

## **Equalities Impact Assessment Completion Form**

**1. What is the name of the service, policy, procedure or project to be assessed?**

The provision of adult education services at the REDI Centre.

**2. Briefly describe the aim of the service, policy, procedure or project. What needs or duties' is it designed to meet?**

The purpose of the REDI centre is to provide adult education services/courses to local residents to assist individuals in a wide range of courses. These cover both the educational and "social well being" role, with the ultimate aim of assisting residents to achieve their personal or career ambitions.

**3. List your customers/ stakeholders**

The service is provided to a wide range of local residents and cover age ranges from 16 to 90. In many cases the service users could be classed as vulnerable and the services provided do directly impact on the quality of residents health and well being.

**4. How do you know who they are?**

Through user information and usage patterns.

**5. Do any of your customers/ stakeholders come from the following Equality Groups?**

<b><i>Equality Group</i></b>	<b><i>Yes</i></b>	<b><i>No</i></b>	<b><i>Further Evidence required</i></b>
Race / Minority Ethnic Groups	Yes		
Disability	Yes		
Gender ( Male/ Female )	Yes		
Gender Re-assignment (Trans-sexual)	No		
Marital Status	Yes		
Sexual Orientation	Yes		
Religion/ Belief	Yes		
Age	Yes		
Income group	Yes		
Rural/Urban mix	N/A		Can not be confirmed

			at this stage.
None of these	N/A		

**6. What activities have you undertaken to establish the information to answer questions 4 and 5?**

Via staff, user group and public meetings to discuss the current situation and the possible options and courses of action open to the Council.

**7. Is there evidence that any groups are being treated unfairly, directly or indirectly?**

On the basis that the options contained with in this report cover a wide spectrum of possibilities it is not possible to answer this question in detail. However within the report we have highlighted the implications of each option as a guide for elected members.

<b><i>Equality Group</i></b>	<b><i>Yes</i></b>	<b><i>No</i></b>	<b><i>Further Evidence Needed</i></b>
Race / Minority Ethnic Groups			
Disability			
Gender ( Male/ Female )			
Gender Re-assignment (Trans-sexual)			
Marital Status			
Sexual Orientation			
Religion/ Belief			
Age			
Income group			
Rural/Urban mix			

**8. Please detail the information you have gathered to support the answers to question 7.**

**Please see the response to question 7.**

Equality Group	Evidence gathered
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Race / Minority Ethnic Groups	
Disability	
Gender ( Male/Female)	
Gender Re-assignment (Trans-sexual)	
Marital Status	
Sexual Orientation	
Religion/ Belief	
Age	
Income group	
Rural/Urban mix	

- 9. Is there any justification for any unfairness identified in question 7 - for example, disproportionate cost? Describe the supporting evidence.**

N/A

- 10. If you have identified any area of unfairness that cannot be justified, how will you eliminate or minimize this?**

In terms of options available within the report, no unfairness has been identified.

- 11. The results of your research and any justifications must be easily available to the public. When, where and how will you publish this information?**

The recommendations of the Executive Committee and the decisions of Full Council will be published through the normal Council arrangements and procedures. Officers will brief staff and users who will be affected (dependant upon the option recommended) as required. The agreed option/recommendations will be implemented in line with Council decisions.

- 12. In support of the Single Equalities Scheme, you are required to regularly monitor all policies and services for fairness. What plans do you have to monitor this particular service, policy, procedure or project?**

As this is a review it has identified several options available to Members. Other providers do exist in the market place and we can provide a sign posting service dependant upon the option selected. At present it is not possible to accurately measure the benefits a user gains from accessing the REDI services other than by relaying personal experience and how it has helped individuals. As such, the impact of any decision made will be

equally difficult to monitor and quantify, other than by those users most vulnerable who put forward the impact to them individually.

