

# Equality Impact and Needs Assessment Form

## Section One – Screening

|  |
|--|
| Name of strategy, policy or project:   |
| Psychometric Testing   |
| Directorate and service area:  |
| Personnel and Performance Directorate, Employee Relations  |
| Name and contact details of officer completing assessment:   |
| Jason Wilson (jason.wilson@devon.gov.uk)   |
| 1. What is the main purpose of the strategy/policy/project (or the changes you want to make to it)?<br><br>To provide a Psychometric Testing service to be used as an aid in recruitment processes across Devon County Council and other public sector organisations and charities |
| 2. What are the main activities of the strategy/policy/project?<br><br>To provide a range of psychometric tests to be used as a recruitment or developmental tool  |
| 3. Who is intended to benefit from the strategy/policy/project, and how?<br><br>Employers benefit from these tests as the results can help to ensure that the right person is recruited to the job. Candidates benefit from the fair and objective selection process.              |
| 4. Is the strategy/policy/project consistent with the Council's equality policies?<br><br>Yes  |
| 5. Is responsibility for the strategy/policy/project shared with another department, authority or organisation? If so, what responsibility and which bodies?<br><br>n/a  |

6. What impact is the strategy/policy/project likely to have on different sections of the community? You may wish to use the table below as a prompt.

|  | <b>Positive impact</b> – it could benefit<br>✓ (check box) | <b>Negative impact</b> – it could disadvantage<br>✓ (check box) | <b>Reason</b>   | <b>Are there additional factors that could contribute to the experience of isolation<sup>1</sup>? If so, what are they?</b> | <b>Evidence</b> |
|--|--|---|---|---|-----------------|
| Gender   |  |   |   |   |                 |
| • Women  | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |   |   |                 |
| • Men  | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |   |   |                 |
| Ethnic Group   |  |   |   |   |                 |
| • Asian or Asian British people                        | <input checked="" type="checkbox"/>                        | <input checked="" type="checkbox"/>                             | Language difficulties                                 |   |                 |
| • Black or Black British people                        | <input checked="" type="checkbox"/>                        | <input checked="" type="checkbox"/>                             | Language difficulties                                 |   |                 |
| • Chinese people                                       | <input checked="" type="checkbox"/>                        | <input checked="" type="checkbox"/>                             | Language difficulties                                 |   |                 |
| • Gypsy or Roma People                                 | <input type="checkbox"/>                                   | <input type="checkbox"/>  |   |   |                 |
| • Irish People   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |   |   |                 |
| • People of Mixed Heritage                             | <input type="checkbox"/>                                   | <input type="checkbox"/>  |   |   |                 |
| • White People   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |   |   |                 |
| • People of other ethnic backgrounds                   | <input checked="" type="checkbox"/>                        | <input checked="" type="checkbox"/>                             | Language difficulties                                 |   |                 |
| Asylum Seekers and Refugees                            | <input type="checkbox"/>                                   | <input type="checkbox"/>  |   |   |                 |
| People with physical, sensory or learning disabilities | <input checked="" type="checkbox"/>                        | <input checked="" type="checkbox"/>                             | e.g. Dyslexia - May take longer to read the questions |   |                 |
| Deaf People who use                                    | <input checked="" type="checkbox"/>                        | <input checked="" type="checkbox"/>                             | May not be able to                                    |   |                 |

<sup>1</sup> Refer to section 3 of the EINA guidance.

|   | <b>Positive impact</b> – it could benefit<br>✓ (check box) | <b>Negative impact</b> – it could disadvantage<br>✓ (check box) | <b>Reason</b>  | <b>Are there additional factors that could contribute to the experience of isolation<sup>1</sup>? If so, what are they?</b> | <b>Evidence</b> |
|---|--|---|--|---|-----------------|
| British Sign Language   |  |   | assimilate oral/written instructions. May not read/write traditional english grammar.              |   |                 |
| People with mental health issues  | <input type="checkbox"/>                                   | <input type="checkbox"/>  |  |   |                 |
| Lesbians, gay men and bisexual people   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |  |   |                 |
| Trans people  | <input type="checkbox"/>                                   | <input type="checkbox"/>  |  |   |                 |
| Age   |  |   |  |   |                 |
| <ul style="list-style-type: none"> <li>Older people (60 +)</li> </ul>                 | <input checked="" type="checkbox"/>                        | <input checked="" type="checkbox"/>                             | Tests are objective rather than subjective<br>Lack of experience in completing these types of test |   |                 |
| <ul style="list-style-type: none"> <li>Younger people (17-25) and children</li> </ul> | <input checked="" type="checkbox"/>                        | <input type="checkbox"/>  |  |   |                 |
| People of different faith groups or beliefs including non-believers                   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |  |   |                 |
| Travellers  | <input type="checkbox"/>                                   | <input type="checkbox"/>  |  |   |                 |
| Other (please specify)  | <input type="checkbox"/>                                   | <input type="checkbox"/>  |  |   |                 |
| Other (please specify)  | <input type="checkbox"/>                                   | <input type="checkbox"/>  |  |   |                 |

