

# Equality and Human Rights Impact Assessment - the Form

Eight steps to an equality and human rights impact  
assessment



There are separate guidance notes to accompany this form – “Equality and Human Rights Impact Assessment – the Guide.” Please use these guidance notes as you complete this form.

**STEP 1: Identify essential information** (To complete this section please use the notes on page 8 of the guide to the Equality and Human Rights Impact Assessment.)

1. Name of function, policy or procedure

Youth Travel Card for public transport

2. Is this function, policy or procedure  New  Reviewed

3. Officers completing this form

Name	Designation	Service	Directorate
Chris Cormack	Technical Officer		EP&I

4. Date of Impact Assessment

5. Lead council service(s) involved in the delivery of this function, policy, procedure

EP&I

6. Who else is involved in the delivery of this function, policy or procedure? (for example other Council services or partner agencies)  
**(if none go to question 8)**

None

7. How have they been involved in the equality and human rights impact assessment process?

**STEP 2: Outline the aims of the function, policy or procedure** (To complete this section please use the notes on pages 9 -10 of the guide to the Equality and Human Rights Impact Assessment.)

8. What are the main aims of the function, policy or procedure? Please list

To provide discounted travel for public transport for 16-18 year olds in full time education.

9. Who are the main beneficiaries of the function, policy or procedure? Please list

16-18 year olds in full time education.

10. Is the function, policy or procedure intended to increase equality of opportunity by permitting positive action or action to redress disadvantage?

Yes

No

Give details

It balances 16-18 year olds transport costs who are in school to those who are in college or university.

11. What impact will the function, policy or procedure have on promoting good relations and wider community cohesion?

Very minor negative impact as our local scheme will be replaced by the national scheme.

**STEP 3: Gather and consider evidence** (To complete this section please use the notes on pages 11 - 12 of the guide to the equality and human rights impact assessment)

12. What evidence is there to identify any potential positive or negative impacts?

Evidence	Details
Consultation	N/A
Research	N/A
Officer knowledge and experience (including feedback from frontline staff)	There is a clear relationship between cost and public transport utilisation and any increase in cost may affect access to services.
Equality monitoring data	None
User feedback (including complaints)	Many of the current cardholders feel that the ACC scheme should include Season Tickets. The National Scheme only works on single tickets.
Other	N/A

**STEP 4: Assess likely impacts on equality strands** (To complete this section please use the notes on pages 13 –14 of the guide to the Equality and Human Rights Impact Assessment)

13. Which, if any, equality target groups and others could be affected by this function policy or procedure? Place the symbol in the relevant box.

Equality Target Group	Positive Impact(+)	Neutral Impact (0)	Negative Impact(-)
Race*		0	
Disability		0	
Gender **		0	
LGB***		0	
Belief		0	
Younger			-
Older		0	
Others		0	

\* Race include Gypsies/Travellers

\*\* Gender includes Transgender

\*\*\* LGB: Lesbian, Gay and Bisexual

14. From the groups you have highlighted above, what positive and negative impacts do you think the function, policy or procedure might have? Detail the impacts and describe the groups affected.

Positive impacts (describe groups affected)	Negative Impacts (describe groups affected)
	Eligible persons will find an increase in travel from 2p to 68p depending upon the frequency of bus use per day for a return journey.

**STEP 5: Apply the three key assessment tests for compliance assurance** (To complete this section please use the notes on pages 15 – 17 of the guide to the Equality and Human Rights Impact Assessment.)

15. Does this policy/procedure have the potential to interfere with an individual's rights as set out in the Human Rights Act 1998? State which rights might be affected by ticking the appropriate box(es) and how. **If you answer "no", go to question 19.**

- Article 3 – Right not to be subjected to torture, inhumane or degrading treatment or punishment
- Article 6 – Right to a fair and public hearing
- Article 8 – Right to respect for private and family life, home and correspondence
- Article 10 – freedom of expression
- Other article not listed above

No  
How?

**Legality**

16. Where there is a potential negative impact is there a legal basis in the relevant domestic law?

**Legitimate aim**

17. Is the aim of the policy a legitimate aim being served in terms of the relevant equality legislation or the Human Rights Act?

**Proportionality**

18. Is the impact of the policy proportionate to the legitimate aim being pursued? Is it the minimum necessary interference to achieve the legitimate aim?

**STEP 6: Monitor and review** (To complete this section please use the notes on page 18 of the guide to the Equality and Human Rights Impact Assessment).

19. How will you monitor the implementation of the function, policy or procedure? (For example, customer satisfaction questionnaires)

Customer feedback, City Voice questionnaire on transport, feedback from bus operators and ongoing liaison with schools.

20. How will the results be used to develop the function policy or procedure?

Depending upon the level of feedback and any negative impact that has not yet been considered, further reports may be prepared.

21. When is the function, policy or procedure due for review?

See 20.

**STEP 7: Report results and summary of EHRIA to the public** (To complete this section please use the notes on page 19 of the guide to the Equality and Human Rights Impact Assessment).

22. Where will you publish the results of the Equality and Human Rights Impact Assessment?

Please indicate as follows by ticking the appropriate box(es).

X Summary of EHRIA will be published in committee report under section “Equality Impact Assessment”

Full EHRIA will be attached to the committee report as an appendix

Summary of EHRIA to be published on council website within relevant service pages

Other, please state where:

23. Please summarise the results of the Equality and Human Rights Impact Assessment and give an overview of whether the policy, procedure or function will meet the Council’s responsibilities in relation to equality and human rights. This summary needs to include any practical actions you intend to take / have taken to reduce, justify or remove any adverse negative impacts.

The Equalities and Human Rights Impact Assessment has identified that 16-18 year olds in full time education (but not attending college or university) may be negatively affected.



**STEP 8 SIGN OFF** (To complete this section please use the notes on page 20 of the guide to the Equality and Human Rights Impact Assessment)

The final stage of the EHRIA is to formally sign off the document as being a complete, rigorous and robust assessment.

Person completing the impact assessment

Name	Date	Signature
Chris Cormack	12/10/09	

Quality check: document has been checked by

Name	Date	Signature
Andrew Stokes	15/10/9	

Head of Service (Sign-off)

Name	Date	Signature

**Now –**

Please send a copy of your completed EHRIA form together with the Policy/Strategy/Procedure to:

Head of Service  
Community Planning and Regeneration,  
Strategic Leadership  
Aberdeen City Council  
St. Nicholas House  
Broad Street  
Aberdeen  
AB10 1GZ