

## Equality (Impact) Assessment Form



<b>Organisation or Department</b>	<b>Environmental Services Department</b>
<b>Service Area / Section</b>	<b>Highways and Engineering Consultancy</b>

<b>Section</b>	<b>Date Started</b>	<b>Reviewing officers:</b>	<b>Name (alphabetic order)</b>	<b>Job Title</b>	<b>Date Completed</b>
<b>Part A</b>		<b>Lead officer(s)</b>	Neil Fearnley	Head of Development	31.10.2007
		<b>Others on the review team</b>	Steve Woods Peter Rowlinson Penny McGinty Paul Swift Mark Tilley		
<b>Part B</b>		<b>Lead officer(s)</b>	Mark Tilley	Assistant Director – Highways Services	April 2008
		<b>Others on the review team</b>			
<b>Part C</b>		<b>Lead officer(s)</b>	Mark Tilley	Assistant Director – Highways Services	April 2008
		<b>Others on the review team</b>			
<b>Part D</b>		<b>Lead officer(s)</b>	Mark Tilley	Assistant Director – Highways Services	April 2008
		<b>Others on the review team</b>			

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<b>Part E</b>		<b>Lead officer(s)</b>	Mark Tilley	Assistant Director – Highways Services	April 2008
		<b>Others on the review team</b>			

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### Part A: Assessing Relevance and Prioritising Areas

List functions and policies	For which of the following parts of the general duty, in the areas of gender, disability and race does it apply?			Are there other groups that need to be considered	Priority
	1. Promoting equality of opportunity 2. Eliminating discrimination 3. Encouraging participation and positive attitudes and relations between groups			Age, class, faith, sexuality	1, 2 and 3 = high Any 2 = medium Any 1 = low
	Disability	Gender	Race	Please state which groups below:	
<b>Engineering Consultancy</b>					
Design of highway network	1			Age	Low
Bridge design and maintenance	1,3			Age	Med
Waste collection and disposal	1,2,3			Age	High
Land drainage					Low
<b>Highway Services</b>					
Promote sustainable travel	1,2,3			Age, Class	High
Reduce road traffic accidents		1,2,3		Age, Class	High
Provision of environmental and safety education and publicity	1,2,3	1,2,3		Age, Class	High
School Crossing Patrol service	1,2,3			Age, Class	High

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Implement School Travel Plans	1,2,3			Age, Class	High
Inspect and repair highway/street lighting network	1,3			Age	Medium
Produce and Deliver Highway and Street Lighting and Transport Programme	1,2,3			Age, Class	High
Manage the safe and efficient movement of traffic	1,2,3	1,2,3	1,2,3	Age, Class, Faith	High

Go to part B

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### Part B: Assessment of services and policies

#### How is your service organised?

	<b>Answer and evidence to show this</b>	<b>Action Points</b>
1. Purpose of the service	To maintain and enhance all aspects of the highway network relating to infrastructure, integrity, accessibility, connectivity and safety. This is to be achieved, in part, by effective and regular communication and engagement with customers, service users and key stakeholders to ensure our services remain responsive and focussed.	No action required
2. List policies included in this assessment	See Appendix A	No action required
3. Please list your stakeholders and customers	See Appendix B	No action required
4. Considering the type of service you provide and who your customers are, please outline how your service intends to communicate with different groups of people e.g. pictorial representations, tapes etc. Please ensure that priority is given to making services accessible rather than making information about services accessible.  You should consider issues such as literacy, language and disability. Please refer to the Council's guidance on Plain	Press releases, information leaflets, A-Z of Council Services, website, radio, newsletters, Road Safety Forum, Access Forum, Highway User Group, Townships, AGMA, presentations, focus groups, consultation exhibitions, Plain English, tapes, DVD's, 3 D model, pictorial information, translation service, lessons. Regular meetings with: Greater Manchester District Engineers Group, Association of Greater Manchester Authorities Group, CUSS Group, Local Access Forum, Wigan Access Committee, Highway User Group, and a number of Healthy Walk leaflets.  Letters and leaflets are at 12 point font as standard.	No action required

