

**These notes are here to help – please read them carefully! Further assistance and guidance can sought from the Education and Inclusion officer or the Park For All Group, contact:**

[elspethgrant@cairngorms.co.uk](mailto:elspethgrant@cairngorms.co.uk)

You can attach extra pages if there is not enough space on the form. Clearly mark on the extra sheets which question the extra information refers to.

\*The specific duties for Scottish public authorities will not be confirmed by the Scottish Parliament until late 2011.

However, as best practice, you should continue to carry out EqIA's on any current or planned projects / areas of work.

## Equality Impact Assessment (EqIA)

### Background

We have designed this assessment form to help our staff carry out equality impact assessments (EqIAs) on projects that they manage for us. Under equalities laws, we (are likely to) have a legal duty to carry out EqIAs on all aspects of our work.

### What is an EqIA?

An EqIA is a process of analysing a proposed or existing project (such as a policy, a service, a facility, research, a management paper, building or access work, an event or a publication). The aim is to identify any discriminatory or negative effects or impacts the project could have on a particular group or sector of the community or workforce. These effects could be as a result of people's race, disability, sex, age, religion or beliefs, or sexuality (referred to throughout as 'equality groups' or 'protected characteristics'). The outcome of the EqIA is to make sure that we prevent or limit, as far as possible, any negative effects or barriers our projects have. We also use the EqIA to take full advantage of any opportunities for promoting equality.

**NB** Separate from EqIA, CNPA has a wider commitment to social inclusion and developing a Park for All, by positively supporting three groups namely people with disabilities, people on low incomes, and young people.

### Why do we have to do them?

Under the Human Rights Act 1998, public authorities must not carry out any act which could be classed as discrimination. Organisations in the public sector are expected to show a clear respect for equality and human rights when carrying out their functions. When providing services and developing policies and procedures, public authorities have a vital role to play in promoting the values and practices of a fair and democratic society.

The Equality Act (2010) came into force in April 2010 and puts a general duty on public authorities to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. It is also likely that public authorities will be responsible for carrying out EqIAs on all current and proposed projects.\*

### What do I do now?

As part of the process of planning your project – in the same way that you would fill out an Expenditure Justification Form (for example) – you should carry out an initial screening to check whether the project is relevant to the equality groups. You should not start work on your project until you have filled in the Initial Screening form.

### When do I need to do a full EqIA?

The Initial Screening form will tell you whether you need to complete a full EqIA, which will be the case if the project is likely to have a significant effect on one or more equality groups. You should begin the full EqIA in the early stages, although you are likely to finish it over the course of the project, depending on any research and consultation you need to do.

# INITIAL SCREENING

1 Name of the project and its main aim/s (reference to Operational Plan)

Developing, designing and printing new inserts for Getting Into National Parks and NNRs

2 Is this a new or existing project? Delete as relevant: New

3 Name of the completing officer with overall responsibility for carrying out the EqlA

Name: Elspeth Grant Position: Education and Inclusion officer

4 Do you share responsibility for carrying out the project with other people or organisations? Delete as relevant: Yes / No  
If yes, please give details

Yes, partnership project with LL&TNP and SNH

5 Members of the EqlA project team

Name:	Position:
Elspeth Grant	E&I officer
Jim Downie	LL&TNP
Elaine Macintosh	SNH

6 Does your project impact on people? (e.g. are you providing a service to people, producing a product to be used by people, sharing information with people, engaging with people, developing a people related policy). Delete as appropriate: **Yes /**

If, No, you do not need to carryout a full EqlA so please proceed to question 12 to sign and complete the initial screening process.

7 If, Yes, please state who the project will have an impact on and proceed to question 8. Note any target audiences.

It will impact on groups who experience disadvantage and/or difficulties in accessing the countryside and National Parks / NNRs eg disabled people, young / old people, people on low incomes, black and minority ethnic groups, etc.

