

Equality and Diversity Healthcheck

This Equality and Diversity Healthcheck is a developmental tool which has been designed to support organisations to determine where they currently stand in relation to equality and diversity, and what they need to do to improve.

The Equality and Diversity Healthcheck has been developed by Westmeath EQUAL under the ESF EQUAL Community Initiative Programme 2000-2006



Foreword and Acknowledgements

This Equality and Diversity Healthcheck is designed to support organisations to determine where they currently stand in relation to equality and diversity, and what they need to do to improve. It is not a legal document however, and organisations should get specialist advice in order to determine their compliance or otherwise with equality legislation.

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Joe Potter
Chairperson



Paul Ginnell
Co-ordinator

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1 Introduction

1. Introduction

The Equality and Diversity Healthcheck (EDH) is an equality and diversity assessment and action planning tool that can be used by organisations of all sizes and in all sectors.

The EDH aims to support organisations to get an indication of where they stand - or how they rate - in relation to equality and diversity in both employment and customer service, and what they need to do to improve.

The Healthcheck is a simple but versatile instrument, and it can be used to suit individual organisations' needs and circumstances.

The EDH is used by an organisation first of all to gain an indication of how it rates in relation to promoting equality, accommodating diversity, preventing discrimination and making reasonable accommodation for people with disabilities in employment or customer service. It can then be used, if desired, to prepare an Equality and Diversity Action Plan, specific to the organisation, which includes recognition and acknowledgement of work already done and the organisation's intended and prioritised actions. The results therefore highlight strengths as well as areas for improvement, and these can be published or circulated to employees and other relevant parties in a format that is easily understood.

The EDH is based on a belief that promoting equality and diversity is something that generally develops over time, with organisations usually moving from basic awareness through to greater understanding and application of new knowledge, skills and attitudes, and finally to a broader integration and excellence in terms of equality and diversity. Organisations can therefore place themselves in one of three levels - Getting Started (Level 1), Good Practice (Level 2) and Best Practice (Level 3), and examples of activities in each of these levels provide an indication of the actions needed for those who wish to improve.

The EDH provides a relatively simple but comprehensive mechanism for checking an organisation's status in relation to equality and diversity in employment and customer service on an ongoing basis, and different parts of the Healthcheck may be used at different times to suit different needs.

The Healthcheck is just that - a 'check' or snapshot in time of an organisation's assessment of where its strengths and needs lie in relation to equality and diversity in employment and customer service. Use of the EDH therefore presupposes a level of openness, honesty and a willingness to improve on the part of the organisation using it, and the validity of the results therefore depends on the accuracy of the assessment. This highlights the importance of ensuring that someone with knowledge of the organisation's policies, procedures and practices, etc. undertakes the assessment. It also highlights the value of requesting a number of people to undertake the assessment (either separately or, preferably, as a group), and to subsequently arrive at some organisational consensus in terms of the results and the subsequent actions prioritised.

An organisation may commence the assessment and action planning processes with the aid of an external facilitator. Ultimately, however, the aim should be to ensure that the organisation can use the Healthcheck to monitor progress over time, and an internal facilitator should be capable and confident in using it. Training in using the EDH is available. The Healthcheck can also be used as an assessment and action planning framework by Equality Auditors.

In the short term the Healthcheck will help organisations to identify where they are in relation to equality and diversity and what they might need to do to improve, while in the longer term it will help them to build their equality systems and practices over time.

The EDH is designed to be used primarily as a developmental tool for organisations' own internal use, and it can also be used in this context as one source of information to help an organisation to gauge compliance with equality aspects of existing external standards.¹ It may also potentially be used for external accreditation purposes, subject to it - or elements of it - being adapted to specific (existing or prospective) externally accredited standards.

The background to the Equality and Diversity Healthcheck is outlined in Appendix 1.

¹ In conjunction with relevant information and requirements relating to such external standards.

2 The Equality and Diversity Healthcheck at a Glance

2. The Equality and Diversity Healthcheck at a Glance

2.1 Overview

The Equality and Diversity Healthcheck (EDH) is divided into two main sections, one dealing with Employment and the other with Customer Service.² In each of these sections there are two further sub-divisions - one relating to Assessment and the other to Planning.

A: Equality and Diversity in Employment
<ul style="list-style-type: none"> * Employment Assessment Tool * Employment Planning Tool
B: Equality and Diversity in Customer Service
<ul style="list-style-type: none"> * Customer Service Assessment Tool * Customer Service Planning Tool

Both the Assessment and Action Planning tools are based on a fundamental aim to support organisations to promote equality, accommodate diversity, prevent discrimination (direct and indirect) and make reasonable accommodation for people with disabilities.

Sources of further information are included (Appendix 2).

2.2 Assessment

The EDH contains an Assessment Framework or Tool that focuses on Equality and Diversity in Employment and on Equality and Diversity in Customer Service.

Each Assessment Framework focuses on key areas of activity, such as, for example, 'Access to Employment', 'Continuing Training and Development' and 'Working Conditions' in the case of Equality and Diversity in Employment, and 'Planning of Services' and 'Access to Services' in the case of Equality and Diversity in Customer Service.

The Assessment Tool provides examples of employment and customer service areas of activity at three levels - i.e. 'Getting Started' (Level 1), 'Good Practice' (Level 2) and 'Best Practice' (Level 3). An organisation can therefore assess where it stands, or which level it has attained, in relation to each of these areas of activity.

The main areas that are examined during Assessment (and Planning) are outlined in the Assessment Framework that follows.

² In the interests of brevity, the term 'customer service' is used in this Equality and Diversity Healthcheck. It should, however, be taken to include reference to the provision of goods, services, property and accommodation and other facilities and opportunities to which the public generally or a section of the public has access, whether for payment or not, as defined in the Equal Status Act (2000). This applies, for example, to shops, hotels, restaurants, clubs, schools and other educational establishments as well as financial and other service and manufacturing organisations.

2.2.1 Assessment Framework

A. Equality and Diversity in Employment				
Assessment Framework				
Area of Activity	Level			Rating (< L1-L1-L2-L3) '< L1' = less than Level 1
	L1 Getting Started	L2 Good Practice	L3 Best Practice	
Access to Employment - Recruitment, Selection and Placement	<input type="checkbox"/> Examples of activities relating to, for example, advertising, job descriptions, etc., that represent getting started	<input type="checkbox"/> Examples of activities relating to, for example, advertising, job descriptions, etc., that represent good practice	<input type="checkbox"/> Examples of activities relating to, for example, advertising, job descriptions, etc., that represent best practice	
Continuing Training and Development	<input type="checkbox"/> Examples of activities relating to continuing training and development that represent getting started	<input type="checkbox"/> Examples of activities relating to continuing training and development that represent good practice	<input type="checkbox"/> Examples of activities relating to continuing training and development that represent best practice	
Appraisal and Promotion	<input type="checkbox"/> Examples of getting started	<input type="checkbox"/> Examples of good practice	<input type="checkbox"/> Examples of best practice	
Working Conditions	<input type="checkbox"/> Examples of getting started	<input type="checkbox"/> Examples of good practice	<input type="checkbox"/> Examples of best practice	
Managing Equality and Diversity in Employment	<input type="checkbox"/> Examples of getting started	<input type="checkbox"/> Examples of good practice	<input type="checkbox"/> Examples of best practice	
Data and Information	<input type="checkbox"/> Examples of getting started	<input type="checkbox"/> Examples of good practice	<input type="checkbox"/> Examples of best practice	

B. Equality and Diversity in Customer Service				
Assessment Framework				
Area of Activity	Level			Rating ($< L1-L1-L2-L3$) '$< L1$' = less than Level 1
	L1 Getting Started	L2 Good Practice	L3 Best Practice	
Planning of Services	<input type="checkbox"/> Examples of activities relating to planning of services that represent getting started	<input type="checkbox"/> Examples of activities relating to planning of services that represent good practice	<input type="checkbox"/> Examples of activities relating to planning of services that represent best practice	
Delivery of Services	<input type="checkbox"/> Examples of activities relating to delivery of services that represent getting started	<input type="checkbox"/> Examples of activities relating to planning of services that represent good practice	<input type="checkbox"/> Examples of activities relating to planning of services that represent good practice	
Access to Services	<input type="checkbox"/> Examples of getting started	<input type="checkbox"/> Examples of good practice	<input type="checkbox"/> Examples of best practice	
Managing Equality and Diversity in Customer Service	<input type="checkbox"/> Examples of getting started	<input type="checkbox"/> Examples of good practice	<input type="checkbox"/> Examples of best practice	
Data and Information	<input type="checkbox"/> Examples of getting started	<input type="checkbox"/> Examples of good practice	<input type="checkbox"/> Examples of best practice	

2.2.2 Summary Profile

Based on the organisation's assessment of where it stands in relation to each of the key areas of activity, it can produce a Summary Profile that provides an easy-to-understand summary of the results, as follows:

A. Equality and Diversity in Employment				
Summary Profile				
Areas of Activity	Rating			
	< L1 Less than Level 1	L1 Getting Started	L2 Good Practice	L3 Best Practice
Access to Employment - Recruitment, Selection and Placement, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Access to Employment – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Job Descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Personnel/Person Specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Advertising (external and internal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Applying for Jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Short-listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Selection Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Employment Agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Placement/Induction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Probation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing Training and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appraisal and Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Conditions, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Working Conditions – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Discipline and Grievances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Consultation & Collective Bargaining Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Remuneration and Other Rewards and Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Redundancy/Dismissal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Harassment and Sexual Harassment/Dignity and Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Physical Working Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Work Life Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Equality and Diversity in Employment, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Equal Opportunities Policies and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Objectives, Indicators/Targets and Timeframes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Resourcing Equal Opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Interview Panels (Appointment and Promotion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Exit Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data and Information, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Data and Information – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Monitoring Equality and Diversity in Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Equality and Diversity in Customer Service				
Summary Profile				
Areas of Activity	Rating			
	< L1 Less than Level 1	L1 Getting Started	L2 Good Practice	L3 Best Practice
Planning of Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery of Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Equality and Diversity in Customer Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data and Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.2.3 Results Sheet

For each main area of activity (e.g. Access to Employment) and for each 'sub' or more specific area of activity (e.g. Job Specifications, which is categorised under Access to Employment) a single Results Sheet can be completed to indicate:

- The **level** at which the organisation has placed itself on the basis of its self-assessment.
- An outline of **work undertaken to date** in this area of activity - that is, evidence of how the organisation is getting started or demonstrates good or best practice. The organisation may specify work on a particular ground (e.g. disability) if this is appropriate and relevant.
- An outline of the **areas for improvement** or the actions the organisation needs to take to improve. Again, the organisation can specify work on a particular ground it deems it to be appropriate and relevant.

A. Equality and Diversity in Employment

Assessment Results Sheet (Example 1)

Area of Activity:

ACCESS TO EMPLOYMENT - General

Rating

L1 Getting Started

L2 Good Practice

L3 Best Practice

'< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

- ▲ Written policies and procedures regarding Recruitment and Selection are prepared and, along with related practices, are regularly reviewed, to ensure that they meet requirements of good practice and legislation and are consistently and fairly implemented
- ▲ Written policies and procedures regarding Recruitment and Selection are explained to all employees on appointment and as appropriate on an ongoing basis
- ▲ _____
- ▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

- ▲ Set up complaints, appeal and review procedures for interviewees and employees who are dissatisfied with Recruitment and Selection procedures or results
- ▲ _____
- ▲ _____

A. Equality and Diversity in Employment

Assessment Results Sheet (Example 2)

Area of Activity:

ACCESS TO EMPLOYMENT - Job Descriptions

Rating

L1 Getting Started

L2 Good Practice

L3 Best Practice

'< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

- ▲ When a vacancy exists an existing job description is reviewed to ensure that it reflects the duties and responsibilities of the post
- ▲ If a post is new a job description is prepared
- ▲ _____
- ▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

- ▲ Include a short equal opportunities statement in all job descriptions
- ▲ Ensure that all job descriptions contain a clear statement of duties, responsibilities and standards required in order to satisfactorily undertake a particular job
- ▲ _____
- ▲ _____

These Assessment Results Sheets are summarised and agreed with the organisation. They are then taken away by the facilitator, typed up and sent back as a Summary of Areas for Improvement/Actions Needed along with a completed Summary Profile Sheet (based on agreed ratings).

