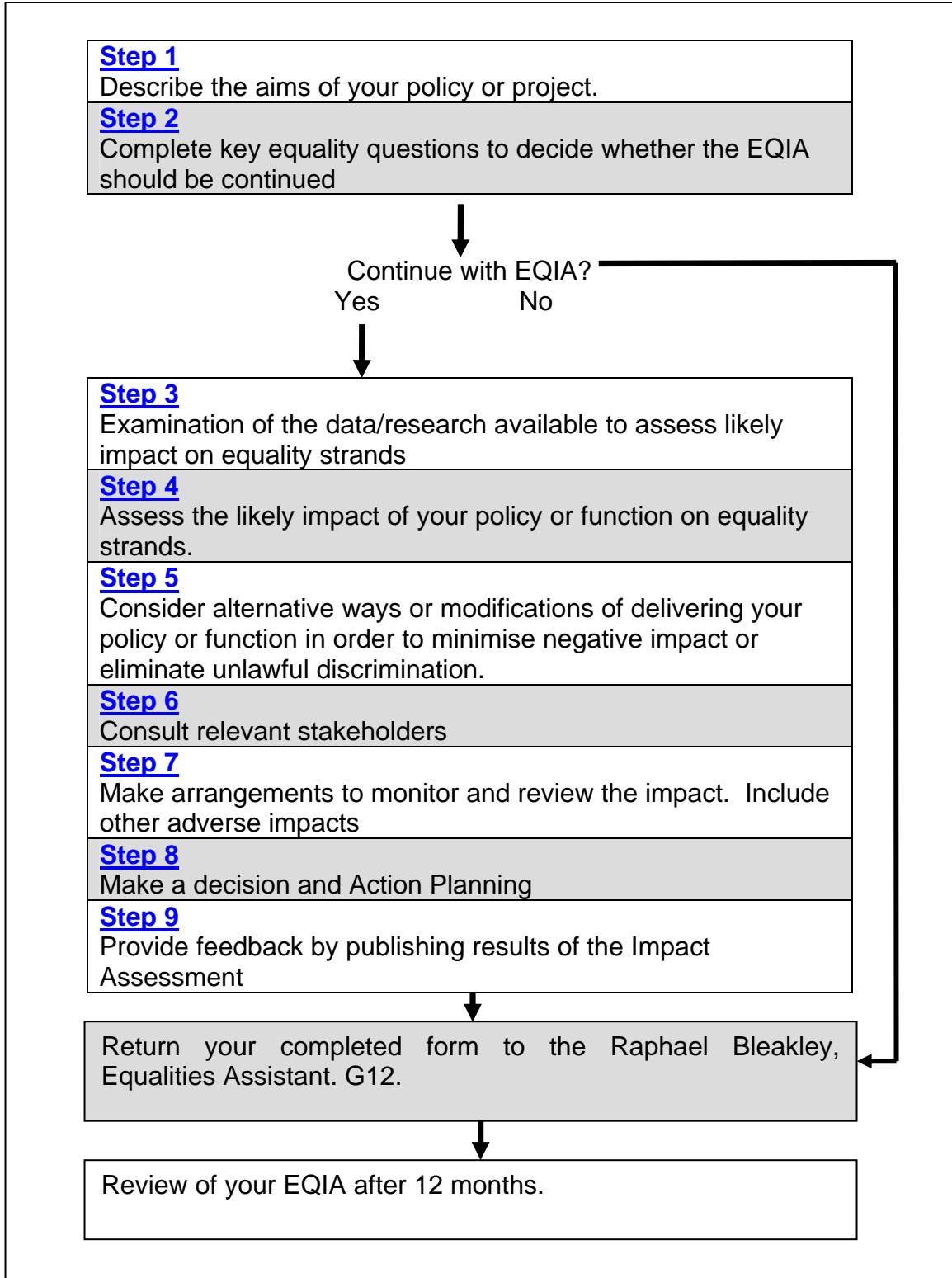


POLICY/PROJECT EQUALITY IMPACT ASSESSMENT TOOLKIT

Front Summary Sheet			
DIRECTORATE:		DEPARTMENT: Criminal	
PROJECT MANAGER: Kingsley Thomas		NAME OF POLICY: Quality assurance scheme for criminal legal assistance	
DATE: 19 November 2008		POLICY: <input type="checkbox"/>	NEW: <input type="checkbox"/>
		PROJECT: <input type="checkbox"/>	EXISTING: <input type="checkbox"/>
SUMMARY OF OUTCOME OF IMPACT ASSESSMENT			
Adverse effects:			
Not found <input type="checkbox"/> →			
Found <input type="checkbox"/> Policy/Function/Project amended to stop or reduce adverse effects <input type="checkbox"/>			
Impact Assessment Review Date:			

THE NINE STEPS OF EFFECTIVE IMPACT ASSESSMENT



Step 1. Aim of project/policy							
<p>(a) What is the aim, objectives and outcomes of the project/policy</p> <p>The criminal quality assurance scheme is being introduced as part of the reforms of criminal legal assistance. The scheme is to be run by the Board, in co-operation with the Law Society of Scotland. The scheme introduces a periodic review of solicitors files to ensure that they comply with the guidelines and criteria agreed between the Board and the Law Society.</p>							
(b) Who is going to be affected?		Yes	No		Yes	No	Please list the main stakeholders:
Legal aid solicitors	x	<input type="checkbox"/>	The general public	<input type="checkbox"/>	<input type="checkbox"/>	Scottish Legal Aid Board The Law Society of Scotland	
Applicants	<input type="checkbox"/>	<input type="checkbox"/>	Other organisations	<input type="checkbox"/>	<input type="checkbox"/>		
Staff at the Board	<input type="checkbox"/>	<input type="checkbox"/>					
<p>(c) What will be affected?</p> <p>This scheme will aid to reinforce the audit of criminal firms and ensure that quality standards of criminal cases are met.</p>							

If this is a new Policy/Project:
<p>(d) What are the timescales for planning and implementation?</p> <p><u>November 2008</u> Recruitment of peer reviewers Meeting of first Criminal QA Committee</p> <p><u>December 2008</u> Interviews to appoint peer reviewers Commence training of peer reviewers Peer review pilots commence</p> <p><u>January 2009</u> Consultation of peer review criteria</p> <p><u>February 2009</u> Further consideration of peer review criteria and pilot outcomes Draft revisions of criteria</p> <p><u>March/April 2009</u> Implementation of Criminal Quality Assurance Scheme</p>
