

**Equality screening and Full Impact Assessment template**

*Note: Please delete guidance notes (in italics) after completing the form*

<b>Name of a policy / procedure / function / project: Five to strive</b> <b>Date: August 2009</b>	
<b>Name</b>	<b>Role</b>
Julia Hope	Lead CWaC
Jackie Thornhill	Health and Wellbeing Officer
Petra Dexter Duskova	

**Aims of the policy / procedure / function / project:**

To increase the skills and capabilities of some of those residents living in the most deprived areas of Cheshire West and Chester by enabling them to identify and address their own, and their community's, health and wellbeing needs, leading to measurable improvements through improved life chances and community-led service delivery.

**Stakeholders:**

There is a wide range of stakeholders including Central and Eastern Cheshire PCT, Western Cheshire PCT, Ellesmere Port, Chester and Winsford and Rural East Area Partnership Board. Liverpool PCT, IDeA, Age Concern Cheshire and the local community from Ellesmere Port, Chester and Winsford.

**Considering the purpose of the Equality Impact Assessment process, is the policy (function, procedure etc.) relevant?**

Yes  No

Quick check:

- ✓ Is the policy (function, procedure etc.) concerned with people? Yes  No
- ✓ Is the policy (function, procedure etc.) outward looking (i.e. community, employees, partners) Yes  No
- ✓ Does the policy (function etc.) involve face to face contact? Yes  No
- ✓ Does it include making decisions based on someone's individual Characteristics, circumstances or needs? Yes  No
- ✓ Is there history of long-established pattern of unequal outcomes? (and do I have enough evidence to prove otherwise?) Yes  No
- ✓ Is the policy (function, procedure....) likely to have a significant impact on someone's life or wellbeing? Yes  No

Exit the process if you answered No to all of the above questions, otherwise please continue.

**Potential impact on target groups:**

Target group	Potential impact <i>Please describe</i>	Measures currently in place
<p><b>Race</b> <i>(also ethnicity, nationality and associated aspects such as culture and language)</i></p> <p><b>Gypsy and Travellers</b></p>	<p>Language issues for those with English as a 2<sup>nd</sup> language in delivery of course and promotional material</p> <p>Low level literacy reported within the Gypsy and Travelling community impact on promotional material.</p> <p>Majority of men from the Gypsy and Traveller community are self employed so it could affect earnings if attend course</p> <p>Representatives from these groups have been traditionally excluded and do not normally access mainstream provision</p>	<p><i>Insert co-corporate accessibility statement on all documentation</i></p> <p><i>If interpreters required explore internal and external funding</i></p> <p><i>Work with Communications Team to produce 'easy read flyers and posters</i></p> <p><i>Revise the timing of the course to meet the working arrangements of Gypsy and Travelling community if appropriate</i></p> <p><i>Adopt a positive action project and use networks to target promotion of the course to these groups</i></p>
<p><b>Disability</b> <i>(consider full rainbow of mental and physical impairments: mobility, manual dexterity, speech, hearing, learning, understanding, visual sight, MS, cancer, HIV etc.)</i></p>	<p>The use of community venues could impact on physical accessibility</p>	<p><i>CWaC Senior Access Officer to visit all premises and asses their suitability</i></p> <p><i>Using stakeholders Identify portable hearing loops if required</i></p> <p><i>All literature will be available in alternative formats such as Braille, large print and audio on request.</i></p> <p><i>All participants on confidence course will be interviewed and their individual specific needs discussed and where appropriate addressed</i></p>

<b>Potential impact on target groups:</b>		
<b>Target group</b>	<b>Potential impact</b> <i>Please describe</i>	<b>Measures currently in place</b>
	Attendance on course could be affected by those with long term health needs or specific requirements e.g. hearing impairment	<p><i>Each participant will be assigned a mentor who will support their individual needs if required. Where appropriate funding would be explored to meet the cost of external support services</i></p> <p><i>Due to the flexible modular format of the course for those who are unable to attend due to health needs e.g. those experiencing poor mental health additional sessions would be provided</i></p>
<p><b>Gender</b> <i>(consider associated aspects e.g. safety, single-parenting, caring responsibility, potential for bullying and harassment,</i></p> <p><b>Transgender</b></p>	<p>Caring responsibilities could prevent attendance on course</p> <p>Perceived as a female only course</p> <p>Lack of understanding of the transgender community may lead to unintentional discrimination by group members</p> <p>Lack of awareness of transgender issues</p>	<p><i>Funding as been secured for crèche provision</i></p> <p><i>During the interview stage individual circumstances will be discussed and considered such as caring responsibilities and funding explored for additional respite care</i></p> <p><i>Positive action around targeting promotion of course of males through job centres, residents association etc.</i></p> <p><i>Group contract will incorporate equal access commitment.</i></p> <p><i>Project team have attended awareness sessions on transgender issues which can be related to other groups</i></p>
<p><b>Sexual orientation</b> <i>(includes heterosexual, lesbian, gay, bi-sexual)</i></p>	<p>Working arrangements may inhibit attendance</p> <p>Some participants may harbour prejudices and or discrimination against LGBT participants which may result in isolation or bullying</p>	<p><i>The timings of all courses will be considers and agreed by each group</i></p> <p><i>During the interview process individuals will have the opportunity to discuss concerns in relation to their sexual orientation.</i></p> <p><i>All facilitators are employees of CWaC and as such adhere to CWaC Single Equality Scheme</i></p> <p><i>Using known networks promotional activity will be carried out</i></p>
<p><b>Age</b> <i>(including all groups - children, young people, working age, elderly)</i></p>	<p>The project is open to all participants over 18</p>	<p><i>Advice will be sort from the relevant APB and community engagement officers to ensure the demographics from those areas are represented.</i></p>