A. Equality and Diversity in Employment	
Summary of Areas for Improvement/Actions Needed	
Area of Activity	
Access to Employment - Recruitment, Selection and Placement	▲ _____ ▲ _____ ▲ _____
Continuing Training and Development (CTD)	▲ _____ ▲ _____ ▲ _____
Appraisal and Promotion	▲ _____ ▲ _____ ▲ _____
Working Conditions	▲ _____ ▲ _____ ▲ _____
Managing Equality and Diversity in Employment	▲ _____ ▲ _____ ▲ _____
Data and Information	▲ _____ ▲ _____ ▲ _____

2.3 Action Planning

The material from the Results Sheets is used to inform the Action Planning process, if required by the organisation, and is done separately for Equality and Diversity in Employment and Equality and Diversity in Customer Service.

2.3.1 Integrated/Multi-Ground Approach to Planning

It is assumed, at least initially, that Action Planning will be done in the context of an integrated/multi-ground approach (i.e. covering equality and diversity generally, across and beyond the grounds in the equality legislation).

The first step in the process is to re-visit the 'Summary of Areas for Improvement' with the organisation and identify *intended or planned* actions under each of the relevant areas of activity (for example, Access to Employment overall or Advertising, Job Descriptions, etc.), depending on the organisation's needs and preferences, and put them into the Planned Actions sheet, as follows:

A. Equality and Diversity in Employment		
Planned Actions (Example)		
Area of Activity	Actions this organisation plans to take to improve identifying no more than 3-5 actions if possible (specify a particular ground(s) if appropriate and relevant)	Priority
Access to Employment - Recruitment, Selection and Placement	<ul style="list-style-type: none"> ▲ Set up complaints, appeal and review procedures for interviewees and employees who are dissatisfied with Recruitment and Selection procedures or results ▲ _____ 	
Continuing Training and Development (CTD)	<ul style="list-style-type: none"> ▲ Put written policy and procedures regarding CTD in place ▲ Circulate written policy and procedures regarding CTD to all employees (e.g., in Staff Handbook) ▲ _____ 	
Appraisal and Promotion	<ul style="list-style-type: none"> ▲ _____ ▲ _____ 	
Working Conditions	<ul style="list-style-type: none"> ▲ _____ ▲ _____ 	
Managing Equality and Diversity in Employment	<ul style="list-style-type: none"> ▲ _____ ▲ _____ 	
Data and Information	<ul style="list-style-type: none"> ▲ _____ ▲ _____ 	

The next step is to review the entire list of planned actions identified - and to **prioritise** these, taking into account their perceived importance and feasibility.

The same steps are followed separately for Equality and Diversity in Customer Service.

2.3.2 Single Ground(s) Approach

The Healthcheck is based on an integrated approach to equality and diversity (i.e. across and beyond the grounds in the equality legislation). An organisation may, however, also choose to identify and prioritise actions related to a specific ground(s) using the results of the organisational self-assessment. This can be done using the evidence of how the organisation is getting started or demonstrates good or best practice in relation to any specific ground(s) (as opposed to the key areas of activity such as Access to Employment) – both in terms of employment and/or customer service - and adapting these results to the templates provided.

2.3.3 Summary Action Plan

The results of the Action Planning process are finally summarised to produce the organisation's Equality and Diversity Action Plan. The Action Plan will include reference to who has responsibility for particular actions and within what timeframe,³ what resources will be allocated to each and when progress will be reviewed.

Equality and Diversity Action Plan						
A. Equality and Diversity in Employment:						
Priority	Area of Activity	Actions	Timeframe	Responsibility	Resources	Review (date)
1						
2						
3						
4						
5						
...						
...						
B. Equality and Diversity in Customer Service:						
1						
2						
3						
4						
5						
...						
...						

Intended actions should be stated in a way that ensures that they are specific and measurable, and in order to support this process an indicator(s) of achievement should be specified. For example, if an organisation intends to review and update all its employment-related policies and procedures in a particular timeframe, an indicator of achievement could be that the organisation's Board of Management has approved the revised policies in stated areas.

³ Short-term (i.e. within six months - one year) and longer-term (i.e. within one - two years), if desired.

2.4 Using the Equality and Diversity Healthcheck

The Equality and Diversity Healthcheck has been designed with the small organisation in mind, but is also suitable for larger organisations in all sectors. The only difference that will apply to organisations of different sizes is the complexity and comprehensiveness of the policies, procedures and practices in place or planned (for example, the nature and level of consultation with existing and potential customers and other stakeholders⁴), and the nature and level of resources that may need to be allocated to implementing the resulting Action Plan.

It is important nonetheless to take account of the nature, size and stage of development of different organisations using the EDH. Some organisations, for example, may have different requirements and resources in terms of staff consultation (for example, who, when, and to what extent to consult, etc.). Similarly, some smaller organisations may have policy statements - as opposed to separate policies - relating to different areas, and these may be circulated in a 'Staff Handbook' or its equivalent.

2.4.1 Who Should Use the Healthcheck

An organisation may commence the process with the aid of an external facilitator, but ultimately the aim should be to ensure that the organisation can use the Healthcheck to monitor progress over time, and an internal facilitator (preferably the person with overall responsibility for equality and diversity in the organisation) should be capable and confident in using it.

Organisations could allow a number of people to complete the EDH, and a facilitator could facilitate the group in reaching a consensus rating on each of the areas of activity. In a large organisation this might include, for example, an Equality Committee if there is one in place. Alternatively a specific individual, e.g. the Owner Manager, or the Equality Officer, might complete the Healthcheck.

The need for a full-scale equality and diversity audit may be identified as a result of using the Equality and Diversity Healthcheck Assessment Framework, and in these instances too the Healthcheck could usefully form the basis for a more in-depth audit.

The EDH is a self-assessment tool to be used for self-assessment purposes, and therefore the validity of the results depends on the accuracy and validity of the assessment. This highlights the importance of ensuring that someone with knowledge of the organisation's policies, procedures and practices, etc. undertakes the assessment. It also highlights the value, as outlined above, of requesting a number of people to undertake the assessment, and to facilitate a discussion and arrive at some consensus in terms of the results and the subsequent actions prioritised.

2.4.2 When to Use the Healthcheck

The EDH provides a relatively simple but comprehensive mechanism for checking an organisation's status in relation to equality and diversity in employment and customer service on an ongoing basis, and different parts of the Healthcheck may be used at different times to suit different needs. For example, consultation with customers/clients may be more relevant for some organisations than others, or an organisation may choose to focus only on assessing equality and diversity in employment at a particular time, perhaps in a particular section or unit in a larger organisation, or in relation to a

4 'Stakeholders' refers to those contributing to the success of and benefiting from a business, including employees and shareholders, and those affected by its operations such as customers, suppliers and local communities.

particular ground(s). Similarly, an organisation may choose to prepare an Action Plan that covers equality and diversity generally (i.e. across and perhaps beyond the grounds covered in the legislation), while another may choose to plan in relation to specific ground(s) and/or in relation to particular areas of activity such as planning services.

2.4.3 How to Use the Healthcheck

The loose-leaf binder format is a useful and user-friendly format for the EDH. This allows the Healthcheck framework to be easily understood by means of clearly-divided sections representing the key areas to be examined, and it allows the contents to be updated in keeping with new legislative and other developments over time.

The **Assessment** pages in the binder include key statements in relation to main areas of activity (e.g. Access to Employment) and for each 'sub' or more specific area of activity (e.g. Job Descriptions) as they relate to three levels - Getting Started (Level 1), Good Practice (Level 2) and Best Practice (Level 3). The right hand side includes an associated column for the organisation to rate itself on each of the relevant areas of activity in terms of one of the three levels.⁵ Assessors are asked to identify evidence of how the organisation is getting started or demonstrates good or best practice (specifying a particular ground(s) if appropriate and relevant), and actions the organisation needs to take to improve (also specifying a particular ground(s) if appropriate and relevant).

Examples of activities or evidence that indicate that an organisation is 'getting started', or at a level of 'good' or 'best' practice are provided to facilitate the self-assessment and internal benchmarking processes. These examples also provide an indication of the actions needed for those who may wish to improve their organisation's rating in terms of promoting equality, accommodating diversity, preventing discrimination and making reasonable accommodation for people with disabilities in employment and customer service.

The levels and the examples are intended as a guide and it is expected that actions and targets relating to a lower level would need to be achieved before moving to the next level. Each level therefore builds on the previous one, so that the elements or standards in a previous level are assumed to have been met before receiving a rating on a subsequent level.

The 'evidence required' for different areas of activity under different levels is inherent in the activity statements or examples, and, as noted, these facilitate the self-assessment and internal benchmarking processes.

The **Action Planning** pages in the binder request the organisation to first of all consider the 'Areas for Improvement' and to identify planned actions, and subsequently to prioritise these. The final Action Plan will include reference to who has responsibility for particular actions and within what timeframe,⁶ what resources will be allocated to each and when progress will be reviewed.

The equality and diversity action planning process should of course be incorporated into the organisation's strategic business planning process (in whatever format and forum that takes place). The resulting indicators and targets related to promoting equality, accommodating diversity, preventing discrimination and making reasonable accommodation for people with disabilities (i.e. the organisation's intended priority actions), and the available resources, should also be included in the organisation's business plan.

5 It is important to note that the Equality and Diversity Healthcheck is just that – a snapshot in time of an organisation's assessment of where its strengths and needs lie in relation to equality and diversity in employment and customer service.

