

HDC Full Equality Impact Assessment Form

Part 1 – AIMS AND IMPLEMENTATION OF THE POLICY/SERVICE PROCEDURE/PRACTICE

1.1 What is being assessed? Name of the service, policy, procedure or practice:
(What is being assessed – service / function, policy, procedure or practice? Is it new or existing?)

Parking strategy

1.2 Officer(s) & Section/Service responsible for completing the assessment:
(Explain why the members of the impact assessment team were selected e.g. the knowledge and experience they bring to the process).

Warren Griffiths – Parking Services Manager has a thorough knowledge of the parking requirements of the district

1.3 What is the main purpose or aims of the service, policy, procedure or practice?

To provide parking spaces meeting the requirements of the needs of residents and visitors to the district and supporting the economic vitality of the district.

1.4 Who is affected by the service/policy/procedure/practice? Who is it intended to benefit and how?

Who are the main stakeholders in relation to this policy?

What outcomes would other stakeholders want from this policy?

Are there any groups, which might be expected to benefit from the intended outcomes, but which do not?

All car park users, special emphasis on disabled parking.

1.5 Has the service/policy/procedure/practice been promoted or explained to those it might affect directly or indirectly?

Input from Council departments were invited..

1.6 How does the service/policy/procedure/practice contribute to better Community Cohesion?

(How do you promote good relations between different communities you serve based on mutual understanding and respect? What opportunities are there for positive cross cultural contact between these communities to take place (e.g. between younger and older people or between people of different religious faiths?)

Supports economic vitality of the district, promote disabled parking in the district.

1.7 How does the service/policy/procedure/practice fit in with the council's wider aims? Include corporate and partnership priorities.

(How does the policy relate to other policies and practices within the council? What factors/forces could contribute /detract from the outcomes? How do these outcomes meet or hinder other policies, values or objectives of the council?)

It will support economic vitality by addressing concerns of traders, it will address the car parking requirements in the district for the next 10 years and make the car parks safer and more environmentally friendly.

1.8 What is the relevance of the aims of the service/policy/procedure/practice to the equality target groups and the Council's duty to eliminate unlawful racial, disability and gender discrimination, and promote equality of opportunity?

It will promote the accesability of the car parks to anyone with a disability.

1.9 How is, or will the service/policy/procedure/practice be put into practice and who is, or will be, responsible for it?

(Who defines or defined the policy? Who implements the Policy? How does the council interface with other bodies in relation to the implementation of this policy? Is the service provided solely by the Department/Unit or in conjunction with another department, agency or contractor? If external parties are involved then what are the measures in place to ensure that they comply with the Councils Equal Opportunity Policy?)

It will be rolled out over the next 10 years with target times set for each project or area of the strategy.

Part 2 – CONSIDERATION OF DATA AND RESEARCH

To conduct the assessment you will need information about service users and staff that provide the service. This section is to help you identify the sort of information that will be needed to help you assess whether there may be barriers to different equality groups who access your service, policy, procedure or practice.

2.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken (include information where appropriate from other directorates/units, Census 2001 etc. Please note that in some cases data may not exist or be available and you may therefore have to undertake additional research).

URS Parking Baseline Conditions report 2007, URS future conditions and option evaluation report 2007, DfT inclusive mobility guide, TPI asset management review 2002,

2.2 Equalities profile of users or beneficiaries. (Use the Council’s approved diversity monitoring categories and provide data by target group of users or beneficiaries to determine whether the service user profile reflects the local population or relevant target group or if there is over or under representation of these groups).

All users but especially the disabled population or those who have the right to use a blue badge

2.3 Evidence of complaints against the service/policy/procedure/practice on grounds of discrimination. (Is there any evidence of complaints either from customers or staff (grievance) as to the delivery of the service, or its operations, on the equality target groups?)

None

2.4 What does the consultation/research/data indicate about the negative impact of the service, policy, procedure or practice?

The focus on reduction of the use of single occupancy vehicles means that less vehicles would be expected to use the car parks, potentially taking people longer to access the town centres in the district. The availability of public transport in some of the more rural areas is limited and therefore may leave little option but to use single occupancy cars to enter the towns.

2.5 What does the consultation/research/data indicate about the positive impact of the service, policy, procedure or practice?