**13. Your findings now need to be managed through your Departmental 3 Year Rolling Equality Action Plan. Please complete the final section of this form.**

**14.**

<b>Action Required</b>	<b>By Whom</b>	<b>By When</b>	<b>Signed when completed</b>	<b>Priority</b>	<b>How has this Promoted Equality?</b>

**Equality Impact Assessment undertaken by: John Godwin – Head of Leisure & Cultural Services.**

## **Glossary**

### **Adverse impact**

- Where one or more group of people is disadvantaged by a policy or procedure.

### **Direct discrimination**

- Treating someone less favourably than someone else in the same circumstances, e.g.:
  - Racist or sexist banter, derogatory comments and innuendo
  - Failure to treat grievances seriously
  - Failure to investigate grievances effectively
  - Inconsistent, irrational and subjective behaviour by employer
  - Failure to train staff and managers.

### **Indirect discrimination**

Where an unjustifiable condition, e.g. in the provision of a service or job specification, has the effect of excluding a particular group. Even if this is unintentional, it can still be unlawful, e.g.:

- Unnecessary height restrictions
- Refusing training for promotion to part-timers
- Fluency in language
- Not allowing wearing of religious clothing
- Word of mouth recruitment
- Qualification requirements being too demanding for the level of the job.

### **Policy, Practices and Services**

- Refers to any activity of the Council, be that a service we provide, an initiative we run, a policy we write or a procedure we observe.
- It may refer to the way we do things which are customary
- It may refer to activities we undertake such as meetings, focus groups or publications we produce

### **Equality Groups**

- all equality groups referred to in the assessment can be broken down into further sub groups as follows
  - Race/ Minority Ethnic Groups - consider all the categories in the Census
  - Consider issues around race, colour, nationality, national or ethnic origin
  - Ethnic origin legally applies to Jews, Gypsies, Sikhs Irish and Scottish Travellers
  - White British
  - White Irish
  - Any other White Background
  - Black Caribbean
  - Black African
  - Any other Black background
  - Pakistani

- Indian
- Any other Asian Background
- White & Black Caribbean
- White & Black African
- White & Asian
- Any other Mixed Background
- Chinese
- Any other Ethnic Group
  
- Disability - consider all types of impairment, physical and mental, sensory, visible and hidden
  - People with learning disabilities
  - Disabled children
  - Young disabled people
  - Parents of disabled children
  - People with mobility impairments
  - Wheelchair users
  - Mental health system users/ survivors
  - People with HIV/ Aids
  - People with visual impairments
  - Deaf or hearing impaired people
  - People with hidden impairments
  - People with cancer
  
- Gender ( Male/ Female ) - consider whether something has a different impact on men or women - particularly if it has more of an impact on women, consider the impact if they have carer responsibilities whether it is childcare or other types of care
  
- Gender Re-assignment ( Trans-sexual )
  - Consider all stages of re-assignment, before, during and after
  
- Marital status
  - Consider all marital statuses
  - Married, widowed, divorced, separated, co-habiting, civil partnership
  
- Sexual orientation
  - Consider orientations
  - Gay – usually refers to men with sexual orientation towards other men although sometime refers to women with sexual orientation towards other women
  - Lesbian – refers to women with sexual orientation towards other women
  - Bisexual – refers to men and women with sexual orientation to either their own sex or the opposite sex
  - Heterosexual refers to men and women with sexual orientation towards the opposite sex
  
- Religion/ Belief – for more detailed information refer to the Acas Booklet – Religion or Belief in the Workplace - consider the main and the minority religions

- Christianity
- Hinduism
- Islam
- Judaism
- Sikhism
- Baha'i
- Buddhism
- Jainism
- Paganism
- Parsi or Zoroastrianism
- Rastafarianism
  
- Consider beliefs e.g.
  - Atheism
  - Agnosticism
  - Humanism
  
- Age - consider all age groups
  - Children pre school and school age
  - Teenagers
  - Young adults
  - Middle aged adults
  - The elderly
  
- Income group - consider all income groups
  
- Those in employment
- Those on high incomes
- Those on low incomes
- Those on benefits
  
- Rural/ urban mix
  
- Consider all types of location in the district
- Wholly rural areas
- Villages
- Towns
- Urban fringe areas
  
- None of these