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English, Corporate standards and the Council's Translation and interpretation policy.	All material is Plain English checked. Translation service available for leaflets, etc.	
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### Working in partnership working, procurement and commissioning

	<b>Answer and Evidence to show this</b>	<b>Action Points</b>
5. Please list any aspects of your functions or policies that are delivered externally or with external partners	<p><b>Engineering Consultancy</b> Topographical surveys and Drainage consultancy work carried out on behalf of NPS.</p> <p>Maintenance of Bridges for Wigan Leisure and Culture Trust</p> <p>Diversions works carried out by Statutory Undertakers.</p> <p>Scheme specific works affecting plant or property owned and maintained by various outside bodies including but not limited to Network Rail, British Waterways, GMUTC, Environment Agency, English Nature, English Partnerships, Footpath Societies, GMPTE, Highways Agency, GM Police, The Coal Authority, etc.</p> <p><b>Highway Maintenance</b> Inspect and maintain footpaths for Wigan and Leigh Housing under Service Level Agreement</p> <p><b>Street Lighting</b></p>	<p><b>Engineering Consultancy</b> Need to check definitions of "work delivered externally or with external partners" and "work provided under contract for external organisations and partners". There are some grey areas here, some overlap, and many other functions that are carried out by contract but not necessarily for others (and some may be both for others and ourselves)</p> <p>No action required</p>



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	<p><b>Traffic and LTP</b>                  Traffic Signal Modelling – Greater Manchester Urban Traffic Control                  Traffic/Transport Survey work – GMTU                  Design of traffic/transportation schemes – Consultants                  Implementation of Traffic/Transportation schemes – Contractors                  Provision of Yellow School buses – GMPTE, First Bus</p>	<p>No action required</p>
<p>6. Has the procurement equality procedure been followed in each case?</p>	<p><b>Street Lighting</b>                  Partners are generally other Local Authorities or their Agencies, such as W&amp;LH, WLCT and YPO and would be expected to meet similar standards.</p> <p><b>Road Safety</b>                  Not aware</p> <p><b>Traffic and LTP</b>                  Yes</p>	<p><b>All</b>                  Need to check procurement equality procedure.</p> <p>Need to check equality procedure for contractors and service providers.</p> <p><b>Traffic and LTP</b>                  AGMA process being developed to set up a GM wide Consultant's contract.</p>
<p>7. Please list any aspects of your functions or policies that are provided under contract for external organisations or partners</p>	<p><b>Engineering Consultancy/Highway Maintenance</b>                  Virtually all functions are carried out for internal clients or partners, and procurement follows the Authority's equality procedures</p> <p><b>Street Lighting</b></p>	<p>No action required</p> <p><b>Street Lighting</b></p>

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	<ul style="list-style-type: none"> <li>• Night Time inspections.</li> <li>• Structural Testing and Inspection</li> <li>• Electrical Connections to the Local Distribution Network Operator</li> <li>• Energy provision</li> </ul> <p><b>Road Safety</b></p> <ul style="list-style-type: none"> <li>• National Accredited Cycle Training Provider – currently Cycling Solutions</li> <li>• Promotion of cycling as a transport and health issue – Company of Cyclists</li> <li>• Educational Theatre Companies – Ape Theatre Company, Quantum Theatre Company.</li> <li>• Delivery of driver training programme – Driving Standards Agency, Institute of Advanced Motorists, Police, Fire Service</li> </ul> <p><b>Traffic and LTP</b></p> <p>Traffic Signal Modelling – Greater Manchester Urban Traffic Control (SLA)</p> <p>Traffic/Transportation Survey work – Greater Manchester Transportation Unit (SLA)</p>	<p>Night Time Inspection due for re-tendering in next 3 months. Will ensure equality procedure followed in this process</p> <p>No action required</p> <p>No action required</p>
<p>8. Are you aware of the other organisation's/ partner's Procurement Equality Policy and how this differs from our own policy?</p>	<p><b>Street Lighting</b></p> <p>Not aware</p> <p>Partnering process only operates between Local Authority associated companies. All these should have similar policies in accordance with government requirements (and be working towards this standard)</p> <p><b>Road Safety</b></p>	<p>No action required</p> <p>No action required</p>

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	<p>No</p> <p><b>Traffic and LTP</b>          GMUTC and GMTU are managed by Manchester City Council so will be following this standard.          Contractors – yes if they are on the select list          Consultants – yes part of tender bid.</p>	<p>No action required</p>
<p>9. Has the procurement equality procedure been followed for items your service procures?</p>	<p><b>See central procurement for advice</b></p>	<p>Get corporate centre to check and confirm this.</p>

### Part B: Assessment of services and policies

#### Evidence to show whether the service is provided and accessed fairly

Answer and evidence to show this	Action Points
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<p>10. Please list all the information gathered that might help you decide whether or not the service is being applied fairly to all social identity groups</p> <p>If you do not have sufficient data or are not confident making decisions using the existing data please see the Equality Monitoring Guidance</p>	<p>The following formal meeting minutes are produced and available: Road Safety Forum Access Forum Highway User Group</p> <p>Consultation results from all appropriate service streams – Road Safety, Highway Maintenance, Traffic Management, LTP, Street Lighting and General Highways</p>	<p>Consult with BME/GLBT groups to ensure:</p>
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### Part B: Assessment of services and policies

#### Is your service provided and accessed fairly?

Consider each equality group in turn and state which aspects of your work:

- Affect some groups differently, state how and why
- Promote equality and address unmet need
- Contribute to inequality
- Encouraging participation, and positive attitudes and relations between groups

		Answer and evidence to show this	Action Points
11. Age	Affect some groups differently	Service is tailored to meet needs of age groups. For example Road Safety education, training and provision. Local Safety Schemes, provision of dropped crossings. Statistical evidence on road casualty figures.	No action required
	Promote equality and address unmet need	As above. Font used is appropriate for visually impaired.	No action required
	Contribute to inequality	No	No action required
	Encourage participation, positive attitudes and relations between groups	Through consultation, this is achieved in both passive and active ways for example Road safety publicity/awareness raising could be considered passive, however, engaging in Education activities could be deemed as active.	No action required
12. Class	Affect some groups differently	Yes – within Road Safety provision, areas of deprivation, some more vulnerable.	No action required
	Promote equality and address unmet need	Statistics on Road Safety, Neighbourhood Road Safety Initiative pilot, casualty statistics	No action required
	Contribute to inequality	No	No action required

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	Encourage participation, positive attitudes and relations between groups	Yes through consultation groups	No action required
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		<b>Answer and evidence to show this</b>	<b>Action Points</b>
13. Disability	Affect some groups differently	BVPI 165 – measures the % of pedestrian crossings that meet standard.	No action required
	Promote equality and address unmet need	Yes, dropped kerbs, white bands on bollards	No action required
	Contribute to inequality	No	No action required
	Encourage participation positive attitudes and relations between groups	Access forums, including Local Access Forum, Wigan Access Committee, Highway User Group, Road Safety Forum.	No action required
14. Ethnicity	Affect some groups differently	Not aware	Consult through BME Group
	Promote equality and address unmet need	Not aware	No action required
	Contribute to inequality	Not aware	No action required
	Encourage participation, positive attitudes and relations between groups	Not aware	No action required

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### Part B: Assessment of services and policies

**Is your service provided and accessed fairly? Continued...**

15. Gender	Affect some groups differently	Not aware	No action required
	Promote equality and address unmet need	Not aware	No action required
	Contribute to inequality	Not aware	No action required
	Encourage participation, positive attitudes and relations between groups	Not aware	No action required
16. Religion	Affect some groups differently	Not aware	No action required
	Promote equality and address unmet need	Not aware	No action required
	Contribute to inequality	Not aware	No action required
	Encourage participation, positive attitudes and relations between groups	Not aware	No action required

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17. Sexuality	Affect some groups differently	Not aware	Consult through GLBT
	Promote equality and address unmet need		Consult through GLBT
	Contribute to inequality		Consult through GLBT
	Encourage participation positive attitudes and relations between groups		Consult through GLBT
18. Other Groups e.g. carers, homeless	Affect some groups differently	Not aware	No action required
	Promote equality and address unmet need		No action required
	Contribute to inequality		No action required
	Encourage participation positive attitudes and relations between groups		No action required

Go to part C

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### Part C: Consultation

Please see the Plain English Guidance and Consultation Toolkit for advice. Please try to organise your consultation in partnership with other departments/sections and remember to feedback afterwards.