6 Short-term (i.e. within six months - one year) and longer-term (i.e. within one - two years).

2.5 Equality and Diversity Healthcheck Templates

2.5.1 Employment

2.5.1 (a) Employment Results Sheets

2.5.1 (b) Employment Summary Profile

2.5.1 (c) Employment Summary of Areas for Improvement

2.5.1 (d) Employment Planned Actions

2.5.1 (e) Employment Action Plan

2.5.2 Customer Service

2.5.2 (a) Customer Service Results Sheets

2.5.2 (b) Customer Service Summary Profile

2.5.2 (c) Customer Service Summary of Areas for Improvement

2.5.2 (d) Customer Service Planned Actions

2.5.2 (e) Customer Service Action Plan

2.5.3 Equality and Diversity Action Plan

2.5.1 (a) Employment Results Sheets

A. Equality and Diversity in Employment	
Assessment Results Sheet	
Area of Activity:	Rating
	L1 Getting Started <input type="checkbox"/> L2 Good Practice <input type="checkbox"/> L3 Best Practice <input type="checkbox"/> '< L1' = less than Level 1 <input type="checkbox"/>
<p>Work Undertaken:</p> <p>Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p>	
<p>Areas for Improvement/Actions Needed:</p> <p>Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p>	

2.5.1 (b) Employment Summary Profile

A. Equality and Diversity in Employment				
Summary Profile				
Areas of Activity	Rating			
	< L1 Less than Level 1	L1 Getting Started	L2 Good Practice	L3 Best Practice
Access to Employment - Recruitment, Selection and Placement, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Access to Employment – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Job Descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Personnel/Person Specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Advertising (external and internal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Applying for Jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Short-listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Selection Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Employment Agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Placement/Induction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Probation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing Training and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appraisal and Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Conditions, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Working Conditions – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Discipline and Grievances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Consultation & Collective Bargaining Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Remuneration and Other Rewards and Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Redundancy/Dismissal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Harassment and Sexual Harassment/Dignity and Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Physical Working Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Work Life Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Equality and Diversity in Employment, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Equal Opportunities Policies and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Objectives, Indicators/Targets and Timeframes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Resourcing Equal Opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Interview Panels (Appointment and Promotion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Exit Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data and Information, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Data and Information – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Monitoring Equality and Diversity in Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.5.1 (c) Employment Summary of Areas for Improvement

A. Equality and Diversity in Employment	
Summary of Areas for Improvement/Actions Needed	
Area of Activity	
Access to Employment - Recruitment, Selection and Placement	▲ _____ ▲ _____ ▲ _____
Continuing Training and Development	▲ _____ ▲ _____ ▲ _____
Appraisal and Promotion	▲ _____ ▲ _____ ▲ _____
Working Conditions	▲ _____ ▲ _____ ▲ _____
Managing Equality and Diversity in Employment	▲ _____ ▲ _____ ▲ _____
Data and Information	▲ _____ ▲ _____ ▲ _____

2.5.1 (d) Employment Planned Actions

A. Equality and Diversity in Employment		
Planned Actions		
Area of Activity	Actions this organisation plans to take to improve identifying no more than 3-5 actions if possible (specify a particular ground(s) if appropriate and relevant)	Priority
Access to Employment - Recruitment, Selection and Placement	▲ _____ ▲ _____ ▲ _____ ▲ _____	
Continuing Training and Development (CTD)	▲ _____ ▲ _____ ▲ _____ ▲ _____	
Appraisal and Promotion	▲ _____ ▲ _____ ▲ _____ ▲ _____	
Working Conditions	▲ _____ ▲ _____ ▲ _____ ▲ _____	
Managing Equality and Diversity in Employment	▲ _____ ▲ _____ ▲ _____ ▲ _____	
Data and Information	▲ _____ ▲ _____ ▲ _____ ▲ _____	

2.5.1 (e) Employment Action Plan

A. Equality and Diversity in Employment						
Equality and Diversity Action Plan						
Priority	Area of Activity	Actions	Timeframe	Responsibility	Resources	Review (date)
1						
2						
3						
4						
5						
...						
...						

2.5.2 (a) Customer Service Results Sheets

B. Equality and Diversity in Customer Service	
Assessment Results Sheet	
Area of Activity:	Rating
	L1 Getting Started <input type="checkbox"/> L2 Good Practice <input type="checkbox"/> L3 Best Practice <input type="checkbox"/> '< L1' = less than Level 1 <input type="checkbox"/>
<p>Work Undertaken:</p> <p>Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p>	
<p>Areas for Improvement/Actions Needed:</p> <p>Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p>	

2.5.2 (b) Customer Service Summary Profile

B. Equality and Diversity in Customer Service				
Summary Profile				
Areas of Activity	Rating			
	< L1 Less than Level 1	L1 Getting Started	L2 Good Practice	L3 Best Practice
Planning of Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery of Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Equality and Diversity in Customer Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data and Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.5.2 (c) Customer Service Summary of Areas for Improvement

B. Equality and Diversity in Customer Service	
Summary of Areas for Improvement/Actions Needed	
Area of Activity	
Planning of Services	▲ _____ ▲ _____ ▲ _____
Delivery of Service	▲ _____ ▲ _____ ▲ _____
Access to Services	▲ _____ ▲ _____ ▲ _____
Managing Equality and Diversity in Customer Service	▲ _____ ▲ _____ ▲ _____
Data and Information	▲ _____ ▲ _____ ▲ _____

2.5.2 (d) Customer Service Planned Actions

B. Equality and Diversity in Customer Service		
Planned Actions		
Area of Activity	Actions this organisation plans to take to improve identifying no more than 3-5 actions if possible (specify a particular ground(s) if appropriate and relevant)	Priority
Planning of Services	<ul style="list-style-type: none"> ▲ _____ ▲ _____ ▲ _____ ▲ _____ 	
Delivery of Services	<ul style="list-style-type: none"> ▲ _____ ▲ _____ ▲ _____ ▲ _____ 	
Access to Services	<ul style="list-style-type: none"> ▲ _____ ▲ _____ ▲ _____ ▲ _____ 	
Managing Equality and Diversity in Customer Service	<ul style="list-style-type: none"> ▲ _____ ▲ _____ ▲ _____ ▲ _____ 	
Data and Information	<ul style="list-style-type: none"> ▲ _____ ▲ _____ ▲ _____ ▲ _____ 	

2.5.2 (e) Customer Service Action Plan

B. Equality and Diversity in Customer Service						
Equality and Diversity Action Plan						
Priority	Area of Activity	Actions	Timeframe	Responsibility	Resources	Review (date)
1						
2						
3						
4						
5						
...						
...						

2.5.3 Equality and Diversity Action Plan

Equality and Diversity Action Plan						
A. Equality and Diversity in Employment:						
Priority	Area of Activity	Actions	Timeframe	Responsibility	Resources	Review (date)
1						
2						
3						
4						
5						
...						
...						
B. Equality and Diversity in Customer Service						
Priority	Area of Activity	Actions	Timeframe	Responsibility	Resources	Review (date)
1						
2						
3						
4						
5						
...						
...						

3 Facilitator's Guidelines

3. Facilitator's Guidelines

3.1 Introduction

The Equality and Diversity Healthcheck (EDH) is divided into two main sections, one dealing with Employment, and the other with Customer Service.⁷ In each of these sections there are two further sub-divisions - one relating to Assessment and the other to Planning.

A: Equality and Diversity in Employment
<ul style="list-style-type: none"> * Employment Assessment Tool * Employment Planning Tool
B: Equality and Diversity in Customer Service
<ul style="list-style-type: none"> * Customer Service Assessment Tool * Customer Service Planning Tool

Both the Assessment and Action Planning tools are based on a fundamental aim to support organisations to promote equality, accommodate diversity, prevent discrimination (direct and indirect) and make reasonable accommodation for people with disabilities.

Sources of further information are included (Appendix 2).

The Healthcheck is a simple but versatile instrument, and it can be used to suit individual organisations' needs and circumstances.

The EDH is designed to be used primarily as a developmental tool for organisations' own internal use. It is used by an organisation first of all to gain an indication of how it rates in relation to promoting equality, accommodating diversity, preventing discrimination and making reasonable accommodation for people with disabilities in employment or customer service. It can then be used, if desired, to prepare an Equality and Diversity Action Plan, specific to the organisation, which includes recognition and acknowledgement of work already done and the organisation's intended and prioritised actions. The results therefore highlight strengths as well as areas for improvement, and these can be published or circulated to employees and other relevant parties in a format that is easily understood.

The EDH is based on a belief that promoting equality and diversity is something that develops over time, with organisations generally moving from basic awareness through to greater understanding and application of new knowledge, skills and attitudes, and finally to a broader integration and excellence in terms of equality and diversity. Organisations can therefore place themselves in one of three levels - Getting Started (Level 1), Good Practice (Level 2) and Best Practice (Level 3), and examples of activities in each of these levels provide an indication of the actions needed for those who wish to improve.

The EDH provides a relatively simple but comprehensive mechanism for checking an organisation's status in relation to equality and diversity in employment and customer service on an ongoing basis, and different parts of the Healthcheck may be used at different times to suit different needs.

⁷ In the interests of brevity, the term 'customer service' is used in this Equality and Diversity Healthcheck. It should, however, be taken to include reference to the provision of goods, services, property and accommodation and other facilities and opportunities to which the public generally or a section of the public has access, whether for payment or not, as defined in the Equal Status Act (2000). This applies, for example, to shops, hotels, restaurants, clubs, schools and other educational establishments as well as financial and other service and manufacturing organisations.

The EDH is just that - a 'check' or snapshot in time of an organisation's self-assessment of where its strengths and needs lie in relation to equality and diversity in employment and customer service. Use of the Healthcheck therefore presupposes a level of openness, honesty and a willingness to improve on the part of the organisation using it, and the validity of the results therefore depends on the accuracy of this assessment. This highlights the importance of ensuring that someone with knowledge of the organisation's policies, procedures and practices, etc. undertakes the assessment. It also highlights the value of requesting a number of people to undertake the assessment (either separately or, preferably, as a group), and to subsequently arrive at some organisational consensus in terms of the results and the subsequent actions prioritised.

An organisation may commence the process with the aid of an external Facilitator. Ultimately, however, the aim should be to ensure that the organisation can use the Healthcheck to monitor progress over time, and an internal Facilitator (preferably the person with overall responsibility for equality and diversity in the organisation) should be capable and confident in using it.

3.2 Pre-Requisites

- ✦ Facilitator Profile: The Facilitator should already have significant expertise and experience in equality - i.e. of the underlying principles, legislation and practice relating to equality and diversity.
- ✦ All information gathered (verbal or in writing) must be treated as strictly confidential by the Facilitator and this should be agreed with the organisation.
- ✦ The organisation must be open and honest in its assessment of its equality practices and procedures, etc.
- ✦ The organisation's appointee to the EDH process must be knowledgeable of the organisation's policies, procedures and practices etc. and/or have access to the necessary information.
- ✦ Where more than one person is involved, further preliminary input should be provided to agree a process for arriving at consensus.

3.3 The Facilitator's Role

The Facilitator's role is to:

- ✦ Explain the purpose and structure of the Equality and Diversity Healthcheck.
- ✦ Clarify and agree respective roles of the organisation and the Facilitator in the process.
- ✦ Identify the organisation's preferences - e.g. to focus only on specific areas such as Access to Employment or Customer Service - as well as the resources needed and available, and within what timeframe.
- ✦ Facilitate an organisational self-assessment using the EDH Assessment Tool.
- ✦ Separately and at a different time, facilitate the preparation of an Action Plan using the results of the Assessment and the Equality and Diversity Action Planning templates, if requested by the organisation.

It is important to note that the Facilitator supports Assessment and basic Action Planning, not implementation of actions (unless agreed separately with the organisation); the Facilitator's aim is therefore to support the organisation to assess and plan and the organisation subsequently decides on whether to proceed to planning, and on subsequent implementation of the Action Plan.

The Facilitator does not provide legal advice but does have a reasonable understanding of the legislation and information regarding access to further resources to address actions identified.

3.4 Using the Healthcheck

3.4.1 General

- ✦ Equality and Diversity in Employment - Six Sections
 1. Access to Employment
 2. Continuing Training and Development
 3. Appraisal and Promotion
 4. Working Conditions
 5. Managing Equality and Diversity in Employment
 6. Data and Information
- ✦ There are sub-sections under some of these headings.
- ✦ In Equality and Diversity in Employment the focus is clearly on the organisation *as a place of employment*, and what it produces or provides, or who its customers or clients are, is irrelevant.

- ✧ Equality in Customer Service - Five Sections
 1. Planning of Services
 2. Delivery of Services
 3. Access to Services
 4. Managing Equality and Diversity in Customer Service
 5. Data and Information

- ✧ Promoting equality and diversity generally develops over time. There are three levels:
 - 1: Getting Started,
 - 2: Good Practice,
 - 3: Best Practice, and actions in each level show what to do and how to improve.

- ✧ Different parts of the EDH may be used at different times to suit different needs, and it can be used to measure progress over time. Some organisations may choose to focus on Employment, or Customer Service, only. Other organisations may choose to focus on a specific area(s) of activity under Employment or Customer Service.