**Notes:**

- Faith groups cover a wide range of groupings, the most common of which are Muslims, Buddhists, Jews, Christians, Sikhs and Hindus. Consider faith categories individually and collectively when assessing positive and negative impacts.
- The categories relating to ethnicity include those used in the 2001 census. Consideration should be given to the needs of specific communities within the broad categories such as Bangladeshi people and to the needs of other communities such as Turkish/Turkish Cypriot, Greek/Greek Cypriot and Polish that do not appear as separate categories in the census.
- An adverse impact does not necessarily require action to be taken. Actions must remain in proportion with the benefits that could be achieved and resources available to complete them. If adverse impacts are identified and actions for improvement are not proportionate, the reasons for not taking action should be detailed and open to challenge.

|   |  |  |
|---|--|--|
| 7. If you have indicated there is a negative impact on any group, is that impact:   |  |  |
| Legal?  | YES<br><input checked="" type="checkbox"/> | NO<br><input type="checkbox"/>             |
| <i>(i.e. it is not discriminatory under anti-discriminatory legislation – refer to the Council's website or your Directorate Equality Representative if guidance is needed)</i>   |  |  |
| Intended?   | YES<br><input type="checkbox"/>            | NO<br><input checked="" type="checkbox"/>  |
| Level of impact   | HIGH<br><input type="checkbox"/>           | LOW<br><input checked="" type="checkbox"/> |
| If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete section two of this form. If not, complete the rest of section one below and consider if completing section two would be helpful in making a thorough assessment.  |  |  |
| 8. a) Could you minimise or remove any negative impact that is of low significance?<br>Explain how:<br>Ethnic Group:<br>To overcome language difficulties, the individual candidates are consulted before the testing to find out their individual requirements. Instructions for each tests are given jointly by verbal communication and in written format.<br><br>People with physical, sensory or learning disabilities / Deaf People who use BSL:<br>Problems can be overcome by making reasonable adjustments to the administration procedure, such as increased time to complete the tests for people with dyslexia, ensuring the venue is easily accessible for people with motor disabilities, and provision of different formats of test materials (eg. braille, large print) for people with sensory disabilities.<br>A statement is also included in the invite to interview letter saying 'if you have any disability and require us to make any reasonable adjustments for the process please let us know as soon as possible'. |  |  |
| b) Could you improve the strategy, project or policy's positive impact?<br>Explain how:<br><br><i>You may wish to use the action sheet at the end of Section Two.</i>   |  |  |
| 9. If there is no evidence that the strategy, policy or project promotes equality, equal opportunities or improved relations – could it be adapted so that it does?<br>How?   |  |  |

**Please sign and date this form. Keep one copy, send a copy to your Directorate Equality Representative and publish the results on the Council's website.**

Signed: Jason Wilson

Date: 21/09/2006

**Section Two – Full assessment**

Name of strategy, policy or project:

Date:

**Part A**

| 1. Looking back at section one of the EINA, in what areas are there concerns that the strategy, policy or project could have a negative impact?  |  |
|--|--|
| 2. Summarise the likely negative impacts.  |  |
| 3. What previous or planned consultation or research on this topic / policy area / project has taken place / will take place with groups / individuals from different sections of the community? If there has already been consultation or research what does it indicate about negative impact of this strategy, policy or project? |  |
| Section of the Community   | Summary of consultation or research carried out or planned |
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|--|
| 4. What consultation has taken place/or is planned with DCC staff/DCC staff group including staff that have, or will have, direct experience of implementing the strategy / policy / project?  |
| 5. If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on the issues.<br>YES <input type="checkbox"/> (Please list them below and explain how you will obtain their views) |

NO

6. Has the strategy / policy / project been through legal vetting for compliance?

YES

NO

**Note:** This will only be necessary in conditions where the strategy / policy / project is entirely driven by legislative duties **and/or** where there is doubt about the legal interpretations in relation to the outcomes / service being provided.

### Part B

Complete this section when consultation and research has been carried out

7. a) As a result of this assessment and available evidence collected, including consultation, state whether there will need to be any changes made / planned to the policy, strategy or project.

b) As a result of this assessment and available evidence is it important that DCC commission specific research on this issue or carry out monitoring / data collection?

*(You may wish to put this information directly onto the action plan at the end of this form)*

8. Will the changes planned ensure that negative impact is:

Legal? YES  NO

*(not discriminatory, under anti-discriminatory legislation)*

Intended? YES  NO

Low impact? YES  NO

9. a) Have you set up a monitoring / evaluation / review process to check the successful implementation of the strategy, project or policy?

YES  NO

b) How will this monitoring / evaluation further assess the impact on different sections of the community/ ensure the strategy/ policy / project is non-discriminatory?

Details:

10. What is the final policy decision for this assessment?

11. There is a legal requirement to publish the outcome of an Equality Impact and Needs Assessment. Please outline how / where this will happen:

***Please complete the action plan below, sign the EINA, retain a copy and send a copy of the full EINA, including the Action Plan, to your Directorate Equality Representative.***

Signed:

Date:

## Equality Impact and Needs Assessment Action Plan

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

| Issue | Action required | Lead officer | Timescale | Resource implications | Comments |
|-------|-----------------|--------------|-----------|-----------------------|----------|
|       |                 |              |           |                       |          |
|       |                 |              |           |                       |          |
|       |                 |              |           |                       |          |
|       |                 |              |           |                       |          |
|       |                 |              |           |                       |          |

**NOTES:**