



Equality Impact Assessment (EqIA)

Education and Skills Enabling Plan

Directorate: Knowledge, Strategy and Planning Directorate

Assessment date: 16th January 2015

Review Date: 1st April 2016



This document should be completed after reading the Quick Start Guide from the Equality and Human Rights Commission

http://www.equalityhumanrights.com/sites/default/files/documents/PSD/equality_impact_assessment_guidance_quick-start_guide.pdf

Further information or guidance within Natural Resources Wales can be obtained by contacting equalities@naturalresourceswales.gov.uk

Background

The Equality Act 2010 brought together previous disparate pieces of equality legislation to more effectively tackle disadvantage and discrimination. The Act sets out the following 'protected characteristic' groups: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation; marriage and civil partnership; pregnancy and maternity.

The Equality Act requires due regard is given to advancing equality. This involves:

- removing or minimising disadvantages experienced by people due to their protected characteristic;
- taking steps to meet the needs of people from protected characteristic groups where there are differences with the needs of other people; and
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

Assessment of Impact

An Equality Impact Assessment (EIA) involves anticipating the consequences of Natural Resources Wales functions and policies on protected characteristic groups. They need to make sure that as far as possible any potential adverse impacts are eliminated and that opportunities for maximising opportunities to promote equality are identified.

Reports on assessment must set out:

- The purpose of the policy, plan or project
- A summary of steps that Natural Resources Wales have taken into account
- Results of the assessment
- Decisions taken in relation to the results

The assessment must:

- Ensure the policy does not unlawfully discriminate
- Identify the potential for an adverse impact on protected characteristic groups
- Identify how the policy could better advance equality of opportunity
- Identify how the policy will affect relations between different groups
- Be monitored for impact on protected characteristic groups from the start and as part of subsequent reviews.

The actual impact of a new policy will only be known once it has been introduced and implemented. It is therefore crucial that further equality impact assessments are carried out, at key stages of the monitoring process.

EqlA Part 1

Carrying out an Equality Impact Assessment (EqIA) will help us meet our legal duties as well as bringing a number of benefits. It will:

- Ensure that our decisions impact in a fair way. Where there is evidence that particular groups will be negatively affected by a decision, action should be taken to address this.
- Make our decisions based on evidence. An EqIA provides a clear and structured way to collect, assess and put forward relevant evidence.
- Make decision-making more transparent. A process which involves those affected by the policy and which is based on evidence is much more open and transparent. This is more likely to engender trust in decision-makers and in our decisions.
- Provide a platform for partnership working. A good EqIA offers an opportunity for us to work in partnerships with organisations to consider the impact on members of their shared communities and how they might best collaborate and co-ordinate with us.

Stage 1 – Initial Screening

The first stage of conducting an EqIA is to screen the policy, plan or project to determine its relevance to the various equalities issues. This will indicate whether or not a full impact assessment is required and which issues should be considered in it. The protected characteristics that you should consider in completing this screening are:

- Age
- Disability
- Gender re-assignment
- Marriage and Civil Partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex (male or female)
- Sexual Orientation

What are the aims of the policy, plan or project?

To deliver NRW's Corporate Plan through our education and skills remit

What effects will the policy, plan or project have on staff or other stakeholders?

The Enabling Plan identifies how best NRW can deliver the Natural Resource Management approach through education and skills delivery internally and with learners and education professionals

Evidence

Is there any existing evidence of this policy, plan or project being relevant to any equalities issue?

Identify existing sources of information about the operation and outcomes of the work, such as operational feedback (including local monitoring and impact assessments) and other relevant reports/complaints and litigation/relevant research publications etc. Does any of this evidence point towards relevance to any of the equalities issues?

The Enabling Plan outcomes will be monitored and evidenced. This will focus on the level of our knowledge and service and will include measures for accessibility for all our customers. As this is a new Plan for NRW, many of the monitoring and evidence mechanisms are yet to be developed and this is recognised in the Plan. However, data is currently gathered by the Education Team and is recorded on their database regarding our level of service and how we strive to make our service accessible for all.