	<b>Answer and evidence to show this</b>	<b>Action Points</b>
1. Who will you consult with?	See attached list.	
2. What consultation method/s will you use?	E mail, letter drops, questionnaires, leaflets, exhibitions, (Access forums, GMADE, Countryside meetings etc.) focus groups, discussion groups, public and site notices, verbal forums, discussions, satisfaction surveys.	
3. Are any groups of people likely to be missed out of the consultation? What can we do to prevent this happening?	No. Due to the nature of consultation, (every household affected by service provided) all aspects of the social model is included in consultation.	
4. Are there effective mechanisms to record and analyse the consultation responses?	SNAP, other computerised systems, minutes of meetings/committee	
5. Date (and place if applicable) of consultation	Continuous process throughout the year, many link with programmes of work or the academic year.	
6. Can you prove who you consulted with?	Results of consultation available not necessarily broken into each area of the social model.	
7. Summary of consultation findings	SNAP, Scheme files	
8. Where can full details of the consultation findings be found?	SNAP, Scheme files,	

Go to part D

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### Part D: Action Plan

Organisation/ Department	
Service Area	
Responsible Officer	

Transfer the action points identified whilst completing the previous sections, from the consultation and any rolled over from the previous Equality (Impact) Assessment into the first column. Using the test for relevance in part A indicate a level of importance for each action point in the second column. Complete the rest of the columns outlining who will complete the task and when and how this will be measured.

Action Points	Importance	Person responsible	Start and end date	Resources (approved?)	Measure	Target
<b>Engineering Consultancy</b> Need to check definitions of “work delivered externally or with external partners” and “work provided under contract for external organisations and partners”. There are some grey areas here, some overlap, and many other functions that are carried out by contract but not necessarily for others (and some may be both for others and ourselves)		S Woods	Feb 08	N/A		

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<p><b>All</b> Need to check procurement equality procedure.</p> <p>Need to check equality procedure for contractors and service providers.</p> <p><b>Traffic and LTP</b> AGMA process being developed to set up a GM wide Consultant's contract.</p>		<p>All</p> <p>All</p> <p>K H</p> <p>CFD</p>				
<p><b>Street Lighting</b> Night Time Inspection due for re-tendering in next 3 months. Will ensure equality procedure followed in this process</p>		<p>KB</p>	<p>Feb08 – April 08</p>	<p>N/A</p>		
<p>Has the procurement equality procedure been followed for items your service procures?</p>	<p>HIGH</p>	<p>CB</p>	<p>FEB08- FEB08</p>	<p>N/A</p>		
<p>Get corporate centre to check and confirm whether the service affect some groups differently, promote equality and address unmet need or contribute to inequality.</p>	<p>HIGH</p>	<p>LMcK</p>	<p>?</p>			

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Completed by		Date	
Has the action plan been ratified? E.g. Cabinet, DMT		Date	
Have the actions been mainstreamed into the service plan?		Date	
Who will the results of the Equality (Impact) Assessment be shared with?		Date	
How will the Equality (Impact) Assessment be published?		Date	
How and when will the action plan be monitored?			
Date of the next assessment			

Please email your completed Equality (Impact) Assessment to the Equality Policy Officer.

### Part E: How do changes or new policies affect different groups?

	Answer and evidence to show this	Action Points
1. Function/policy		
2. Have you reviewed Parts A & B		

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3. Outline any proposed changes to the policy or service		
4. How will service users be affected by these changes		
5. Who is better off because of these changes		

**Part E: How do changes or new policies affect different groups? Continued...**

	Answer and evidence to show this	Action Points
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6.	Who is worse off because of these changes?		
7.	Who else do the changes affect?		
8.	Will these changes affect the social identity groups differently? If yes please explain how and why this is appropriate.		
9.	Can any adverse impact be justified in relation to the wider aims of policy? If so explain why.		
10.	What is the potential effect on community cohesion?		

Go to part C, then update part D.