- ✧ Organisations may also choose to use the Assessment Framework only to get an indication of how they rate in relation to equality and diversity. Other organisations may choose to proceed to use the results from the assessment, and the simple Action Planning templates provided, to prepare an Action Plan.

- ✧ The resources and preferences of the organisation will dictate which parts of the EDH are used and in what timeframe. Generally, however, it is expected that less than one day is needed for Assessment - i.e., approximately half-a-day for the Employment Assessment, and less than that for the Customers Services Assessment. After the organisation has considered the results of the Assessment, basic Action Planning is another half-day.

- ✧ The Facilitator should be very familiar with the contents of the EDH so that account can be taken of the needs and circumstances of the organisation, particularly smaller organisations with few resources and little in place in terms of equality and diversity.

- ✧ Key and common features to look for in all sections of the EDH are:

a) Policy and procedures	c) Monitoring and reviewing these
b) Communicating and training on these	d) Allocating responsibility

- ✧ The Assessment and Action Planning activities should take place at different times - that is, once the Results Sheet(s) has been completed, the Facilitator summarises these and agrees to take them away to write them up using the Summary of Areas for Improvement/Actions Needed template and Profile Sheet; these are then sent to the organisation after the Assessment meeting.

- ✧ If the organisation wishes to proceed with Action Planning, the results will be considered by the organisation in the interim and these will form the basis of the discussion at the subsequent Action Planning meeting.

- ✧ The organisation and the Facilitator should each work from their own copy of the EDH.

3.4.2 The Equality and Diversity Healthcheck Process

The Equality and Diversity Assessment and Action Planning Process

Assessment

1. **Facilitator in conjunction with the organisation** - do separately for Employment and Customer Service
 - Focus on relevant area of activity from the Assessment Framework
 - Start at Level 1
 - Place an 'X' or a '✓' (or "Don't Know" or "N/A") beside each area of activity statement that is discussed
 - Take relevant notes during discussion and place these in the right-hand column with agreed rating
 - Highlight areas where work has been done and key areas for improvement in the Results Sheet for each area of activity being examined⁸
 - Summarise and agree these with the organisation verbally
 - Agree date and format for Action Planning meeting where requested
2. **Facilitator:**
 - Take away and write up results using the Summary of Areas for Improvement/Actions Needed template and Profile Sheet; send back to the organisation
3. **Organisation:**
 - Consider Summary of Areas for Improvement /Actions Needed and Profile Sheet in advance of and in preparation for Action Planning meeting with Facilitator

Action Planning

4. **Facilitator in conjunction with the organisation** - do separately for Employment and Customer Service
 - Re-visit 'Summary of Areas for Improvement / Actions Needed' with organisation and identify Planned Actions
 - Prioritise these taking into account their perceived importance and feasibility; limit the number of priority actions to three to five priorities where possible and appropriate
 - Agree timeframe, responsibility, resources and review date for each priority action
5. **Facilitator:**
 - Take away, write up using Action Plan template and send back to organisation
6. **Organisation:**
 - Implement and review progress on Action Plan

8 A Results Sheet should be filled in for each Section (e.g. Access to Employment), but a separate Sheet can also be filled in for each area of activity (e.g. Advertising) if the organisation wishes to examine and plan for specific areas in detail - the organisation's preferences, expectations and resources will dictate how the process is applied in each case.

3.4.3 Assessment

- ✦ Start the discussion with Level 1, and move up to Level 2 and 3 if appropriate - many organisations (particularly smaller organisations) will do well to have some aspects of Level 1 in place.
- ✦ Place a '✓' or an 'X' - meaning 'yes' and 'no' respectively - beside each area of activity statement that is discussed; also include "Don't Know" if the person(s) you are speaking to is not sure, and agree if and when this person needs to find out this information; similarly add 'N/A' (not applicable) where this is the case - for example, if an organisation does not use Recruitment Agencies then none of the activity statements relating to Recruitment Agencies is relevant.
- ✦ Take relevant notes, including agreed actions (e.g. organisation to find out specific information) and, if desired, place these in the right-hand column with the overall rating; otherwise separate notes can be taken to facilitate the assessment process.
- ✦ The rating for a particular area of activity (e.g. Access to Employment or Interviews) is based on the organisation's and Facilitator's joint and considered judgement based on the self-assessment results - i.e. there is no formula or weighting applied to arrive at a particular rating.
- ✦ The Results Sheet asks for 'evidence' of what has already been done only with a view to highlighting where the organisation has made progress to date and to ensure that the organisation is happy that its self-assessment is valid and accurate. The Facilitator uses his or her expertise in equality, facilitation and familiarity with the Equality and Diversity Healthcheck to probe the discussion so that the organisation provides an accurate outline of what has been done and identifies and agrees where there is a need for improvement. The Facilitator does not ask for 'evidence' such as copies of policies, etc. so as to assess the truth or otherwise of what the organisation has said.
- ✦ Only highlight key actions that have been taken - it will not be possible or helpful in most cases to note every action taken to date.
- ✦ Similarly only highlight key areas that need improvement and key actions that are needed, and identify these in discussion with the organisation.
- ✦ Separate out as much as possible the *identification of actions needed* (during Assessment) from the *prioritisation of planned actions*⁹ (during subsequent Action Planning) as much as possible.
- ✦ When examining Equality and Diversity in Employment, keep the focus clearly on the organisation as a *place of employment*. What the organisation produces or provides, or who its customers or clients are, is irrelevant. This is particularly important to keep in mind when working with organisations that specifically provide services for individuals or groups covered under the equality legislation (e.g. Travellers, older people, etc.).

9 In terms of importance and feasibility from the organisation's point of view.

3.4.4 Action Planning

There is a clear distinction and separation to be made between identifying areas for improvement (key actions needed) during the Assessment, and agreeing and prioritising planned actions in the Action Planning. The Facilitator brings particular expertise and knowledge to the identification of actions needed and can be somewhat prescriptive at this stage, albeit in discussion with the organisation. The organisation subsequently decides what, if any, action to take, within what timeframe and with what resources. The Facilitator can of course suggest sources of relevant support such as further information, expertise or financial resources, but the organisation ultimately makes the decision regarding what is considered important and feasible for it.

Planned actions should be stated in a way that ensures that they are specific and measurable, and in order to support this process an indicator(s) of achievement should be specified wherever possible. For example, if an organisation intends to review and update all its employment-related policies and procedures in a particular timeframe, an indicator of achievement would be, say, that the organisation's Board of Management will have approved revised policies in specified areas at the end of this period.

If the organisation decides to proceed to Action Planning, it is important that relevant personnel have considered the results in advance of the Action Planning meeting. It is also important that people who are in a position to make decisions regarding prioritising actions and allocating resources are involved in the process before this meeting and, wherever possible, that they attend this and any other relevant meeting or discussions.

It may be the case that an organisation will decide to continue to work on its own after the initial Equality and Diversity Action Planning meeting, and the Action Plan may therefore not be signed-off at this stage. Action Planning does take time and requires involvement from a number of different personnel in an organisation. The Equality and Diversity process purposely aims in the first instance to be focused and concise, largely - though not solely - with a view to getting smaller organisations on board in terms of putting basic equality policies and practices in place. It can be extended to include more in-depth and on-going Action Planning, and the identification of an internal facilitator to facilitate this process is therefore recommended for this purpose.

4 Equality and Diversity in Employment

4. Equality and Diversity in Employment

4.1 Employment Assessment Framework and Templates

4.1.1 Employment Assessment Framework

A. Equality and Diversity in Employment

Criterion: Access to Employment - Recruitment, Selection and Placement

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Access to Employment - General	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures regarding Recruitment and Selection¹⁰ are in place <input type="checkbox"/> The written policy and procedures regarding Recruitment and Selection are circulated to all employees (e.g., in Staff Handbook) <input type="checkbox"/> Responsibility for overseeing and implementing the administration of the Recruitment and Selection process is specified <input type="checkbox"/> All documentation relating to the Recruitment and Selection process is retained for at least 1 year <input type="checkbox"/> Recruitment and selection practices that make reasonable accommodation for people with disabilities are developed 	<ul style="list-style-type: none"> <input type="checkbox"/> Written policies and procedures regarding Recruitment and Selection are prominently displayed or easily accessed in the organisation <input type="checkbox"/> Written policies and procedures regarding Recruitment and Selection are explained to all employees on appointment and as appropriate <input type="checkbox"/> Written policies and procedures regarding Recruitment and Selection are prepared and, along with related practices, are regularly reviewed, to ensure that they meet requirements of good practice and legislation and are consistently and fairly implemented <input type="checkbox"/> Personnel with responsibility for implementing all aspects of the Recruitment and Selection process (e.g., dealing with requests for information on vacancies, interviewing, etc.) are trained in relevant areas including equality and non-discrimination implications <input type="checkbox"/> Expressions of interest in jobs, interviews offered and accepted, and jobs offered and accepted are monitored across some (less than half) of the grounds in the equality legislation 	<ul style="list-style-type: none"> <input type="checkbox"/> Policies and procedures regarding Recruitment and Selection are prepared and, along with related practices, are regularly reviewed with input from management and staff <input type="checkbox"/> Steps are taken to inform and attract under-represented groups (both externally and internally) to employment, particularly those for whom positive action is allowed, but recruitment to jobs is based on merit <input type="checkbox"/> Expressions of interest in jobs, interviews offered and accepted, and jobs offered and accepted are monitored across most (more than half) or all grounds in the equality legislation 	

(cont'd. overleaf)

10 And its various components as outlined in this document (e.g., advertising, etc)

A: Equality and Diversity in Employment

Criterion: Access to Employment - Recruitment, Selection and Placement

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Access to Employment - General (cont'd)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Reasons for low interest or success are identified and actions to address needs are identified and implemented <input type="checkbox"/> Where information is requested for equality monitoring purposes it is on a separate sheet and an explanation provided as to why, by whom and how the information received will be used <input type="checkbox"/> Complaints, appeal and review procedures are in place for interviewees and employees who are dissatisfied with recruitment and selection procedures. These are formalised, accessible, well publicised, transparent and easy to use <input type="checkbox"/> Steps are taken to retain staff who become disabled while in work, including re-deployment (and re-training where necessary) where possible 		

A: Equality and Diversity in Employment

Criterion: Access to Employment - Recruitment, Selection and Placement

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Job Descriptions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Job description exists for all jobs <input type="checkbox"/> If an existing post becomes vacant, the existing job description is reviewed to ensure that it continues to reflect the duties and responsibilities of the post <input type="checkbox"/> If the post is new, a job description is prepared <input type="checkbox"/> Job descriptions contain a clear statement of the duties, responsibilities and standards required in order to satisfactorily undertake a job 	<ul style="list-style-type: none"> <input type="checkbox"/> Job descriptions contain a short equal opportunities statement 	<ul style="list-style-type: none"> <input type="checkbox"/> The results of exit interviews, where available, inform the content of the job description 	

A: Equality and Diversity in Employment

Criterion: Access to Employment - Recruitment, Selection and Placement

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Personnel Specifications</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An existing person specification is reviewed to ensure that it reflects the relevant experience, qualifications and personal attributes needed to satisfactorily undertake a job, as outlined in the relevant job description <input type="checkbox"/> If the post is new, a person specification is prepared <input type="checkbox"/> Person specifications contain a clear statement of the relevant experience, qualifications and personal attributes an individual must have in order to satisfactorily undertake a job, as outlined in the job description <input type="checkbox"/> Selection criteria are produced on the basis of an analysis of job requirements and these selection criteria are detailed in the person specification 	<ul style="list-style-type: none"> <input type="checkbox"/> Person specifications are continually reviewed to ensure that desirable or essential attributes outlined in the person specification do not unjustifiably discriminate against any group specified in the equality legislation 	<ul style="list-style-type: none"> <input type="checkbox"/> Person specifications are reviewed to ensure that desirable or essential attributes outlined in the person specification do not unjustifiably discriminate against any group, including but not only those specified in the equality legislation 	