Stakeholders and Feedback

Describe the target group for the policy, plan or project and list any other interested parties. What contact have you had with these groups?

Learners in education or training
Education Professionals
NRW staff

Do you have any feedback from stakeholders? Particularly from groups representative of the various issues that this policy, plan or project is relevant to.

Yes. Feedback reports will be collated and the data managed.

Impact

Could the policy, plan or project have a differential impact on staff, visitors or other stakeholders on the basis of any of the equalities issues?

No

Local Discretion

Does the policy, plan or project allow for local discretion in the way in which it is implemented?
If so, what safeguards are there to prevent inconsistent outcomes and/or differential treatment of different groups of people?

Local Discretion may only apply where NRW is only able to offer a particular service in a particular area, therefore excluding access to our service to all. However, we anticipate that this will be due to geographical issues rather than equality issues.

Summary of relevance to equalities issues

Protected Characteristic	Yes or No	If no, what is the rationale for the decision?
Age	NO	No staff, learners or education professionals are excluded from this Plan on the basis of age although elements of the Plan focus on children and students within a formal curriculum setting and who therefore are likely to be age specific
Disability	NO	No staff, learners or education professionals are excluded from this Plan on the basis of disability although elements of outdoor learning may include areas that are not suitable for some disabilities. However, if this was deemed to be the case, the service would be adapted to learners needs.
Gender Reassignment	NO	No staff, learners or education professionals are excluded from this Plan on the basis of gender reassignment
Marriage and Civil Partnership	NO	No staff, learners or education professionals are excluded from this Plan on the basis of marriage or civil partnership
Pregnancy or Maternity	NO	No staff, learners or education professionals are excluded from this Plan on the basis of pregnancy or maternity
Race	NO	No staff, learners or education professionals are excluded from this Plan on the basis of race
Religion or belief	NO	No staff, learners or education professionals are excluded from this Plan on the basis of religion or belief
Sex (male or female)	NO	No staff, learners or education professionals are excluded from this Plan on the basis of sex

Protected Characteristic	Yes or No	If no, what is the rationale for the decision?
Sexual Orientation	NO	No staff, learners or education professionals are excluded from this Plan on the basis of sexual orientation

If you have answered 'Yes' to any of the equalities issues, a full impact assessment of the relevant characteristic(s) must be completed. Please proceed to Part 2 of the document.

If you have answered 'No' to all of the equalities issues, a full impact assessment will not be required, and this assessment can be signed off at this stage. You will, however, need to put in place monitoring arrangements to ensure that any future impact on any of the equalities issues is identified.

Monitoring and Review Arrangements

Describe the systems that you are putting in place to manage the policy and to monitor its operation and outcomes in terms of the various equalities issues.

A robust monitoring and evaluation system will be developed under this Plan to manage feedback. This feedback will specifically ask for a rating of our service and any equality or discrimination issues will be picked up through this process.

State when a review will take place and how it will be conducted.

A review will take place at the end of year one of this Plan although this may just focus on the development of our service. Following year reviews will be able to manage data received through feedback

Authorisation	Name and signature	Date
Policy, plan or project lead	Gillian Bilsborough	16.1.15
Directorate Senior Manager	Rhian Jardine	16.1.15
Equalities Senior Advisor	Derek Carpenter	

Please ensure you send a completed copy to equalities@cyfoethnaturiolcymru.gov.uk

Please note: EqlAs will always be made available in full if requested by members of the public or stakeholder organisations, including meeting any requests for accessible versions.

Monitoring and reviewing

The EqlA process does not end with the introduction of the policy. It is not enough to make the changes expected to eliminate adverse impact or promote equality; it is also necessary to implement the resulting action

plan and use the monitoring, evaluation and review processes to ensure that the anticipated impact is the actual impact and that actions are implemented. Failure to properly monitor the actual impact of an existing policy may leave a public authority open to legal challenge, as well as enforcement action from the Equality and Human Rights Commission. The EqlA is a tool to assist public authorities in meeting their general duties. Those duties continue to bind public authorities in respect of policies and functions even where an EqlA has been carried out, and public authorities need to satisfy themselves on an ongoing basis that they are continuing to meet each of the general duties.