Bath and North East Somerset Council

Equality Impact Assessment Toolkit

This toolkit has been developed to use as a guide when conducting an Equalities Impact Assessment (EqIA) on a policy, service or function. It includes questions that need to be answered by the person/team conducting the EqIA, plus questions that could be asked of key stakeholders during consultation phases. It is intended that this is used as a working document throughout the EqIA process: the final written report of the EqIA should follow the same format and cover each of the sections within it.

It is important to consider all available information that could help determine both whether the policy could have any potential adverse impact and whether it meets the particular needs of different equalities groups. Please attach examples of any monitoring information, research and consultation reports that you have used to assess the potential impact upon the six equalities strands.

NB - Only fill in the sections that are relevant

Title of service, function or policy being assessed	Libraries Training Strategy
Name of directorate and service	Customer Service: Tourism Leisure & Culture
Name and role of officers completing the assessment	Helen Moxham, Lifelong Learning & Inclusion Officer Judy Terry, Library Manager
Contact telephone number	01225 396531
Date assessment completed	05 December 2008

1.	Identify the aims of the policy/service/function and how it is implemented.		
	Key questions	**Answers / Notes**	**Actions required**
1.1	Is this a new a new policy / function or service or a review of an existing one?	Review of policy in force from Dec 2007	Reviewed every 6 months. Next review date March 2009 to include staff consultation & Training Services
1.2	What is the aim, objective or purpose of the policy/service/function?	To provide a structure & criteria for staff training & development which will benefit the customers, service & individuals	Data collection of training courses attended & outcomes, action plans. Staff surveys Monitoring customers' feedback & surveys. Attention to Service Performance Indicators
1.3	Whose needs is it designed to meet? who are the main stakeholders?	Customers, library staff, volunteers & internal/external partners	Ensure that training strategy continues to encompass these groups through appropriate consultation processes on a quarterly basis
1.4	Who defines or defined the policy/function? How much room for manoeuvre is there?	Library Management Team have complete autonomy to define the policy	Annual review of living document under continuous assessment Empowerment of staff to challenge training decisions
1.5	Who implements the policy function? Is it possible for bias/prejudice to creep into the process?	Line managers at all levels Yes there is a possibility due to personal prejudices & perceptions Budgetary constraints	Sound knowledge of policy required by all managers so that parameters of the policy are clearly understood Need to know who holds the budget, how much the budget is, & how budget is to be allocated
1.6	Are there any areas of the policy or function that are governed by discretionary powers or judgement? If so is there clear guidance on	Discretionary without clear guidance	See above – to provide clear guidance

	how to exercise these?		
1.7	What factors or forces are at play that could contribute or detract from the outcomes identified earlier in 1.2?	Change in council priorities Resources – staff & budget	React positively to any changes
1.8	How do these outcomes meet or hinder other policies, values or objectives of the public authority (this question will not always apply)	They will contribute to the success of the corporate objectives	Ensure that staff continue to participate in the corporate training programme.
1.9	How does the local authority interface with other bodies in relation to the implementation of this policy function? (this question will not always apply)	From time to time outside bodies may be partnered or employed or otherwise used to deliver training opportunities	B&NES equalities policies must be adhered to at all times
1.10	Consider if any of the six equalities strands have particular needs relevant to the policy.	The policy aims to address all strands equally	There is an awareness that age & disability could provide challenges. Staff to be trained in dealing with these issues as they arise.
1.11	Taking the six strands of equalities, is there anything in the policy that could discriminate or disadvantage any groups of people?	No	

2. Consideration of available data, research and information

	Key questions	Answers / Notes	Actions required
2.1	What do you already know about who uses and delivers this service or policy?	The Staff Survey tells us that there are 109 staff, 95 female, 14 male – 12% male	Need to ensure these people implement the policy equitably, with appropriate equalities training
2.2	What quantitative data do you already have? (e.g census data, employee data, customer	Training Matrix Training Request Forms	Need to have a means of examining the training matrix on a monthly basis.

			Corporate Booking Forms	Need to have a follow up mechanism in place to ensure action plans are completed
2.3		What qualitative data do you already have? (e.g results of customer satisfaction surveys, results of previous consultations, staff survey findings etc).	Corporate staff surveys – every 2 years Public Library Users Surveys – for adults & children Complaints database	Need to be more proactive in data collection & acting upon it. In order to do this, training is needed in conducting surveys & data analysis
2.4		What additional information is needed to ensure that all equality groups' needs are taken into account? Do you need to collect more data, carry out consultation at this stage?	Only sketchy information available on staff – particularly on long serving staff.	Access to data on all equalities groups
2.5		How are you going to go about getting the extra information that is required?	Analysis from Staff survey will be available Approach HR for any information they may be able to extract	Evaluate data extrapolated

3. Formal consultation (include within this section any consultation you are planning along with the results of any consultation you undertake)

	Key questions	Answers/notes	Actions required
3.1	Who do you need to consult with?	Staff Training section	Consultation with staff equalities groups within 6 months
3.2	What method / form of consultation can be used?	Focus groups Online survey Questionnaires	Evaluate effectiveness of methods
3.3	What consultation was actually carried out as part of this EQIA and with which groups?	No formal consultation has been carried out as yet.	Consultation with staff equalities groups within 6 months