A: Equality and Diversity in Employment

Criterion: Access to Employment - Recruitment, Selection and Placement

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Advertising [external and internal]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Advertisements are based on, and reflect the relevant job description and person specification <input type="checkbox"/> Advertisements specify the process for getting further information and/or an application (e.g. telephone or write, etc.) <input type="checkbox"/> Advertisements are placed in a variety of locations and a variety of media is used to ensure that a wide pool of potential applicants is aware of the vacancy <input type="checkbox"/> All existing employees, including those on maternity or parental leave, are kept informed of vacancies as they arise 	<ul style="list-style-type: none"> <input type="checkbox"/> Advertisements request applicants to indicate if special arrangements are needed to facilitate their application and/or attendance at selection testing and/or interview <input type="checkbox"/> All posts that are available to external candidates are also available to internal candidates and vice versa – the vacancies are advertised simultaneously and the application process is the same in both cases <input type="checkbox"/> Advertisements include a short equal opportunities statement 	<ul style="list-style-type: none"> <input type="checkbox"/> Steps are taken to inform under-represented groups (both externally and internally) of vacancies <input type="checkbox"/> Advertisements indicate that further information and application forms are available in a variety of accessible formats (e.g. Braille, different languages, etc.) where relevant 	

A: Equality and Diversity in Employment

Criterion: Access to Employment - Recruitment, Selection and Placement

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Applying for Jobs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All applicants complete an identical application form <input type="checkbox"/> Only information relevant to assessing an individual's ability to do or train for the job is requested in the form <input type="checkbox"/> The same job description, personnel specification, application form, and other relevant information are given to all individuals who indicate interest in a particular vacancy <input type="checkbox"/> Only application forms that are received on time are considered <input type="checkbox"/> Completed application forms are treated confidentially and stored securely when not in use and only those who are involved in the selection process have access to information in the forms <input type="checkbox"/> Information received in application forms is used for selection purposes only 	<ul style="list-style-type: none"> <input type="checkbox"/> Application forms request applicants to indicate if special arrangements are needed to facilitate their attendance at selection testing and/or interview <input type="checkbox"/> Application forms include a short equal opportunities statement <input type="checkbox"/> Where information is requested for equality monitoring purposes it is on a separate sheet and an explanation provided as to why, by whom and how the information provided will be used 	<ul style="list-style-type: none"> <input type="checkbox"/> Application forms are available and are accepted in a variety of formats where relevant (e.g. web-based, large print, etc.) 	

A: Equality and Diversity in Employment

Criterion: Access to Employment - Recruitment, Selection and Placement

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Short-listing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Only information relevant to assessing an individual's ability to do or train for the job is considered when short-listing <input type="checkbox"/> The information needed for short-listing purposes is specified and is based on the key components of the job description and person specification <input type="checkbox"/> The relative importance of different pieces of information (e.g. essential and desirable experience, qualifications, etc.) is specified in a short-listing framework for those involved in short-listing <input type="checkbox"/> Only applicants who are deemed to meet all the essential criteria are short-listed <input type="checkbox"/> Wherever possible more than one person is involved in short-listing <input type="checkbox"/> Short-listing results, including notes, are kept and treated confidentially and are stored securely when not in use – only those who are involved in the selection process have access to the results 	<ul style="list-style-type: none"> <input type="checkbox"/> Applicants are notified of whether they are successful or unsuccessful <input type="checkbox"/> Successful candidates are informed of the next step in the process <input type="checkbox"/> Successful candidates are invited to indicate if any special arrangements need to be made to facilitate their participation in the next stage of the process <input type="checkbox"/> Short-listing Panel members are specifically trained on equality as it relates to selection for employment 	<ul style="list-style-type: none"> <input type="checkbox"/> Wherever possible representatives of the grounds covered in the legislation are involved in short-listing 	

A: Equality and Diversity in Employment

Criterion: Access to Employment - Recruitment, Selection and Placement

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Selection Testing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Any tests or exercises used in the selection process (i.e. to test ability to do or train for the job) are specifically based on job requirements, are valid, reliable and free from unlawful bias <input type="checkbox"/> Tests used in the selection process are administered, scored and interpreted only by those who are trained and qualified to do so <input type="checkbox"/> Results of tests used in the selection process are treated confidentially and stored securely when not in use – only those who are involved in the selection process have access to the results 	<ul style="list-style-type: none"> <input type="checkbox"/> Selection tests are validated to make sure they are related to the job requirements. <input type="checkbox"/> Tests are checked regularly to make sure that they remain relevant and free from bias in content or scoring. <input type="checkbox"/> Tests, questionnaires and practical exercises are available in a variety of accessible formats <input type="checkbox"/> Special arrangements are made, where requested and where possible, to facilitate individuals' participation in the selection testing <input type="checkbox"/> Participation in and outcomes from selection testing, are monitored across some (less than half) of the grounds in the equality legislation <input type="checkbox"/> Where information relating to the grounds covered in equality legislation is requested for monitoring purposes it is on a separate sheet and an explanation provided as to why, by whom and how the information received will be used 	<ul style="list-style-type: none"> <input type="checkbox"/> Participation in and outcomes from selection testing, are monitored across most (more than half) or all grounds in the equality legislation 	

A: Equality and Diversity in Employment

Criterion: Access to Employment - Recruitment, Selection and Placement

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Interviews	<ul style="list-style-type: none"> <input type="checkbox"/> Only information relevant to assessing an individual's ability to do or train for the job is requested and considered at interview (key selection criteria) <input type="checkbox"/> The information needed for interview purposes is specified and outlined in an interview questionnaire <input type="checkbox"/> This information is based on the key components of the job description and person specification, particularly the essential attributes in the person specification <input type="checkbox"/> The relative importance of different pieces of information (e.g. experience, qualifications, etc.) is specified in a scoring mechanism for the Interview Panel <input type="checkbox"/> There is always more than one person involved in interviewing <input type="checkbox"/> Interview results, including scores and notes, are kept and treated confidentially and are stored securely when not in use – only those who are involved in the selection process have access to the results 	<ul style="list-style-type: none"> <input type="checkbox"/> Examples of model answers and the associated score is given to the Interview Panel <input type="checkbox"/> Interview Panel members are provided with the assessment and scoring mechanisms, etc., and are familiar with these, in advance of the interview <input type="checkbox"/> Interview Panel members independently award marks to interviewees during the interview <input type="checkbox"/> The entire Interview Panel discusses and collates the results, and follows an agreed procedure to agree a successful and reserve candidate(s), if any <input type="checkbox"/> An agreed procedure is followed regarding post-interview communication to candidates <input type="checkbox"/> There is a gender balance on Interview Panels <input type="checkbox"/> Interview Panel members are specifically trained on equality as it relates to selection for employment <input type="checkbox"/> Feedback is provided to successful and unsuccessful applicants when requested <input type="checkbox"/> Feedback is based on an applicant's rating against the relevant selection criteria <input type="checkbox"/> Special arrangements are made, where requested and where possible, to facilitate short-listed applicants' participation in the interview process 	<ul style="list-style-type: none"> <input type="checkbox"/> Wherever possible representatives of the grounds covered in the legislation are involved in interviews 	

A: Equality and Diversity in Employment

Criterion: Access to Employment - Recruitment, Selection and Placement

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Employment Agencies</p>	<p><input type="checkbox"/> Any Employment Agency that the employer deals with is requested not to unlawfully discriminate against individuals who seek employment or employment-related services</p>	<p><input type="checkbox"/> Any Employment Agency that the employer deals with is requested to highlight and give expression to the fact that the employer is an equal opportunities employer in all its documentation related to the employer</p>	<p><input type="checkbox"/> The employer only deals with Employment Agencies that have equal opportunities policies and procedures specifically related to equality in terms of customer service where possible</p>	

A: Equality and Diversity in Employment

Criterion: Access to Employment - Recruitment, Selection and Placement

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Placement/ Induction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All new appointees are given all relevant documentation and explanation, including that relating to equal opportunities and dignity and respect at work, on their first day <input type="checkbox"/> Induction training is provided to all new recruits <input type="checkbox"/> Specific supports needed to help the new appointee settle in and to perform the job to the required standard in the new job are identified 	<ul style="list-style-type: none"> <input type="checkbox"/> What the organisation values and what employees need to do in order to make progress in it is clear and explained to all employees at induction <input type="checkbox"/> Existing staff are given and take appropriate responsibility for inducting new recruits and new appointees <input type="checkbox"/> Existing staff are given appropriate training in order to take responsibility for inducting new employees as appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> A formal mentoring system for new recruits and new appointees is in place 	

A: Equality and Diversity in Employment

Criterion: Access to Employment - Recruitment, Selection and Placement

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Probation [Appointment and Promotion]</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Where Probation periods are in place written policies and procedures regarding Probation periods should exist <input type="checkbox"/> The policies and procedures regarding Probation are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> All new appointees are given all relevant information and explanation regarding Probation period and standards of performance expected <input type="checkbox"/> Adequate support is provided to the employee to perform to the required standard during the Probation period, including, for example, reasonable accommodation for people with disabilities, and work life balance options wherever possible and appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> A documented performance evaluation takes place at the end of the Probation period <input type="checkbox"/> The Probation period is extended if the employer believes that the employee can perform to the required standard with more time or other support. 		

A: Equality and Diversity in Employment

Criterion: Continuing Training and Development (CTD)

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Continuing Training and Development (CTD)	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures regarding CTD are in place <input type="checkbox"/> The written policy and procedures regarding CTD are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> All documentation relating to the CTD process is retained for at least 1 year <input type="checkbox"/> Induction training is provided to all new recruits <input type="checkbox"/> Training practices that make reasonable accommodation for people with disabilities are developed, including, for example, Web-based training material available in a format that visually-impaired people can use 	<ul style="list-style-type: none"> <input type="checkbox"/> Written policies and procedures regarding CTD are prominently displayed or easily accessed in the organisation <input type="checkbox"/> Written policies and procedures regarding CTD are explained to all employees on appointment and as appropriate <input type="checkbox"/> Written policies and procedures regarding CTD are prepared and, along with related practices, are regularly reviewed, to ensure that they meet requirements of good practice and legislation, and are consistently and fairly implemented <input type="checkbox"/> Expressions of interest in training, training offered and accepted, and evaluations of training are monitored across some (less than half) of the grounds in the equality legislation <input type="checkbox"/> Reasons for low interest or success are identified and actions to address needs are identified and implemented <input type="checkbox"/> Where information is requested for equality monitoring purposes it is on a separate sheet and an explanation provided as to why, by whom and how the information received will be used <input type="checkbox"/> Personnel with responsibility for implementing all aspects of the CTD process (e.g. identifying needs) are trained in relevant areas including equality and non-discrimination implications <p style="text-align: right;">(cont'd. overleaf)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The organisation is proactive in terms of organising training and steps are taken to inform and attract under-represented groups to training and development opportunities, particularly those for whom positive action is allowed <input type="checkbox"/> Policies and procedures regarding CTD are prepared and, along with related practices, are regularly reviewed with input from management and staff <input type="checkbox"/> Expressions of interest in training, training offered and accepted, and evaluations of training are monitored across most (more than half) or all grounds in the equality legislation <input type="checkbox"/> The employer only deals with Training Providers/Trainers that have equal opportunities policies and procedures specifically related to equality in terms of customer service 	

A: Equality and Diversity in Employment

Criterion: Continuing Training and Development (CTD)

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
CTD (cont'd)		<ul style="list-style-type: none"> <input type="checkbox"/> Training is reviewed with reference to physical accessibility of training venues and accessibility of training materials <input type="checkbox"/> Training documentation is reviewed to ensure that it portrays a variety of people of different class, ability, age and race, etc., and it uses non-sexist and non-offensive language throughout <input type="checkbox"/> Provision of training is flexible to accommodate employees' needs (e.g. transport provided where necessary, non-residential where possible if caring responsibilities are an issue, etc.) <input type="checkbox"/> In addition to formal training courses, alternatives that may be better suited to the needs of some employees – such as on-the-job training, mentoring, on-line training, etc. - are available <input type="checkbox"/> In-house trainers are trained in equality and diversity issues and how they relate to their work <input type="checkbox"/> Procedures for retaining, retraining and re-deploying staff that become disabled while in work are in place and are implemented <input type="checkbox"/> Complaints, appeal and review procedures are in place for employees who are dissatisfied with training and development decisions, processes or outcomes. These procedures are formalised, accessible, well publicised, transparent and easy to use. 		