The environment would benefit from reduced emissions, the population near the urban centres would benefit from increased encouragement in walking into the centre, and the more rural centres are likely to benefit longer term from increase public transport services being provided, to cater for the increased demand.

Part 3 – ASSESSMENT OF IMPACT

Now that you have looked at the purpose, etc. of the **service/policy/procedure/practice (part 10 and looked at the data and research you have (part 2)**, this section asks you to assess the impact, positive and negative of the **service/policy/procedure/practice** on each of the six strands of diversity covered in the Council’s Equality and Diversity Policy. A copy of the policy can be found on the council’s website

RACE – testing of disproportional, adverse, neutral or positive impact

<p>a. Identify the effect of this policy on different RACE groups from information available.</p> <p>All effected equally</p>	
<p>b. How is the target race group reflected in the take up of the service?</p> <p>No target race group</p>	
<p>c. From the evidence available does the policy affect, or have the potential to affect, racial groups differently?</p> <p>Yes</p> <p>No X</p>	
<p>d. If yes, do any of the differences amount to:</p>	
	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	
Neutral impact?	
Positive impact?	
<p>e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one racial group or for another legitimate reason?</p>	

GENDER – testing of disproportionate, adverse, neutral or positive impact

<p>a. Identify the effect of this policy on different GENDER groups from information available.</p> <p>None</p>	
<p>b. How are men and women reflected in the take up of the service?</p> <p>Equally</p>	
<p>c. From the evidence available does the policy affect, or have the potential to affect, men and women differently?</p> <p>Yes</p> <p>No X</p>	
<p>d. If yes, do any of the differences amount to:</p>	
	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	
Neutral impact?	
Positive impact?	
<p>e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one gender or for another legitimate reason?</p>	

DISABILITY – testing of disproportionate, adverse, neutral or positive impact

<p>a. Identify the effect of this policy on Disabled people from information available.</p> <p>Increased access to the Town centres</p>	
<p>b. How are disabled people reflected in the take up of the service?</p> <p>Likely to be increased useage.</p>	
<p>c. From the evidence available does the policy affect, or have the potential to affect, disabled people differently?</p> <p>Yes X</p> <p>No</p>	
<p>d. If yes, do any of the differences amount to:</p>	
	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	No,
Neutral impact?	No
Positive impact?	Increased number and location of spaces means easier access to the centres.
<p>e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for disabled people or for another legitimate reason?</p>	

AGE – testing of disproportionate, adverse, neutral or positive impact

<p>a. Identify the effect of this policy on different AGE groups from information available.</p> <p>None</p>	
<p>b. How are different age groups reflected in the take up of the service?</p> <p>None</p>	
<p>c. From the evidence available does the policy affect, or have the potential to affect, age groups differently?</p> <p>Yes</p> <p>No X</p>	
<p>d. If yes, do any of the differences amount to:</p>	
	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	
Neutral impact?	
Positive impact?	
<p>e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one age group or for another legitimate reason?</p>	

LESBIAN, GAY, BISEXUAL and TRANSGENDER – testing of disproportional, adverse, neutral or positive impact

<p>a. Identify the effect of this policy on LESBIAN, GAY, BISEXUAL and TRANSGENDER people from information available.</p> <p>None</p>	
<p>b. How is this target group reflected in the take up of the service?</p> <p>As all users are</p>	
<p>c. From the evidence available does the policy affect, or have the potential to affect, LESBIAN, GAY, BISEXUAL and TRANSGENDER people differently?</p> <p>Yes</p> <p>No X</p>	
<p>d. If yes, do any of the differences amount to:</p>	
	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	
Neutral impact?	
Positive impact?	
<p>e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for LESBIAN, GAY, BISEXUAL and TRANSGENDER people or for another legitimate reason?</p>	

RELIGION/BELIEF – testing of disproportionate, adverse, neutral or positive impact

a. Identify the effect of this policy on different RELIGIOUS/BELIEF groups from information available.

None

b. How are the target RELIGIOUS/BELIEF groups reflected in the take up of the service?

Equally

c. From the evidence available does the policy affect, or have the potential to affect, RELIGIOUS/BELIEF groups differently?