3.4	What were the main issues arising from the consultation?	n/a	

4. Assessment of impact

	Based upon any data you have analysed, or the results of consultation or research, use the spaces below to list how the policy will or does actually work in practice for each equalities group. Identify any differential impact and consider whether the policy/function meets any particular needs of each of the six equalities groups. Also include any examples of how the policy or service helps to promote race, disability and gender equality.	
		Impact or potential impact (negative, positive or neutral)
4.1	**Gender** – identify the impact/potential impact of the policy on women, men and transgender people	Insufficient data available at this time. After consultation with staff equalities group during 2009, we will be able to assess any particular needs identified
4.2	**Disability** - identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments including visual and hearing impairments, mobility impairments, learning disability etc)	Insufficient data available at this time. After consultation with Disability Workers Group during 2009, we will be able to assess any particular needs identified
4.3	**Age** – identify the impact/potential impact of the policy on different age groups	Insufficient data available at this time. After consultation with staff equalities group during 2009, we will be able to assess and address any particular needs identified
4.4	**Race** – identify the impact/potential impact on different black and minority ethnic groups	Insufficient data available at this time. After consultation with staff equalities group during 2009, we will be able to assess and address any particular needs identified
4.5	**Sexual orientation -** identify the impact/potential impact of the policy on lesbians, gay men, bisexual and heterosexual	Insufficient data available at this time. After consultation with LGBT group during 2009, we will be able to assess and

	people	address any particular needs identified	
4.6	**Religion/belief** – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	Insufficient data available at this time. After consultation with staff equalities group during 2009, we will be able to assess and address any particular needs identified	
	Key questions	**Answers/notes**	**Actions required**
4.7	Have you identified any areas in which the policy/service or function is indirectly or directly discriminatory? If you answer yes to this please refer to legal services on whether this is justifiable within legislation.	No data available however it is our belief that no part of the Training Strategy is directly or indirectly discriminatory	
4.8	If you have identified any adverse impact(s) can it be avoided, can we make changes, can we lessen it etc? (**NB: If you have identified a differential or adverse impact that amounts to unlawful discrimination, then you are duty bound to act to ensure that the Council acts lawfully by changing the policy or proposal in question).**	n/a	
4.9	Are there additional measures that could be adopted to further equality of opportunity in the context of this policy/service/function and to meet the particular needs of equalities groups that you have identified?	We believe not, but managers will continually monitor this position with a view to implement any additional measures identified at any future time	

5.	**Internal processes for the organisation – to be explored at the end of the mentoring process.**
	Making a decision in the light of data, alternatives and consultations

	Key questions	Answers/notes	Actions required
5.1	How will the organisations decision making process be used to take this forward?	The EIAs have been taken on by the Managers who have a relevant interest & responsibility for the subject field	Managers to take ownership of the equalities issues & ensure that the consultation process takes place within the specified timescale

Monitoring for adverse impact in the future

	Key questions	Answers/notes	Actions required
5.2	What have we found out in completing this EqIA? What can we learn for the future?	No consultation was carried out. No existing data was used when the strategy was written	Consultation & data both needed to make informed decisions
5.3	Who will carry out monitoring?	Senior managers	Create an appropriate methodology
5.4	What needs to be monitored?	Evaluation of the training process & the training itself	Staff evaluation forms and procedures will be used where appropriate
5.5	What method(s) of monitoring will be used?	None in place at present	To be decided by Senior Managers & understood by all staff
5.6	How will the monitoring information be published?	Report to all managers Added to Council's EIA webpage	Managers to implement any actions recommended

Publication of results of the equality impact assessment

	Key questions	Answers/notes	Actions required

5.7	Who will take responsibility for writing up the EqIA report?	Owners of the strategy SH?	
5.8	How will the results of the EqIA be published?	B&NES website	
5.9	Who will take responsibility for this?	Libraries' webmaster after sign-off by DLEG	

6. Bath and North East Somerset Council
Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment (continue on separate sheets as necessary). These actions need to be built into the service planning framework and targets should be measurable, achievable, realistic and time bound.

Title of service/function or policy being assessed: Libraries Training Strategy
Name and role of officers completing assessment: Helen Moxham, Judy Terry
Date assessment completed: 05.12.08

Issues identified	Actions required	Progress milestones	Officer responsible	By when
Insufficient data currently available	Need to collect, research & analyse data	Collation of data completed Completion of analysis		End Feb 2009 June 2009
Consultation process is required	Consultation with Staff & Staff Equalities Groups	Devise questions to provide the required data Set consultation dates		April 2009 May 2009
Insufficient knowledge of consultation processes by managers	Staff training on data collection & analysis & research techniques	Identification of training course		Dec 2008

Lack of monitoring or review of quality & relevance of training	Procedure needs to be put in place to enable line managers to monitor effectively	Procedure written		Jan 2009

Once you have completed this form, use it as a basis for writing a report of the Equality Impact Assessment. Keep a copy of the form as a record of the processes you have been through in carrying out the EqIA and send one copy to the Equalities Team (equality@bathnes.gov.uk, or by post to Equalities Team, Keynsham Town Hall, Bristol, BS31 1NL

Please contact your Directorate equalities officer for advice and guidance.

Major Projects: Cordelia Johnney
Support Services Cordelia Johnney
Customer services – Cordelia Johnney
Improvement and performance – Louise Murphy
Children's services – Louise Murphy
Adult Social services and housing – Samantha Jones
Democratic and legal services - Samantha Jones

Corporate Equalities Team
August 2007