

Equality Impact Assessment Template

1. ADMINISTRATIVE INFORMATION

Name of proposed plan, policy or programme area:

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Officer leading EQIA:

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Tel:

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Email address:

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Date:

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VEC Issue No.:

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FETAC Reference No. (if applicable):

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Signature of the VEC Chief Executive Officer:

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Date:

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Equality Impact Assessment Template

2. SUMMARY OF PLAN, PROGRAMME OR POLICY

1. What is the aim or the purpose of the plan, programme or policy?

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2. Is the plan, programme or policy aimed at a specific client group or groups?

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3. Is the plan, programme or policy subject to any specific constraints or requirements (e.g. DES circular)?

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If yes, what do the main requirements specify?

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2. SUMMARY OF PLAN, PROGRAMME OR POLICY (continued)

4. Who is responsible for implementing the plan, programme or policy?

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5. Is this plan, programme or policy to be implemented solely by your VEC or in conjunction with another agency, partner or contractor?

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If there is involvement from an external provider(s), outline how they adhere to the IVEA or VEC Equality Policy.

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Equality Impact Assessment Template

3. DATA AND INFORMATION QUESTIONS

Sources of information and data

6a. Identify the sources of quantitative data or information available to you about the situation, experience and identity of the groups across the nine equality grounds, including the diversity within these groups. What gaps exist?

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6b. Identify the sources of qualitative data or information available to you about the situation, experience and identity of the groups across the nine equality grounds, including the diversity within these groups. What gaps exist?

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3. DATA AND INFORMATION QUESTIONS (continued)

Content of information and data

7a. Does the quantitative data suggest that any groups across any of the nine grounds are under-represented among those who *seek access* to activities that would come within the scope of the plan, programme or policy? Does it suggest this for any subgroups?

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If yes:

- which groups or subgroups?
- for each group or subgroup, what information do you have as to why this is the case?

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Equality Impact Assessment Template

3. DATA AND INFORMATION QUESTIONS (continued)

7b. Does the quantitative data show that any groups across any of the nine grounds are under-represented among those who *participate* in the activities within the scope of the plan, programme or policy? Does it suggest this for any subgroups?

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If yes:

- which groups or subgroups?
- for each group or subgroup, what information do you have as to why this is the case?

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3. DATA AND INFORMATION QUESTIONS (continued)

7c. Does the quantitative data suggest that any groups across any of the nine grounds are under-performing in their *attainments, achievements or other outcomes* in the activities that come within the scope of the plan, programme or policy? Does it suggest this for any subgroups?

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If yes:

- which groups or subgroups?
- for each group or subgroup, what information do you have as to why this is the case?

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Equality Impact Assessment Template

8a. Does the qualitative information or data show any patterns of under-representation or underachievement in access to, participation in or outcomes from activities within the scope of the plan, programme or policy?

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8b. Does the qualitative information or data show that any groups across any of the nine grounds experience any barriers in relation to activities that come within the scope of the plan, programme or policy? Does it suggest this for any subgroups?

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3. DATA AND INFORMATION QUESTIONS (continued)

Implications of information and data

9. Is there a difference between the quantitative and qualitative information or data?

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If so, how can this be reconciled?

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10. Do you know why groups that are under-represented or are underachieving are doing so?

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11a. What particular needs for each of the groups and their individual members across the nine grounds can be identified?

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Equality Impact Assessment Template

3. DATA AND INFORMATION QUESTIONS (continued)

11b. What particular barriers do each of the groups and their individual members across the nine grounds face?

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11c. What are the particular issues that make it more difficult for any of the groups and their individual members to achieve access, participation and outcomes from activities with the scope of the plan, policy or procedure?

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11d. Are there particular issues that need to be addressed to ensure a reasonable accommodation for people with disabilities?

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4. ASSESSING IMPACT

12a. Is the plan, programme or policy free from any form of discrimination on all of the nine grounds named in the equality legislation? Does it ensure that none of the groups covered by the nine grounds are put at a particular disadvantage?

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12b. *If no*, what changes are required to the plan, programme or policy to eliminate this discrimination?

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13a. Does the plan, programme or policy adequately provide for the practical implications of diversity across the nine grounds? Does it ensure that reasonable accommodation is made for people with disabilities?

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13b. *If no*, what changes can you make to the proposed design of the plan, programme or policy to cater for diversity while still meeting the objective established for the plan, programme or policy?

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4. ASSESSING IMPACT (continued)

14a. Does the plan, programme or policy contribute to achieving equality for groups and their individual members who experience inequality?

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14b. *If no*, what changes can you make to the proposed design of the plan, programme or policy to promote equality, while still meeting the objective established for the plan, programme or policy?

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