A: Equality and Diversity in Employment

Criterion: Appraisal and Promotion

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Performance Appraisal and Promotion (including Transfers)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures regarding Performance Appraisal and Promotion are in place <input type="checkbox"/> The written policy and procedures regarding Appraisal and Promotion are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> All documentation relating to the Appraisal and Promotion process is retained for at least 1 year <input type="checkbox"/> Clear and measurable objectives and training and development needs (including work experience) relating to performance are set and agreed with individual employees <input type="checkbox"/> Appraisal and promotion criteria are clear, job-related, competency-based and documented <p style="text-align: right;">(cont'd. overleaf)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Written policies and procedures regarding Appraisal and Promotion are prominently displayed or easily accessed in the organisation <input type="checkbox"/> Written policies and procedures regarding Appraisal and Promotion are explained to all employees on appointment and as appropriate <input type="checkbox"/> Written policies and procedures regarding Appraisal and Promotion are prepared and, along with related practices, are regularly reviewed, to ensure that they meet requirements of good practice and legislation, and are consistently and fairly implemented <input type="checkbox"/> Where information is requested for equality monitoring purposes it is on a separate sheet and an explanation provided as to why, by whom and how the information received will be used <input type="checkbox"/> Personnel with responsibility for implementing all aspects of the Appraisal and Promotion process are trained in relevant areas (e.g. performance appraisal), including equality and non-discrimination implications <input type="checkbox"/> Expressions of interest in horizontal movement and upward promotion, and movement/promotion offered and accepted, are monitored across some (less than half) of the grounds in the equality legislation <p style="text-align: right;">(cont'd. overleaf)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Policies and procedures regarding Appraisal and Promotion are prepared and, along with related practices, are regularly reviewed with input from management and staff <input type="checkbox"/> Steps are taken to inform and attract under-represented groups of promotional opportunities, particularly those for whom positive action is allowed, but promotion is based on merit <input type="checkbox"/> Expressions of interest in horizontal movement and upward promotion, and movement/promotion offered and accepted, are monitored across most (more than half) or all grounds in the equality legislation 	

A: Equality and Diversity in Employment

Criterion: Appraisal and Promotion

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Performance Appraisal and Promotion (including Transfers) (cont'd)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Vacancies are publicised to all employees – i.e., all existing staff, including those on maternity or parental leave, are kept informed of promotional opportunities as they arise <input type="checkbox"/> Job requirements and selection criteria are given to all interested employees <input type="checkbox"/> Promotion practices that make reasonable accommodation for people with disabilities have been developed 	<ul style="list-style-type: none"> <input type="checkbox"/> Reasons for low interest or success are identified and actions to address needs are identified and implemented <input type="checkbox"/> Complaints, appeal and review procedures are in place for employees who are dissatisfied with promotion decisions, processes or outcomes. These procedures are formalised, accessible, well publicised, transparent and easy to use. <input type="checkbox"/> Formal feedback is provided to successful and unsuccessful candidates 		

A: Equality and Diversity in Employment

Criterion: Working Conditions

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Working Conditions - General	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures regarding Working Conditions are in place <input type="checkbox"/> A written policy and procedures regarding Working Conditions are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> Each individual's terms and conditions of employment, or where further details can be found, are included in his/her contract of employment <input type="checkbox"/> All documentation relating to an individual's Working Conditions is retained for at least 1 year <input type="checkbox"/> All benefits and entitlements procedures and practices are in accordance with relevant legislation 	<ul style="list-style-type: none"> <input type="checkbox"/> Written policies and procedures regarding Working Conditions are prominently displayed or easily accessed in the organisation <input type="checkbox"/> Written policies and procedures regarding Working Conditions are explained to all employees on appointment and as appropriate <input type="checkbox"/> Written policies and procedures regarding Working Conditions are prepared and, along with related practices, are regularly reviewed, to ensure that they meet requirements of good practice and legislation, and are consistently and fairly implemented <input type="checkbox"/> Steps are taken to inform and attract all employees, including under-represented groups, of optional entitlements (e.g. flexible working practices, etc.), but the needs of the business are also taken into account <input type="checkbox"/> Working conditions, including expressions of interest in and uptake of flexible work options, grievances, etc., are monitored across some (less than half) of the grounds in the equality legislation <input type="checkbox"/> Where information is requested for equality monitoring purposes it is on a separate sheet and an explanation provided as to why, by whom and how the information received will be used 	<ul style="list-style-type: none"> <input type="checkbox"/> Policies and procedures regarding Working Conditions are prepared and, along with related practices, are regularly reviewed with input from management and staff <input type="checkbox"/> Working conditions, including expressions of interest in and uptake of flexible work options, grievances, etc., are monitored across most (more than half) or all grounds in the equality legislation 	

(cont'd. overleaf)

A: Equality and Diversity in Employment

Criterion: Working Conditions

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Working Conditions - General (cont'd)		<ul style="list-style-type: none"> <input type="checkbox"/> Reasons for unusual levels of use (e.g. grievance or disciplinary procedure), or interest or success (e.g. Work Life Balance options) are identified and actions to address needs are identified and implemented <input type="checkbox"/> Complaints, appeal and review procedures are in place for employees who are dissatisfied with workplace conditions. These procedures are formalised, accessible, well publicised, transparent and easy to use. 		

A: Equality and Diversity in Employment

Criterion: Working Conditions

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Discipline and Grievances</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures on Grievance and Discipline are in place <input type="checkbox"/> The policy and procedures are circulated to all employees (e.g. in Staff Handbook) 	<ul style="list-style-type: none"> <input type="checkbox"/> The number of staff disciplined and the reasons are monitored across some (less than half) of the grounds in the legislation <input type="checkbox"/> The number of staff with grievances and their stated reasons are monitored across some (less than half) of the grounds in the legislation 	<ul style="list-style-type: none"> <input type="checkbox"/> The number of staff disciplined and the reasons are monitored across most (more than half) or all of the grounds in the legislation <input type="checkbox"/> The number of staff with grievances and their stated reasons are monitored across most (more than half) or all of the grounds in the legislation 	

A: Equality and Diversity in Employment

Criterion: Working Conditions

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Consultation and Collective Bargaining Agreements</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures on Employee Consultation and involvement are in place <input type="checkbox"/> The policy and procedures are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> Employee consultation and involvement policies, procedures and practices are in accordance with relevant legislation 	<ul style="list-style-type: none"> <input type="checkbox"/> Employees are consulted about workplace issues including the development of job descriptions, the development and review of training plans and the development of structures to facilitate employee development and involvement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Resources – including representative bodies and designated stakeholders - are accessed and used wherever possible and as necessary to facilitate consultation with all employees, including those with special needs and different languages 	

A: Equality and Diversity in Employment

Criterion: Working Conditions

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Remuneration and Other Rewards and Benefits ¹¹	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures on Remuneration and Other Rewards and Benefits are in place <input type="checkbox"/> The policy and procedures are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> The pay structure and system is designed in accordance with the principle that all employees will be paid equal pay for equal work or work of equal value 	<ul style="list-style-type: none"> <input type="checkbox"/> The number and proportion of staff at different pay levels is monitored across some (less than half) of the grounds in the legislation <input type="checkbox"/> Remuneration and other rewards and benefits are available on a pro rata basis for part-time and other workers availing of flexible or 'non-traditional' work options 	<ul style="list-style-type: none"> <input type="checkbox"/> The number and proportion of staff at different pay levels is monitored across most (more than half) or all of the grounds in the legislation <input type="checkbox"/> Benefits that are available to employees' partners are equally available to same- and different-sex partners 	

¹¹ i.e., Bonuses, overtime payments, health insurance, etc.

A: Equality and Diversity in Employment

Criterion: Working Conditions

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Grading	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures on Job Categorisation/Grading are in place <input type="checkbox"/> The policy and procedures are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> Jobs are categorised for the purpose of pay and other benefits according to relevant criteria 	<ul style="list-style-type: none"> <input type="checkbox"/> The number of staff at different grades is monitored across some (less than half) of the grounds in the legislation 	<ul style="list-style-type: none"> <input type="checkbox"/> The number of staff at different grades is monitored across most (more than half) or all of the grounds in the legislation 	

A: Equality and Diversity in Employment

Criterion: Working Conditions

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Redundancy/ Dismissal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures on Redundancy and Dismissal are in place <input type="checkbox"/> The policy and procedures are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> The Redundancy and Dismissal policies and procedures are in accordance with relevant legislation 	<ul style="list-style-type: none"> <input type="checkbox"/> The number of staff made redundant and/or dismissed is monitored across some (less than half) of the grounds in the legislation 	<ul style="list-style-type: none"> <input type="checkbox"/> The number of staff made redundant and/or dismissed is monitored across most (more than half) or all of the grounds in the legislation 	

A: Equality and Diversity in Employment

Criterion: Working Conditions

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Harassment and Sexual Harassment/ Dignity and Respect	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures on Sexual Harassment and Harassment at Work/Dignity and Respect at Work are in place <input type="checkbox"/> A code of practice, including clear guidelines as to how staff should behave and how allegations will be investigated and proven cases dealt with, is in place to prevent harassment and sexual harassment <input type="checkbox"/> A separate grievance procedure for dealing with claims of harassment and sexual harassment is in place <input type="checkbox"/> The policy and procedures are circulated to all employees (e.g. in Staff Handbook) 	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel with responsibility for implementing all aspects of the policy i.e. all employees but particularly managers and supervisors, and including those who are responsible for investigating allegations are given guidance and/or training in relevant areas <input type="checkbox"/> The number of allegations, if any, and proven cases of harassment or sexual harassment is monitored across some (less than half) of the grounds in the legislation 	<ul style="list-style-type: none"> <input type="checkbox"/> The number of allegations, if any, and proven cases of harassment or sexual harassment is monitored across most (more than half) or all of the grounds in the legislation 	

A: Equality and Diversity in Employment

Criterion: Working Conditions

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Physical Working Environment</p>	<p><input type="checkbox"/> The physical working environment is assessed in terms of the potential for making reasonable accommodation for people with disabilities and minor adaptations are made to ensure accommodation for people with disabilities wherever possible</p>	<p><input type="checkbox"/> The physical working environment is assessed in terms of the potential for accommodating all existing employees wherever possible, and adaptations are made to ensure that diverse needs are catered for whenever possible (e.g. canteen menu to cater for different religious needs, etc.)</p>	<p><input type="checkbox"/> The physical working environment is assessed in terms of the potential for accommodating all existing and prospective employees wherever possible, and substantial adaptations are made to ensure that diverse needs are catered for whenever possible (e.g. space for prayer to cater for different religious needs, etc.)</p>	

