Appendix 2

EqIA template

The following template has been put together to record the results of your EqIA. The question numbers correspond to the stages outlined above.

It should be noted that this template should simply be used to record the results of your research and analysis. Before arranging a meeting to complete the template, you should therefore ensure that you have gathered all relevant evidence (see particularly guidance on question 3 to determine what evidence you might collect).

	EqIA key sections	Your answer
1.	**Scope**: You should record: - What service/document/action is being impact assessed? - What the aims and objectives of the service/document/action are	**The third Local Transport Plan for Cambridgeshire (LTP3)** The plan sets out the aspirations, objectives and measures to achieve the objectives below, to improve transport in Cambridgeshire. Objectives are to: 1. Support economic growth 2. Tackle climate change 3. Promote equality of opportunity 4. Improve quality of life and a healthy natural environment 5. Contribute to better safety, security and health
2.	**Who should be involved:** You should record: - Who is involved in the impact assessment? Note County Council officers, stakeholders from partner organisations, service users and community experts	The Transport Policy and Strategy Service are responsible for completing the EqIA for the LTP document but colleagues in Highways & Access who are responsible for delivering transport schemes are considered key stakeholders.
3.	**Information collation and analysis:** You should record:	For each of these questions, take account of the following equality strands: • Age • Gender • Disability • Ethnicity/race and culture • Sexual orientation • Religion/(no) belief • Rural isolation • Deprivation

		a. Who are your customers?
	a. Who are your customers?	All who live in, work in or visit Cambridgeshire (i.e. all who travel in Cambridgeshire). Road and footpath users including: Pedestrians Wheelchair users Cyclists Motorcyclists Public transport users and providers Taxi users and providers Community transport users and providers Car users Lorry and HCV drivers Delivery couriers Emergency Services
	b. What different needs do your customers have?	**b. What different needs relevant to this service/document/action do your customers have that you should attempt to meet?** 1. Vulnerable users sharing road/footpath space with less vulnerable users (pedestrians, wheelchair/mobility scooter users/cyclists). 2. Women who may be concerned about personal security and safety on public transport at certain times of the day, as well as cycling or walking in certain areas at night. 3. Accessibility issues for those in rural isolation and areas of social deprivation, particularly young people and older people who do not have access to a car, and where the provision of public and community transport does not meet their needs. Some migrants may not have a car and might fit in this category too. Community Transport provides journeys for people unable to use conventional public transport. The majority of schemes are restricted to those meeting the following criteria: • Those who do not have access to public transport and do not have access to their own car; • Those who are unable to use public transport, i.e. because of a disability; • Those who are socially isolated from accessing basic public services and facilities, such as healthcare.] 4. Barriers to accessing information about transport services and options (language and lack of access to the internet)

	c. What do you have in place/plan to put in place to ensure these needs are met?	5. Barriers to accessing public transport: physical access - wheelchair users and people with other mobility issues, parents/carers with buggies; people in areas with limited public transport services (i.e. some rural areas), people with limited financial resources (e.g. some young people). 6. Safety issues relating to migrant road users where different standards of driving and attitudes to road safety and/or language barriers relating to road safety information/signage may affect their use of the roads and footpaths, and therefore their safety. (see Joint Casualty Data Report 2008 CCC, p.3) **c. What do you have in place/plan to put in place to ensure these needs are met?** 1. Ensuring more vulnerable road users are recognised, provided for and looked after where possible through segregated footpaths and cycle lanes and signage indicating shared paths. 2. Where possible footpaths and cycleways kept within sight of roads, and where appropriate well lit and away from vegetation. Working with bus operators on the use of security measures such as CCTV on buses. 3. Improving accessibility for those in rural isolation and areas of social deprivation through the Accessibility Strategy and innovative use of Community Transport. Also working with other service delivery agencies on the location of key services such as local healthcare facilities. 4. Timetables displayed at the bus stops and bus stations will provide information for those who don't have access to the internet, however it is difficult to keep these up to date and it is a shared responsibility with operators. Investigating other technologies such as texting information to mobile phones.
	d. Do you think you do/will fully meet these needs?	4. Information available in different formats for those with disabilities, non-English speakers, and those who may not have access to the internet. 5. Working with commercial bus operators to invest in wheel chair accessible buses – low floor requirement of Equality Act - (suitable for wheelchairs and buggies) and Community Transport which uses fully accessible vehicles. Most bus operators offer driver training and drivers help wheelchair users by attaching mobile ramps to the vehicle doorway – these are particularly useful for disabled passengers travelling independently. 6. Road safety materials have been specifically designed for

		migrant road users to help improve the road safety skills.
		d. Do you think you do/will fully meet these needs?
		1. Financial constraints mean that segregated lanes will not be possible in all areas, although Cycle Demonstration Town status has provided funding for a number of schemes in Cambridge and its immediate vicinity.
		2. Yes.
		3. Bus services operate in a commercial environment and as businesses provide services only where they remain commercially viable. The County Council subsidises around 20% of bus services but maintaining this level of subsidy is dependent on available funding. The County Council continues to support community transport schemes and services and working with partners will increasingly help 'fill the gaps' in public transport provision in rural areas. Partnership working on agendas such as Shaping Fenland and the Making Cambridgeshire County projects will also help to meet accessibility need.
		4. The Council's Passenger Transport Service has recently undertaken a major simplification of bus timetables to make them easier to read. Bus timetables are displayed at the bus stops and provide information for those who don't have access to the internet; however there is a shared responsibility between the Council and the bus operators to keep these up to date. To make the information more accessible we also provide bus timetables in libraries and other community centres, e.g. Fenland District Council's 'Fenland @ Your Service Shops'. Real Time Passenger Information signs are also being rolled out across the county.
		4. It is unlikely that travel information would automatically be provided in different languages but we are happy to respond to requests for information in different languages and formats.
		5. Bus companies continue to invest in modern, wheelchair accessible buses but some older vehicles (often in rural areas where there is no other option for those with mobility issues) are still in use. From 2015 all buses will be required to be Equality Act compliant.
		6. Road safety awareness training/materials available for migrant users (CPRSP – Cambridgeshire and Peterborough Road Safety Partnership).
	e. What evidence have you collected about	**e. What evidence have you collected about the views of service users (take-up, satisfaction, stakeholder**

| | | the views of service users (take-up, satisfaction, stakeholder opinions etc.)? | **opinions etc.)?**

Public and Stakeholder Consultation between 18 January and 9 April 2010.

18 Public exhibitions across the county and questionnaires distributed to every household in the county.

Article in Age Concern Newsletter and Schools Newsletter and at surgeries, health care centres and hospitals, as well as libraries, post offices and services centres.

Presentations to stakeholders including DisabilityCambridgeshire, Cambridgeshire's Older People'sPartnership Board, Community Transport Operators Board, and Fenland Youth Council, and recorded feedback from these.

Letters sent to a large number of organisations representing key groups inviting them to respond to our consultation.

MRUK Place Survey Report - 2009

Questionnaire consultation feedback. |
| | f. | Does the evidence from service users (take-up, satisfaction, stakeholder opinions etc.) support your view on how well you meet/will meet equality and diversity needs? | **f. Does the evidence from service users (take-up, satisfaction, stakeholder opinions etc.) support your view on how well you meet/will meet equality and diversity needs?**

1. and 2. Public consultations on Cycling Schemes have shown widespread support (67% and 68% in favour) of schemes with segregated walking and cycling provision off road.

3. The MRUK Place Survey of Cambridgeshire, indicated that residents felt that public transport was a priority for improvement.

During public consultation for LTP3, of the six types of transport improvement that respondents were asked to rank in order of importance, public transport was considered to be the highest priority with 75% of respondents ranking it as either 1 or 2 (1 being the most important). This was reflected in the more detailed comments, where many people listed reliability, cost, unattractiveness, the need for clearer information, and concerns about cuts to services as key problems with public transport.

Our Passenger Transport Service has a good working relationship with the bus operators. To mitigate we are |

encouraging the use of Quality Bus Partnerships where operators sign up to agreements about buses, services levels and other conditions.

5. Disabled users (mainly in rural areas) would like to know ahead of time whether the bus that is coming is wheelchair accessible. Evidence from public exhibition feedback seems to indicate that some operators use buses that don't have wheelchair access in rural areas. There is a requirement that by 2015 all buses will be Disability Discrimination Act compliant (now superseded by the Equality Act). In the meantime, operators are continually investing in new vehicles.

4.	**Making a judgement:** You should record: - Your final judgement – will your service/document/action have a positive, negative or neutral equality impact? - If it will have a positive impact on some groups and a neutral impact on others, is this justified? - Are there any existing or potential equality issues with your service/document/action that need to be addressed?			
		Equality strand	**Judgement based on evidence cited above (positive, negative, neutral**	**Issues or opportunities that need to be addressed**
		Age	Positive	New initiatives for Young People and Community Transport to improve accessibility particularly to social activities;
		Gender	Positive	More people using Public

			Transport can make it feel safer. Also opening up footpaths in open, well lit locations, clearing vegetation	
	Disability	Positive	Continued programme of improving footpaths will improve accessibility for mobility scooters and wheelchairs. Tactile paving and crossings that 'beep' rather than just using lights and information available in Braille for people with visual impairments. Support dogs for people with visual and hearing impairments are permitted to travel on public transport. More wheelchair accessible buses will improve accessibility for users. Continued support for Community Transport services.	
	Ethnicity/race and culture	Neutral		
	Sexual orientation	Neutral		
	Religion/(no) belief	Neutral		
	Rural isolation	Positive	Accessibility Strategy, links with MCC: Places	

		Pilot in March
Deprivation	Positive	Supporting Shaping Fenland programme, links with MCC: Places Pilot in Arbury and March

No.	Content	Response
5.	**Action planning:** You should record: - Any actions that you have identified to address any potentially unjustifiable differences in impact on different equality groups - Any actions you have identified to take advantage of an opportunity you have identified to promote equality and diversity - Where these actions will be recorded (i.e. which service plan, strategy action plan etc.)?	<table><tr><th>Issue/ opportunity</th><th>Action</th><th>Lead officer</th><th>Timescale</th><th>Action plan recorded in</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> NB it is assumed that completion of these actions will be monitored through the relevant action plan (e.g. service plan, strategy action plan, project plan). However, if this is not the case, you should monitor the above action plan in its own right.
6.	**Monitoring and Review:** You should record: - If the actions identified in stage 5 are not incorporated into an existing action plan, how will you monitor them? - When will you review	This EqIA will be reviewed in line with the review of the Local Transport Plan 3. The review will be the responsibility of the Transport Policy & Strategy team. During the implementation phase of transport schemes and measures, the relevant team in the Highways & Access Directorate will consult with stakeholders and the public on the detailed proposals. At this stage, additional EqIAs will be

	this equality impact assessment? Who will be responsible?	undertaken. Surveys, such as bus passenger satisfaction surveys will also be undertaken.

Appendix 3

Potential Equality Impacts: Issues to Consider

The following provides a prompt for the types of impacts that it may be possible to have on different equality groups. The issues identified are not intended to provide a comprehensive or exhaustive list of issues, but should help in the identification of specific actions that need to be taken. Whilst a particular section of the community will have common interests and concerns, they are not one and the same. For example, women will have differing needs and concerns depending on age, ethnic origin, disability etc. You should also consider that equality impacts do not just apply to minority groups – for example, young working class men currently achieve lower academic qualifications than many other groups. You should therefore think about the impact of your actions on all groups, not just minority groups.

Ethnicity/Race and culture: You may like to consider:

• Access to jobs and training	• Access to information translation interpretation	• Access to appropriate services
• Culture	• Religion, faith or belief	• Racial harassment and violence
• Participation in public life	• Resources for voluntary / community groups	• Support for business development
• Exclusion from social groups/events	• Stereotyping	

Gender: Issues for women include: -

• Concern about personal security and safety	• Sexual harassment and attacks	• Employment and training opportunities
• Mobility and transport	• Health and social services	• Leisure and recreation facilities
• Caring for dependents	• Participation in public life	• Access to education

Gender: Issues for men may include: -

• stereotyping	• School exclusion	• recognition of caring responsibilities

• educational attainment	• low take up of health services	• lack of access to flexible working
• personal security and safety		

Gender: Issues for transsexuals may include:

• Bullying / Harassment	• Time off for Medical Treatment	• Dress Codes
• Right to Privacy	• Support during transition stage	• Use of single sex facilities
• Support for family / family breakdown	• Low levels of awareness amongst employees	• Home / residential support for older people

Disability: Issues for disabled people include: -

• Social isolation	• Health and community care	• Access to education / leisure opportunities
• Mobility and transport	• Access to information (alternative formats)	• Accessibility of buildings / services
• Safety and security	• Participation in public life	• Low incomes / reduced employment
• Access to advocacy		

Religion Faith or Belief: Issues for people who follow a particular religion may include:

• Dietary requirements / Fasting	• Arrangements for Birth / Bereavement	• Leave for religious observance
• Religious Observance / Prayer and Daily rituals	• Dress / Jewellery	• Personal Care e.g. Washing / Bathing
• Gender differences and physical contact	• Rites of passage / religious initiation	• Greetings
• Stereotyping and racism		

Age - Older People: Issues for older people may include: -

• Living in a safe community	• Being able to live in their own home	• Reduced income
• Loneliness and isolation	• Being in control / having choice over care	• Affordable, accessible transport
• Bereavement	• Access to local facilities	• Caring for a partner, child or grandchild
• General health issues	• Mental health issues, often associated with social isolation	

Age - Young People: Issues for younger people may include: -

• Bullying / Peer Pressure	• Education / Training / Employment Options	• Income / budget management
• Access to leisure activities	• Personal Development / Relationships	• Transport
• Having a say in decisions which affect them	• Caring for a sibling or a parent	• Accommodation
• Stereotyping: many older people see young people as threatening	• Some groups of young people may feel excluded e.g. BME groups	

Sexual Orientation: Issues for gay, lesbian, or bisexual people may include:

• Bullying / hate crime	• Intrusive questions / right to privacy	• Depression / self harming
• Rejection by family	• Stereotyping	• Safe environment to come out in
• Attainment /staying on at school	• Workplace benefits for partners e.g. pensions	• Family life including adoption and fostering
• 'Heterosexism' (lesbian, gay and bisexual people often cannot see their lifestyle reflected in any social 'norms' or values)		

Deprivation and rural isolation: issues may include:

• Ability to read/understand complex forms and documents	• Access to employment/education/training opportunities	• Access to leisure activities
• Economic status - ability to pay for services or support or travel to services	• Access to benefits	• Ability/knowledge to lead healthy lifestyles
• Ability and opportunity to travel to access services (e.g. consider whether people in rural areas could access your service by public transport)	• Income/budget management	• Accommodation