Yes

No X

d. If yes, do any of the differences amount to:

	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	
Neutral impact?	
Positive impact?	

e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one RELIGIOUS/BELIEF group or for another legitimate reason?

OTHER – Additional groups that may experience impacts - testing of disproportional, adverse, neutral or positive impact

a. Identify the effect of this policy on OTHER GROUPS in the DISTRICT from information available. *(These other groups could include factors such as literacy, health, poverty, marital status etc.)*

None

b. How are the target OTHER groups reflected in the take up of the service?

They are not

c. From the evidence available does the policy affect, or have the potential to affect, OTHER groups differently?

Yes

No X

d. If yes, do any of the differences amount to:

	Reason/evidence/comment
Barriers, negative impact or unlawful discrimination?	
Neutral impact?	
Positive impact?	

e. If there is a negative impact, can it be justified on the grounds of promoting equality of opportunity for one OTHER group or for another legitimate reason?

Part 4

MEASURES TO MITIGATE DISPROPORTIONATE OR ADVERSE IMPACT OR IMPROVE ON NEUTRAL OR POSITIVE IMPACTS

4.1 If there is any negative impact on any target equality group identified in Section 3, is the impact intended or legal?

N/A

4.2 Specify measures that can be taken to remove or minimise the disproportionate or adverse effect identified in Section 3. If none were identified in Section 3, identify how disproportionate impact or adverse effect could be avoided in future. (Consider measures to mitigate any adverse impact and better achieve the promotion of equal opportunity).

N/A

4.3 If there is no evidence that the service/policy/procedure/practice promotes equality, equal opportunities or improves relations within equality target groups, what amendments could be made to achieve this?

None

4.4 If A NEUTRAL OR POSITIVE IMPACT has been identified, can that impact be improved upon (continuous improvement)? What are the improvements that can be made? Can they be applied elsewhere in the Council?

Yes, a disabled parking map could be produced to aid users.

4.5 How will any amended service, policy, procedure or practice be implemented, including any necessary training? (Include actions, date for completion, officer(s) responsible and any budget requirements).

Rolled out over a number of years by individual project completion. Each project would need to be planned and costed individually.

Part 5 - CONCLUSIONS AND RECOMENDATIONS

5.1 Does the policy comply with equalities legislation, including the duty to promote race, disability and gender equality? *(Take into account your findings from the impact assessment and consultations and explain how the policy was decided upon its intended effects and its benefits).*

YES

NO

5.2 What are the main areas requiring further attention?

None

5.3 Summary of recommendations for improvement.

None

5.4 What equality monitoring/evaluation/review systems have been set up to carry out regular checks on the effects of the service/policy/procedure/practice? *(Give details).*

Space counts on disabled spaces would be carried out to establish occupancy levels.

5.5 When will the amended service/policy/procedure/practice be reviewed? *(Include dates for completion and officer(s) responsible).*

Annually.

Date completed: 10.06.08

Signed by (Manager): Warren Griffiths

Part 6 - Equality Impact Assessment Improvement Plan

The table below should be completed using the information from the Equality Impact Assessment to produce an action plan for the implementation of proposals to:

1. Lower the negative impact? **And/Or**
2. Ensure that the negative impact is legal under anti-discriminatory law? **And/Or**
3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups? i.e. increase the positive impact

Please ensure that you update your service/business plan with the equality objectives/targets and actions identified below:

Area of negative impact	Changes proposed	Lead Officer	Timescale	Resource implication	Comments

Part 7 - Equality Impact Assessment: Summary Report

The results of equality impact assessments must be published. Please complete this summary, which will be used to publish the results of your impact assessment on the authority's web site and return it to your authority's nominated "equality" officer.

Date of Assessment: 05.06.08	
Completing Officer's Title/Position: Parking Service Manager	
Officer's Name: Warren Griffiths	
Service, Policy, Procedure, or Practice that was Impact Assessed: Creation of a Parking Strategy for the District	
Summary of findings: The adoption of this strategy will not adversely affect the users fo the car parks and will encourage use by disabled users.	
Summary of Recommendations and Key Points of Action Plan: None	
Groups that this policy will impact upon: ALL	
Race	
Gender	
Sexual Orientation	
Age	
Disability	Positive
Religion or Belief	

Other	
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