A: Equality and Diversity in Employment

Criterion: Working Conditions

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Communications	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures on internal Communications are in place <input type="checkbox"/> The policy and procedures are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> Information detailed in rules, regulations, procedures, forms, information leaflets, etc. is simple and easy to follow and understand <input type="checkbox"/> All existing staff, including those on maternity or parental leave, are kept informed of employment-related and other relevant organisational developments 	<ul style="list-style-type: none"> <input type="checkbox"/> Employment-related information meets the requirements of all employees including those with specific needs, including literacy needs <input type="checkbox"/> Information available for work purposes on Web sites adheres to accessibility guidelines for people with disabilities.¹² 	<ul style="list-style-type: none"> <input type="checkbox"/> Information detailed in rules, regulations, procedures, forms, information leaflets, etc. is available in a range of formats and languages wherever possible 	

A: Equality and Diversity in Employment

Criterion: Working Conditions

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Work Life Balance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures regarding statutory and non-statutory Work Life Balance options (e.g. flexible work, time in lieu, etc.) are in place <input type="checkbox"/> The policy and procedures regarding Work Life Balance are circulated to all employees (e.g. in Staff Handbook) 	<ul style="list-style-type: none"> <input type="checkbox"/> A range of work life balance arrangements exists (e.g. part-time, job share, etc.) and are open to all employees at all grades (e.g. not just those with family/caring responsibilities) <input type="checkbox"/> All jobs are open to flexible arrangements unless evidence can be found to indicate why they are not <input type="checkbox"/> Managers at all levels are trained, and they understand and implement, wherever possible, what they need to do to support work-life balance in the organisation <input type="checkbox"/> The number of employees availing of different types of work arrangements and other benefits is monitored across some (less than half) of the grounds in the legislation <input type="checkbox"/> Reasons for low uptake are identified and actions to address needs are identified and implemented 	<ul style="list-style-type: none"> <input type="checkbox"/> Work Life Balance options over and above those required by law are offered (e.g. time off for caring responsibilities over and above statutory entitlements) <input type="checkbox"/> The number of employees availing of different types of work arrangements and other benefits is monitored across most (more than half) or all of the grounds in the legislation 	

A: Equality and Diversity in Employment

Criterion: Managing Equality and Diversity in Employment

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Equal Opportunities Policies and Procedures</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written Employment Equality and Diversity policy that includes an outline of the organisation's commitment to, intended actions and expected outcomes from promoting equality in the organisation's employment is in place <input type="checkbox"/> The Employment Equality and Diversity policy is circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> Responsibility for overseeing and implementing the administration of the Employment Equality and Diversity policy is specified <input type="checkbox"/> All related written policies and procedures are in line with current equality legislation and codes of practice 	<ul style="list-style-type: none"> <input type="checkbox"/> The written Employment Equality and Diversity policy is prominently displayed or easily accessed in the organisation <input type="checkbox"/> The written Employment Equality and Diversity policy is explained to all employees on appointment and as appropriate <input type="checkbox"/> The written Employment Equality and Diversity policy is prepared and regularly reviewed to ensure that it meets requirements of good practice and legislation, and is consistently and fairly implemented <input type="checkbox"/> Personnel with responsibility for implementing all aspects of the Employment Equality and Diversity policy (i.e., all employees) are given guidance and/or trained in relevant areas, including, for example, dignity and respect at work, Equality Action Planning and the use of this Equality and Diversity Healthcheck <input type="checkbox"/> An individual or group has been given specific and overall responsibility for equality and diversity in the organisation 	<ul style="list-style-type: none"> <input type="checkbox"/> The written Employment Equality and Diversity policy is prepared and regularly reviewed with input from management, staff and other designated stakeholder groups¹³ <input type="checkbox"/> The written Employment Equality and Diversity policy is in a range of formats and languages, where relevant 	

13 Including representatives of the grounds covered in the equality legislation, where relevant.

A: Equality and Diversity in Employment

Criterion: Managing Equality and Diversity in Employment

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Objectives, Indicators/ Targets and Timeframes	<ul style="list-style-type: none"> <input type="checkbox"/> Equality objectives, indicators/targets and timeframes are in place <input type="checkbox"/> Equality objectives, indicators/targets and timeframes have been communicated to all employees 	<ul style="list-style-type: none"> <input type="checkbox"/> Equality objectives, indicators/targets and timeframes are agreed and reviewed at specified times with management and staff input <input type="checkbox"/> Equality objectives have been translated into an action plan(s) with specific indicators/targets and timeframes and responsibility for action <input type="checkbox"/> Employees' opinions and attitudes in relation to equality and diversity in the organisations' employment are surveyed regularly (e.g. annually) 	<ul style="list-style-type: none"> <input type="checkbox"/> A system to estimate the potential impact (in terms of employment) of policy and spending changes on a wide range of groups is in place <input type="checkbox"/> Employment-related equality objectives, indicators/targets (challenging and realistic, with specific performance indicators) and timeframes are agreed and reviewed at specified times with management, staff and other designated stakeholder groups¹⁴ input <input type="checkbox"/> Equality and diversity objectives and indicators are included in relevant job descriptions and performance appraisals (e.g. for managers charged with implementing the organisation's policies and procedures) 	

¹⁴ Including representatives of the grounds covered in the equality legislation, where relevant.

A: Equality and Diversity in Employment

Criterion: Managing Equality and Diversity in Employment

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Resourcing Equal Opportunities</p>	<p><input type="checkbox"/> All employees are provided with guidance and/or training on updates to relevant employment equality legislation, the organisation's policies and procedures and other developments</p>	<p><input type="checkbox"/> Relevant personnel are provided with skills training on key aspects of the organisation's policies and procedures (e.g. how to deal with claims of harassment, implementing and managing Work Life Balance options, interviewing, performance appraisal, exit interviews, monitoring etc.)</p> <p><input type="checkbox"/> Energy and resources (financial, human and technical) are provided to match the organisation's short-term and long-term equality objectives, indicators/targets, and timeframes</p>	<p><input type="checkbox"/> Equality and diversity in relation to employment are included in the organisation's business strategy.</p> <p><input type="checkbox"/> Equality and diversity in relation to employment are a regular topic at senior-level management meetings</p>	

A: Equality and Diversity in Employment

Criterion: Managing Equality and Diversity in Employment

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Interview Panels (Appointment and Promotion)	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures on Interview Panels (initial appointment and promotion, career change, etc.) are in place <input type="checkbox"/> The policy and procedures are circulated to all employees (e.g. in Staff Handbook) 	<ul style="list-style-type: none"> <input type="checkbox"/> All existing and potential Interview Panel members receive training for that purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> Efforts are made to ensure that Interview Panels are representative of a number of grounds covered in the equality legislation 	

A: Equality and Diversity in Employment

Criterion: Managing Equality and Diversity in Employment

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Exit Interviews (including Transfers)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures on Exit Interviews are in place <input type="checkbox"/> The policy and procedures are circulated to all employees (e.g. in Staff Handbook) 	<ul style="list-style-type: none"> <input type="checkbox"/> The number of staff leaving and their reasons for so doing are monitored across some (less than half) of the grounds in the legislation <input type="checkbox"/> Reasons for staff turnover are identified and actions to address needs are identified and implemented 	<ul style="list-style-type: none"> <input type="checkbox"/> The number of staff leaving and their reasons for so doing are monitored across most (more than half) or all of the grounds in the legislation 	

A: Equality and Diversity in Employment

Criterion: Managing Equality and Diversity in Employment

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Results (of equality-related initiatives and actions)	<input type="checkbox"/> Action on equality has been translated to small but identifiable results	<input type="checkbox"/> Action on equality has been translated to significant and measurable results relating to less than half of the grounds in the legislation	<input type="checkbox"/> Action on equality has been translated to significant and measurable results relating to most (more than half) or all of the grounds in the legislation	

A: Equality and Diversity in Employment

Criterion: Data and Information

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Data and Information - General</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures on Data Protection (and including Electronic Communication) are in place and these comply with requirements in the Data Protection (Amendment) Act, 2003 <input type="checkbox"/> The policy and procedures are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> These include specific reference to, inter alia: <ul style="list-style-type: none"> - Responsibility for Data Collection, Collation and Record Keeping, and - Utilisation, Security and Confidentiality of Data <input type="checkbox"/> All equality-related documentation is retained for at least 1 year 	<ul style="list-style-type: none"> <input type="checkbox"/> The written Data Protection policy is prominently displayed or easily accessed in the organisation <input type="checkbox"/> The written Data Protection policy is explained to all employees on appointment and as appropriate <input type="checkbox"/> The written Data Protection policy is prepared and regularly reviewed to ensure that it meets requirements of good practice and legislation, and is consistently and fairly implemented <input type="checkbox"/> Personnel with responsibility for implementing all aspects of Data Protection are given guidance and/or trained in relevant areas, including, for example, data collection and confidentiality <input type="checkbox"/> An individual or group has been given specific and overall responsibility for Data Protection in the organisation 	<ul style="list-style-type: none"> <input type="checkbox"/> The written Data Protection policy is prepared and regularly reviewed with input from management, staff and other designated stakeholder groups <input type="checkbox"/> The written Data Protection policy is in a range of formats and languages, where relevant 	

A: Equality and Diversity in Employment

Criterion: Data and Information

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Monitoring Equality and Diversity in Employment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures for Equality and Diversity are in place <input type="checkbox"/> The policy and procedures are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> Data and information gathered are used only for the purposes for which it was gathered, and it is maintained and used in accordance with the principles and procedures outlined, including those relating to security and confidentiality of data, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> A system of ongoing internal assessment in relation to equality in employment is in place, covering policies, practices and procedures <input type="checkbox"/> Employees' perceptions (attitudes and opinions) of the organisation as a place of employment in terms of equality are systematically gathered and analysed <input type="checkbox"/> Data and information gathered are analysed, reported and fed into the organisation's business and equality action planning process at specified times <input type="checkbox"/> Where data and information is requested for equality monitoring it is on a separate sheet (to the application form for employment, training, promotion, etc.), and an explanation provided as to why, by whom and how the information provided will be used <input type="checkbox"/> Information and monitoring systems are in place to assess progress in achieving targets <input type="checkbox"/> Progress is measured against targets <input type="checkbox"/> Results are produced at specified intervals for circulation to management and other employees 	<ul style="list-style-type: none"> <input type="checkbox"/> A system to estimate the actual impact of employment-related policy and spending changes on a wide range of groups is in place <input type="checkbox"/> An analysis of the organisation's work force (and the ways jobs are allocated within it), by ground where possible, is undertaken with reference to the local or other relevant labour market area <input type="checkbox"/> Periodic assessment in relation to equality in employment is undertaken by external personnel, including, for example, for external benchmarking and accreditation purposes <input type="checkbox"/> Specific results are reported at relevant business planning fora, and are included in key publications, such as annual reports <input type="checkbox"/> Results and commitments are also communicated externally in other ways 	

4.1.2 Employment Results Sheets

A. Equality and Diversity in Employment

Assessment Results Sheet

AREA OF ACTIVITY – ACCESS TO EMPLOYMENT - RECRUITMENT, SELECTION AND PLACEMENT

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

A. Equality and Diversity in Employment

Assessment Results Sheet

AREA OF ACTIVITY – CONTINUING TRAINING AND DEVELOPMENT

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

A: Equality and Diversity in Employment

Assessment Results Sheet

AREA OF ACTIVITY – APPRAISAL AND PROMOTION

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

A: Equality and Diversity in Employment

Assessment Results Sheet

AREA OF ACTIVITY – WORKING CONDITIONS

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

A: Equality and Diversity in Employment

Assessment Results Sheet

AREA OF ACTIVITY – MANAGING EQUALITY AND DIVERSITY IN EMPLOYMENT

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

A: Equality and Diversity in Employment

Assessment Results Sheet

AREA OF ACTIVITY - DATA AND INFORMATION

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

A: Equality and Diversity in Employment

Assessment Results Sheet - (Copy as appropriate)