<p>(e) What resource and contract implications are linked to this policy/project</p> <p>None</p>
<p>(f) What factors could affect the outcome of the policy?</p> <p>n/a</p>

Step 2. Key Equalities Questions			
Remember to consider the following equality groups: Race; Disability; Gender (including transgender); Age; Religion & Belief; Sexual Orientation.			
	Yes	No	Comment
1) Is there any evidence that different groups have different needs, experiences, issues and priorities in relation to the policy issue?	<input type="checkbox"/>	x	There is no current evidence, however
2) Does your policy involve/affect people?	x	<input type="checkbox"/>	
3) Is there potential for the policy to discriminate an equalities group in any way?	x	<input type="checkbox"/>	The policy is not discriminatory; however it could be adapted more effectively to examine discriminatory practice within the profession.
4) Is there an opportunity to encourage greater participation of the equalities groups?	<input type="checkbox"/>	x	
5) Have consultations with relevant groups, organisations or individuals indicated that previous policies create problems that are specific to them?	<input type="checkbox"/>	x	
6) Is there any evidence or reason to believe that there is higher or lower participation or take-up from different equality groups of the area to which the policy/strategy applies?	<input type="checkbox"/>	x	
7) Is there a likelihood that there will be a concern within the profession, public or stakeholder groups as to equality?	x		The Law Society of Scotland is clear
Total			

<p>Should this policy/project undergo a full EQIA? (Remember, if you have answered 'Yes' to four or more questions, the policy/project should undergo a full EQIA)</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>If 'Yes' when will you continue with a full EQIA?</p>
<p>Name:</p>	<p>Date:</p>

Step 3. What do we know from data or research about the policy or project?		
(a) What evidence have you used to introduce this policy/project?		
(b) What related policies or functions are currently up and running?		
(c) What do we know from existing data, specially commissioned research, consultations focus groups etc?	(i) Quantitative	(ii) Qualitative
(d) What gaps in knowledge are apparent	(i) Quantitative	(ii) Qualitative
(e) What further information is needed?		
(f) How do you propose to find this information?		