## Question 2

You should fill in the initial screening form for all new projects. For existing projects (e.g. website, EV project) you should develop a realistic schedule for completing the EqlAs over a set period of time.

## Question 3 - 5

If the officer carrying out the EqlA is not necessarily the only person responsible for putting the project in place – if you share the project with other colleagues or partner organisations please give details. Be sure to confirm with partners who is taking responsibility for the EqlA.

Ideally, all members of the project team should collectively complete this EqlA form.

## Questions 6 & 7

For example, the public, contractors, hill walkers, naturalists, community groups, residents, young people, visitors, employees, or people applying for jobs?

## Question 8

You will need to consider all protected characteristics: **Disability; Gender; Race; Age; Sexual Orientation; Religion/Belief**, and any evidence to suggest there are different needs or expectations, equal access to services and opportunities, patterns of representation, different experiences, or different levels of satisfaction. An explanation of these characteristics can be found [here](#). Consider informal sources of information as well as published or unpublished research. One of your first stops should be reference to [completed generic EqlAs](#) which may suggest possible impacts. You may also have consulted the [Inclusive Cairngorms](#) advisory forum. Other sources might include information from monitoring, visitor survey, consultation exercises, best practice from other organisations or expert advice. You could also consider other public organisations and their EqlAs. The CNPA library contains published data also.

## Question 9

Consider the impacts carefully and detail whether it is a high, medium or low impact. . You may also want to think about whether impacts are positive (P) or negative (N), although it is not essential for the initial screening process. Refer to the [generic EqlAs](#) where appropriate. Prioritising projects for high, medium or low impact:  
**High** – the project affects significant numbers of people, and/or there is significant potential for adverse impact  
**Medium** – the project affects some people and/or there is some evidence to suggest adverse impact.  
**Low** – the project affects few people and/or there is little evidence to suggest adverse impact.  
**Example: CNPA website**  
*\* Equality Strand – Disability*  
*\* Impact – Visual Impairment will impact on someone’s ability to access the website giving them a negative experience*  
*\* H, M or L – High impact as it is important to make all CNPA information both printed and electronic as accessible as possible}*

8 What evidence is already available to you to help you identify the impact that the project may have on the equality groups (e.g. what do you already know about the diversity of your target audience and their needs and/or experiences?).

2 year action research project undertaken on barriers to engagement for disadvantaged groups in accessing NPs and NNRs. Identified impacts and barriers, as well as recommendations to overcoming the barriers. One of the recommendations was to provide ‘information packages’ relevant to specific groups needs, and this project has been developed to address this need.

This project is therefore designed to have a positive impact on equality groups, positively encouraging them to visit National Parks and NNNRs.

CNPA Design and Print guidelines

9 Which equality groups could be affected by this project and state whether you think these impacts are high, medium or low impact and briefly explain why.

Equality strand / protected characteristic	Impact	High, Medium or Low
Disability	Print may not be accessible by people who are visually impaired, colour blind or who have a Learning disability. Information may not highlight facilities for disabled people. People with disabilities may not be aware of this leaflet being available.	H
Gender *	Images and content may not be relevant to all path users (including women/mothers with buggies)	M
Race**	Content may not be readable by non-English speakers. Images and language may not be inclusive or representative of the leaflet purpose or target audience	H
Age ***	Older people with visual impairments may not be able to access printed materials. Language used may not be accessible to young people.	H
Sexual Orientation ****	No known impacts	L
Religion/Belief	Inclusion of churches (P) No other known impacts, but could inadvertently offend through factual content of printed material.	L

- \* includes transgender
- \*\*includes gypsies, travellers
- \*\*\* includes older and younger
- \*\*\*\*includes lesbian, gay, bisexual

### Question 10

If the initial screening shows that the project could have a high negative impact on one or more of the equality groups you will need to carry out a full EqIA.

### Question 11

Where there is a mixture of medium or low impacts on any of the equality groups you should consider whether you are able to take actions to reduce any negative effects and/or enhance positive effects without conducting a full EqIA.

Refer to the [Park for All checklists](#) for possible actions to consider

### Question 12

To complete the initial screening, carry out a final check, and both you and your line manager should sign and date the form before passing to Elspeth Grant  
[elspethgrant@cairngorms.co.uk](mailto:elspethgrant@cairngorms.co.uk)

**10** Have you identified a high negative impact in no 9? Delete as relevant:

Yes /

If yes, you are required to complete a full impact assessment.

**11** Finally, where you have identified medium and/or low impacts is there any action that can be taken even if a full EqIA is not required?

#### Medium / low priority actions

##### Gender

##### Action:

- Provide clear information, maps on paths and other facilities available, eg WC, path surface
- Ensure photos / images are inclusive and showing an appropriate balanced mix of genders (according to activity).
- Use Plain English
- Ensure language used is not offensive or discriminatory

##### Religion

##### Action

- Ensure language used is not offensive or discriminatory
- Where relevant, include information on facilities for people from different cultures/faiths, eg places of worship

### 12 Completion

Completing Officer:

Date: 25.11.11

Elspeth Grant

Line Manager:

Date:

Please email this initial screening document to [elspethgrant@cairngorms.co.uk](mailto:elspethgrant@cairngorms.co.uk) and a copy should be retained for your own files. If you need to complete a full EqIA, please continue.

**Under the Freedom of Information Act, we have a duty to release this initial screening document if we are asked to.**

# FULL EQUALITY IMPACT ASSESSMENT (EqIA)

## Question 13

If you have identified that you need to carry out a full EqIA, it is likely (particularly new projects), that you will not have all of information available and so you will need to carry out more research or consultation. If there is evidence already available, consider if the information is relevant, reliable and detailed enough. Would carrying out more research or consultation be justified, given the importance of the project? Is it likely to lead to a different outcome?

You will need to understand the views of the people who are likely to be affected or who have an interest in the project. You should consider how to reach those affected groups and other people you identified in the initial screening and make it easy for them to respond. Consider meetings as well as written consultation, taking into account people's needs (for example, access and transport for disabled people, childcare, arranging evenings so that they do not clash with religious festivals). You will need to consider hard-to-reach groups such as new migrants, gypsy travellers or people in isolated areas. You should also consider different methods of consulting and different formats for materials (for example, tapes, large print, community languages, and using interpreters).

Make sure that any consultation represents the audience and equality groups you identify. Make use of [Inclusive Cairngorms](#) to consult relevant groups. Contact the Education and Inclusion officer [elspethgrant@cairngorms.co.uk](mailto:elspethgrant@cairngorms.co.uk)

- 13 Based on the initial screening form and the impacts identified, do you need to carry out any other research or consultation to ensure that the project/policy is effective and fully meets the needs of users?

### Evidence Gathering:

Refer to Park for All accessibility checklist on producing Publications and Printed materials

CNPA Design and Print guidelines

### Consultation/involvement:

Consult with Inclusive Cairngorms on:

- draft design template - accessible
- content – are copy text and images relevant?
- Distribution – how do we promote to intended audiences?

Focussing on high impact groups, ie disability, race and age

Designer also consulted with RNIB.

## Question 14

The consultation should focus on agreeing how to reduce negative effects and increase positive effects by making changes to the project and how it is put in place. Any partners you have identified may have processes and policies which could help reduce the negative effects or promote opportunities. *For example, although we fund some Ranger Services, it is mostly local authorities who employ rangers. Rangers have an opportunity to provide equal opportunities, promote positive attitudes and encourage good relations between people of different groups. As a result, it is important that rangers receive equality training which local authorities can provide.*

Once you have gathered the information, assessed the effects and got views through consultation, you can come to a conclusion about what you will do.

Consider any negative effects and whether they could be justified. Perhaps there is conflict with your legal duties, our strategic aims or local commitments or needs. *For example, if the project involves volunteering but only for those over the age of 18, this has a negative effect on young people but can be justified under the Child Protection Act and health and safety regulations.*

Consider any positive effects and how you can take full advantage of them.

## Consider the evidence

**14** Has this further research/consultation highlighted any additional issues to those you identified in the initial screening? Please list below, any new impacts identified and state whether these are positive or negative and whether they are high medium or low impacts. Explain briefly your thinking.

<b>Equality Strand / protected characteristic</b>	<b>New Impact/issue Positive or negative? (P/N)</b>	<b>Is it high, medium or low impact?</b>
<b>Disability</b>	Lack of colour contrast (N) No symbols / icons used for audio or visual guides (N) Signposting to Access panel website for more information	M
Gender		
<b>Race</b>	Photos of Ethnic mix better in some inserts than others.	M
<b>Age</b>	Some wording is negative towards young people. Lack of photos of young people	M
Sexual Orientation		
Religion/Belief		

### Question 15

This may include rejecting the project, amending it, carrying out a trial, or going ahead with what was originally proposed.

*For example, a recent visitor survey may show a large increase in non-English speaking visitors to the Park. By producing new visitor information in English only would have a negative effect by not providing these people with information they can understand. You may want to carry out further research to determine which other languages you have the visitor leaflet printed in.*

**Refer to the [Park for All checklists](#) for possible actions to consider.**

You should identify who will take forward any actions, and set a target date for doing so. When considering other measures, consider whether any revisions you make are justified, given the importance of the project (in other words, in terms of their effects, cost and so on).

### Question 16

Monitoring is part of the process as it helps identify the actual effects of the project and any changes you make, and trends over a period of time.

### Question 17

To complete the full EqlA, carry out a final check, then you and your line manager should sign and date the form. The form should then be emailed to Education and Inclusion officer. All full EqlAs will be logged and actions monitored by the Park for All group who meet quarterly. (including signing off by Head of Corporate Services).

## Action Planning

**15** Based on Q14 and your initial screening (section 9), what changes will you be making to the project as a result of going through the EqlA process?

### High Priority Actions:

#### General

Designer is following design and print best practice guidelines.

#### Disability / Older people

- Use of matt or silk paper (glossy paper is too shiny for people with visual impairments).
- Keep information / content clear, simple and unfussy.
- Review colour contrasts on headers / icons
- Use of Plain English and language appropriate to the intended audience.
- Use of Easy Read principles where appropriate for people with learning disabilities
- Include information on accessible facilities available (including audio and visual guides), and possible barriers (where relevant)
- Include contact details including so that people can find out more information if necessary (name, tel, email, address) eg NPAs, Local Access Panels (SDEF), etc
- Provide contact details if people require material in alternative formats, eg audio tape, large print.

#### Race

- Use of Plain English
- Photos are inclusive and representative of relevant communities using the Park

#### Age (younger people)

- Review some of language used about young people so that it is positive

## Monitoring arrangements

**16** Explain how you will monitor and evaluate this project, and if required, when this project will be reviewed?

Keep record of distribution of resources and requests.  
Invite feedback from site managers who will host visits from groups.  
Evaluation form held by site managers to invite feedback from groups about their visit experience.  
Update resources as required and have available as pdf on-line or on CD.

## 17 Completion

Completing Officer: Elspeth Grant	Date: 14.05.12
Line Manager:	Date:
Head of Corporate Services:	Date:

**Please note that you have a duty to provide feedback – at an appropriate time during the project – to the people you consulted in the process of carrying out this EqlA.**

Please email this full EqlA to [elspethgrant@cairngorms.co.uk](mailto:elspethgrant@cairngorms.co.uk) and a copy should be retained for your own files.

**We have a legal duty to publish the results of full EqlAs, so we will publish them on our website.**