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<b>Target group</b>	<b>Potential impact</b> <i>Please describe</i>	<b>Measures currently in place</b>
		<p><i>Promotional activity will take into account individuals working patterns and various methods will be used</i></p> <p><i>Age Concern is a major stakeholder in the project and will use there mechanisms to promote the project to over 50 years</i></p> <p><i>Timings of the course will be agreed by course method and a flexible approach will be adopted including the option to deliver the course in the evenings and weekends</i></p>
<p><b>Religion and belief</b> <i>(the most common religions include Hinduism, Judaism, Buddhism, Christianity, Islam, Sikhism, Shinto, Nonconformists)</i></p>	<p>Issues may arise around religious dietary requirements</p> <p>Provision for religious observations</p> <p>Cultural differences around mixed sex groups</p>	<p><i>During the interview process individual needs will be considered and where appropriate met.</i></p> <p><i>All dietary requirements will be sought prior to any refreshments</i></p> <p><i>If required, a venue will be chosen with a private room to meet religious observations</i></p> <p><i>The project is based on geographical targeting however where individuals require single sex provision due to their religious and cultural needs ever effort will be made to accommodate those needs without compromising the project</i></p>
<b>Rural issues</b>	<b>N/A</b>	
<b>Socio-economic issues</b>	Cost of attending the course could prevent some residents from participating	<i>Funding as been secured to cover all support costs including crèche and mobile phone top up cards</i>
<b>Other</b> <i>(there may be other target groups relevant to your service)</i>	There is a higher than average percent of residents in the targeted wards with low academic achievement and unemployment	<i>The project is exploring the possibility of accreditation for the course and there is an element of the course that will included interview techniques and job search</i>

**Is the Policy/Function likely to have an impact on Human Rights?**

*The course will be facilitated by a trained facilitator who has delivered training on equal access issues which will be imbedded in the project*

**Evidence:**

*Monitoring forms will be used to collect data on participants on the course. In addition, information relevant to the EIA that is collated at the interview stage will be used to measure impact.*

**Proposed actions (to be reflected in the Service plans):**

*Actions emerging from the “ Potential impact on target groups” and the” Evidence” sections in order to address any gaps*

Action	Target date	Responsibility

**Rating:**

*In light of the above how would you rate the impact of your policy/function etc. on any of the target groups, for guidance please see footnotes.*

	Race	Disability	Gender	Sexual orientation	Age	Religion & belief	Rural Issues	Other
<b>High<sup>1</sup></b> <i>Please continue below</i>								
<b>Medium<sup>2</sup></b> <i>Please exit the process</i>								
<b>Low<sup>3</sup></b> <i>Please exit the process</i>								

**IMPORTANT!**

<sup>1</sup> High = significant potential impact, risk of exposure, history of complaints, no mitigating measures in place or no evidence available, urgent need for consultation with service users, general public, employees

<sup>2</sup> Medium = some potential impact, some mitigating measures in place but no evidence available how effective they are, would be beneficial to consult with service users, general public etc. but not urgent

<sup>3</sup> Low = almost bordering with non relevance to the EIA process (heavily legislation led - very little discretion exercised, limited public facing aspect)

***Only policies (functions, procedures etc.) rated as high have to be fully Impact Assessed. Full Impact Assessment requires consultation with members from the target groups highlighted as being at the receiving end of any potential impact. EIA consultation exercises will be undertaken by relevant service with the help and support of the Research and Intelligence team and Equality and Diversity Officers.***

***A key criterion of the project is to fully evaluate all elements of the initiative, including the EIA, which will be part of a shared learning process. This information will be disseminated with other LA's, professional bodies and the Third Sector.***

***It has been agreed with Petra Dexter Duskova that an evaluation of EIA will be part of the main evaluation report and will be available in April 2011.***

**Full Equality Impact Assessment part:**

<b>Affected target group</b> <i>(e.g. people with disabilities)</i>	<b>Race</b>	<b>Disability</b>	<b>Gender</b>	<b>Age</b>	<b>Religion &amp; belief</b>	<b>Rural</b>
Any particular segment within the target group <i>(e.g. people with learning disabilities)</i>						
Specific issues to be a subject of consultation <i>(e.g. how could the Council make its annual financial results understandable to people with learning disabilities, what support needed etc.?)</i>						
Outcomes of consultation						
<b>What changes have been made as a result of the consultation outcomes</b>						
Feedback given to the consultees? Yes/No						

.....  
**Lead person responsible the EIA**

.....  
**Approved by Head of Service**

**Date:**

**Next review of the EIA, measures put in place, changes:**

*(high – 1 year, medium – 2 years, low – 3 years)*