Step 4. Impacts on equality groups.			
(a) What is the likely impact (whether intended, or unintended positive or negative) of the policy or function?			
(b) Is there likely to be a differential impact on any of the groups listed below? If yes, please state if this impact may be adverse and give further details			
(i) Grounds of race or ethnicity Info: Equality and Human Rights Commission ; SLAB Race Equality Scheme	Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:	Adverse? Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:	Is there an opportunity to promote good relations? Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:
(ii) Grounds of gender: Transgender or transsexual people Info: Equality and Human Rights Commission ; SLAB Gender Equality Scheme	Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:	Adverse? Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:	Is there an opportunity to promote good relations? Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:
(iii) Grounds of disability Info: Equality and Human Rights Commission ; SLAB Disability Equality Scheme	Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:	Adverse? Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:	Is there an opportunity to promote good relations? Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:

<p>(iv) Grounds of religion and belief Info: Equality and Human Rights Commission</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:</p>	<p>Adverse? Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:</p>	<p>Is there an opportunity to promote good relations? Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:</p>
<p>(v) Grounds of age, including older people and children & young people Info: BERR</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:</p>	<p>Adverse? Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:</p>	<p>Is there an opportunity to promote good relations? Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:</p>
<p>(vi) Grounds of sexual orientation Info: Women & Equality Unit</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:</p>	<p>Adverse? Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:</p>	<p>Is there an opportunity to promote good relations? Yes <input type="checkbox"/> No <input type="checkbox"/> Please Comment:</p>
<p>(c) Is the policy directly discriminatory? Yes <input type="checkbox"/> No <input type="checkbox"/></p>		<p>(d) Is the policy indirectly discriminatory? Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p>If you said 'No' to parts (c) and (d) of this section, please go to Step 6</p>			

<p>(e) If you said yes, is this direct/indirect discrimination objectively justifiable or proportionate in meeting a legitimate aim?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	<p>(f) Is the policy intended to increase equality of opportunity by permitting positive action or action to redress disadvantage</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Please give details:</p>
<p>(g) If the policy is unlawfully discriminatory, you must decide how to lawfully implement it:</p>	

Step 5 Modifications that may better achieve the promotion of greater equality of opportunity.

(a) Consider whether there might be any scope to promote greater equality of opportunity by altering the policy or project.

(b) Consider how the policy could be modified to reduce or eliminate any identified negative impacts.

(c) If modifications are required, what are the cost implications?

Step 6 Formal Consultation			
(a) Do you have a consultation process?			
Yes <input type="checkbox"/> No <input type="checkbox"/> (If 'no', please continue to step 6)			
(b) What are the aims of your consultation?			
(c) What is the timescale of the consultation?			
(d) What methods of consultation do you propose (i.e. meetings, briefings etc)?			
(e) With whom will you consult?			
External Equalities Advisory Group	<input type="checkbox"/>	Equalities Project Board	<input type="checkbox"/>
The Law Society/Crown Office	<input type="checkbox"/>	The Executive Team	<input type="checkbox"/>
Hard to reach groups	<input type="checkbox"/>	Other:	<input type="checkbox"/>

Step 7. Make arrangements to monitor and review impacts.

(a) How will the implementation of the policy/project be monitored?

(b) How will you measure the impact on equality groups?

(c) How will results of monitoring be used to develop future policy?

(d) When is the policy/project due for review?

Step 8. Make a decision and plan for action			
(a) Project Board Decision:			
introduce policy/project	<input type="checkbox"/>		
amend the policy/project	<input type="checkbox"/>		
reject policy/project	<input type="checkbox"/>		
other	<input type="checkbox"/>		
(b) Describe your action plan with timescales:			
Action	By Whom	Milestones	Outcome Expected
Training Action Requirements	By Whom	Milestones	Outcome Expected

Step 9. Publication of Results and review of EQIA

Date of publication:

Review Date: