you do it, who receives your service, what your team(s) look like, and how your service benefits your customers.**
- Complete the Section One
- Key components for Objectives of the Policy (2)
- Identify a scribe and someone to feedback
- 10 minutes

Intro – Impact assessment

- What are your impacts?
 - Measured PCs against the GED
 - Three options Positive, Negative, None
- Individually detail the expected impact include evidence
- Community engagement
 - Carried out?
 - To take place?

Impact Assessment

General Equality Duty

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between different groups

What does this mean?

Protected Characteristics

- Age
- Disability
- Gender
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation
- Deprivation

Information about each PC can be found in online help boxes on the Equality and Diversity intranet.

You can have positive and negative impacts from the same policy.

You must justify each decision using evidence.

Don't stop if you don't have information, park the issue and address it later.

Information Gaps

Usually

- Sexual orientation
- Religion or belief

Can you draw on national trends?

Develop a plan to fill the gaps

- Contact Delivery and Planning
- Introduce monitoring
- Engagement can help



Telford & Wrekin
COUNCIL

Impact Assessment - Task

For each PC identify any impacts.

Put them down in the matrix -

- Does your evidence prove or disprove?
- Do you have enough evidence to say?

Don't worry about what you can do about the Impact just identify and evidence

Intro – Mitigation, Monitoring and Review

- Impact mitigation –
 - Describe mitigating actions for each impact
 - Reasoning why no action
- Explicitly state link to GED
- Dates implementation and review
- Review and monitoring actions

Mitigation

Demonstrates we meet the GED

Disproportionately affected

- Differential impact
- Large group of people who share a PC
- Small number of particularly vulnerable people

Level of mitigation should be proportionate

Doing nothing does not represent a response

Monitoring & Review

Specific
Measurable
Attainable
Relevant
Timely

Carry through your actions

Document them when you review



Telford & Wrekin
COUNCIL

Mitigation - Task

Using the impacts you have identified;

- Do any unlawfully discriminate?

Focusing on 1 or 2 for this task;

- Plan your actions carefully
- Can you mitigate – fully, avoid or lessen?
- Review - how & when?

Key Points

- **General Equality Duty** — have due regard (3 aims)
- **Identify the key people** to be involved – critical friend
- **Overview** – key components policy objectives/aims (set the scene)
- **Impact Assessment** – good evidence, any gaps need to be addressed
- **Engagement activities** - to support your evidence, address engagement gaps
- **Mitigation** – identify actions – lessen the impact
- **Monitor & Review** – robust systems to evaluate
- **Record information** - best practice
- **Sign off** – line manager – public document
- **Cabinet reports** – decision making , key elements incorporated

Ultimately – fair, open and honest in our decision making



Telford & Wrekin
COUNCIL

What Next?

- Complete & finalise IA
- Sign off
- Decision making – cabinet reports
- Publishing/summary

- Support Intranet
- Help boxes
- E&D team
- ½ hour after workshop for completion, additional support etc

- Evaluation process

Thank you