AREA OF ACTIVITY

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

4.1.3 Employment Summary Profile

A. Equality and Diversity in Employment				
Summary Profile				
Areas of Activity	Rating			
	< L1 Less than Level 1	L1 Getting Started	L2 Good Practice	L3 Best Practice
Access to Employment - Recruitment, Selection and Placement, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Access to Employment – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Job Descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Personnel/Person Specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Advertising (external and internal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Applying for Jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Short-listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Selection Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Employment Agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Placement/Induction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Probation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing Training and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appraisal and Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Conditions, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Working Conditions – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Discipline and Grievances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Consultation & Collective Bargaining Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Remuneration and Other Rewards and Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Redundancy/Dismissal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Harassment and Sexual Harassment/Dignity and Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Physical Working Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Work Life Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Equality and Diversity in Employment, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Equal Opportunities Policies and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Objectives, Indicators/Targets and Timeframes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Resourcing Equal Opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Interview Panels (Appointment and Promotion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Exit Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data and Information, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Data and Information – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Monitoring Equality and Diversity in Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.1.4 Employment Summary of Areas for Improvement/Actions Needed

A: Equality and Diversity in Employment	
Summary of Areas for Improvement/Actions Needed	
Area of Activity:	
Access to Employment - Recruitment, Selection and Placement	<p>▲ _____</p> <p>▲ _____</p>
Continuing Training and Development	<p>▲ _____</p> <p>▲ _____</p>
Appraisal and Promotion	<p>▲ _____</p> <p>▲ _____</p>
Working Conditions	<p>▲ _____</p> <p>▲ _____</p>
Managing Equality and Diversity in Employment	<p>▲ _____</p> <p>▲ _____</p>
Data and Information	<p>▲ _____</p> <p>▲ _____</p>

4.2 Employment Planning Templates

4.2.1 Employment Planned Actions

A: Equality and Diversity in Employment		Planned Actions
Area of Activity	Actions this organisation plans to take to improve identifying no more than 3-5 actions if possible (specify a particular ground(s) if appropriate and relevant)	Priority
Access to Employment - Recruitment, Selection and Placement	<p>▲ _____</p> <p>▲ _____</p>	
Continuing Training and Development	<p>▲ _____</p> <p>▲ _____</p>	
Appraisal and Promotion	<p>▲ _____</p> <p>▲ _____</p>	
Working Conditions	<p>▲ _____</p> <p>▲ _____</p>	
Managing Equality and Diversity in Employment	<p>▲ _____</p> <p>▲ _____</p>	
Data and Information	<p>▲ _____</p> <p>▲ _____</p>	

4.2.2 Employment Action Plan

A: Equality and Diversity in Employment						
Equality and Diversity Action Plan						
Priority	Area of Activity	Actions	Timeframe	Responsibility	Resources	Review (date)
1						
2						
3						
4						
5						
...						
...						

5 Equality and Diversity in Customer Service

5. Equality and Diversity in Customer Service

5.1 Customer Service Assessment Framework and Templates

5.1.1 Customer Service Assessment Framework

It should be noted that in the interests of brevity, the term ‘customer service’ is used in this Equality and Diversity Healthcheck. It should, however, be taken to include reference to the provision of goods, services, property and accommodation and other facilities and opportunities to which the public generally or a section of the public has access, whether for payment or not, as defined in the Equal Status Act (2000). This applies, for example, to shops, hotels, restaurants, clubs, schools and other educational establishments as well as financial and other service and manufacturing organisations.

B: Equality and Diversity in Customer Service

Criterion: Planning of Services

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
Planning of Services	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures regarding Planning of Customer Services in the context of Equality in Customer Services are in place <input type="checkbox"/> This includes a statement outlining who the organisation considers to be its customers (existing and potential) <input type="checkbox"/> The policy and procedures refer specifically to existing and potential customers across the grounds covered by the equality legislation 	<ul style="list-style-type: none"> <input type="checkbox"/> The policy and procedures regarding Planning of Services are prominently displayed or easily accessed by employees and customers in the organisation <input type="checkbox"/> The policy and procedures are explained to all employees on appointment and as appropriate <input type="checkbox"/> The policy and procedures refer also to the organisation's suppliers and other contractors and are clearly communicated to existing and prospective suppliers and contractors <input type="checkbox"/> The policy and procedures are prepared and, along with related practices, are regularly reviewed, to ensure that they meet requirements of good practice and legislation, and are consistently and fairly implemented 	<ul style="list-style-type: none"> <input type="checkbox"/> Policies and procedures regarding Planning of Services in the context of equality in Customer Service are prepared and, along with related practices, are regularly reviewed with input from management, staff and customers and/or their representatives <input type="checkbox"/> Use of services is monitored across most (more than half) or all grounds in the equality legislation 	(cont'd. overleaf)

B: Equality and Diversity in Customer Service

Criterion: Planning of Services

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Planning of Services (cont'd)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The policy and procedures regarding Planning of Services in the context of Equality in Customer Services are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> The Service Planning process includes a consideration and implementation of reasonable accommodation for people with disabilities wherever possible 	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel with responsibility for all aspects of Planning of Services (including Procurement and Purchasing) are trained in relevant areas including equality and non-discrimination implications, particularly in relation to customer service <input type="checkbox"/> Use of services is monitored across some (less than half) or all grounds in the equality legislation 	<ul style="list-style-type: none"> <input type="checkbox"/> The Service Planning process includes a consideration and implementation of access to services by specific target groups (including under-represented groups both externally and internally) particularly those for whom positive action is allowed, wherever possible <input type="checkbox"/> This commitment and associated actions and results are well publicised in a variety of formats (e.g. Braille, different languages, etc.) <input type="checkbox"/> The organisation only deals with suppliers and other contractors who have equal opportunities policies and procedures specifically related to equality in terms of customer goods and services 	

B: Equality and Diversity in Customer Service

Criterion: Delivery of Services

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Delivery of Services</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A written policy and procedures regarding Delivery of (and Access to) Services in the context of Equality in Customer Services are in place <input type="checkbox"/> The policy and procedures refer specifically to existing and potential customers across the grounds covered by the legislation <input type="checkbox"/> The policy and procedures regarding Delivery of (and Access to) Services in the context of Equality in Customer Services are circulated to all employees (e.g. in Staff Handbook) <input type="checkbox"/> The Delivery of Services process includes a consideration and implementation of reasonable accommodation for people with disabilities wherever possible <p>(cont'd. overleaf)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The policy and procedures regarding Delivery of (and Access to) Services in the context of Equality in Customer Services are easily accessed by employees and customers in the organisation <input type="checkbox"/> The policy and procedures are explained to all employees on appointment and as appropriate <input type="checkbox"/> The policy and procedures refer also to the organisation's suppliers and other contractors and are clearly communicated to existing and prospective suppliers and contractors <input type="checkbox"/> The policy and procedures are prepared and, along with related practices, are regularly reviewed, to ensure that they meet requirements of good practice and legislation, and are consistently and fairly implemented <input type="checkbox"/> Personnel with responsibility for all aspects of Delivery of Services, including and particularly front-line staff directly involved in service delivery and customer care, are trained in relevant areas including equality and non-discrimination implications 	<ul style="list-style-type: none"> <input type="checkbox"/> The policy and procedures regarding Delivery of (and Access to) Services in the context of Equality in Customer Services are prepared and, along with related practices, are regularly reviewed with input from management, staff and customers and/or their representatives <input type="checkbox"/> The Delivery of Services process includes active implementation of the organisation's commitment to provide targeted services including to under-represented groups, particularly those for whom positive action is allowed, wherever possible <input type="checkbox"/> The organisations commitment and associated actions and results are well publicised in a variety of formats 	

B: Equality and Diversity in Customer Service

Criterion: Delivery of Services

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Delivery of Services (cont'd)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A feedback and complaints procedure, and an investigation procedure are in place to investigate claims of discrimination in customer services and these are formalised, accessible, well publicised, transparent and easy to use <input type="checkbox"/> An employee disciplinary procedure is in place to deal with proven cases of discrimination in terms of customer service 			

B: Equality and Diversity in Customer Service

Criterion: Access to Services

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Access to Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> Buildings are physically accessible for those with mobility difficulties <input type="checkbox"/> Information is provided in accessible ways and in ways that accommodate diversity (e.g. in a variety of formats and languages) <input type="checkbox"/> Disability access is an integral consideration in the design of new buildings and services 		<ul style="list-style-type: none"> <input type="checkbox"/> An access audit is carried out and areas needing improvement identified and addressed 		

B: Equality and Diversity in Customer Service

Criterion: Managing Equality and Diversity in Customer Service

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Managing Equality and Diversity in Customer Service</p> <ul style="list-style-type: none"> <input type="checkbox"/> A written Equal Status policy and procedures are in place¹⁵ <input type="checkbox"/> Responsibility for overseeing and implementing the administration of the Equal Status policy is specified <input type="checkbox"/> Customer service equality objectives, indicators/targets and timeframes are in place and have been communicated to all employees <input type="checkbox"/> All employees are provided with guidance and/or training on updates to relevant legislation, the organisation's policies and procedures and other developments in relation to Equal Status 	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel with responsibility for implementing all aspects of the Equal Status policy (i.e. all employees) are given guidance and/or trained on key aspects of the organisation's policies and procedures (e.g., how to deal with different customer needs, etc.) <input type="checkbox"/> An individual or group has been given specific and overall responsibility for equality and diversity in the organisation in relation to customer service <input type="checkbox"/> Customer service equality objectives, indicators/targets and timeframes are agreed and reviewed at specified times with management and staff input <input type="checkbox"/> Customer service equality objectives, indicators/targets and timeframes have been communicated to suppliers and other contractors or agents acting on behalf of the organisation <input type="checkbox"/> Customer service equality objectives have been translated into an action plan(s) with specific responsibility for action <input type="checkbox"/> Energy and resources (financial, human and technical) are provided to match the organisation's short-term and long-term equality objectives, targets, and timeframes 	<ul style="list-style-type: none"> <input type="checkbox"/> The written Customer Service Equality and Diversity policy is in a range of formats and languages, where relevant <input type="checkbox"/> Customer service-related equality objectives, indicators/targets (challenging and realistic, with specific performance indicators) and timeframes are agreed and reviewed at specified times with management, staff and other designated stakeholder groups¹⁶ input <input type="checkbox"/> Equality and diversity in customer service are included in the organisation's business strategy. <input type="checkbox"/> Equality and diversity in customer service are a regular topic at senior-level management meetings 		

¹⁵ i.e. including Planning of, Delivery of, and Access to, Customer Services, as well as Reasonable Accommodation for People with Disabilities and Positive Action.

¹⁶ Including representatives of the grounds covered in the equality legislation.

B: Equality and Diversity in Customer Service

Criterion: Data and Information

Area of Activity	Level 1 - Getting Started	Level 2 - Good Practice	Level 3 - Best Practice	Rating and notes
<p>Data and Information</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All documentation relating to the Service Planning, Service Delivery and Service Access processes that pertains to Equality in Customer Services is retained for at least 1 year <input type="checkbox"/> All documentation relating to the Service Planning, Services Delivery and Service Access processes that pertains to Equality in Customer Services complies with the Data Protection (Amendment) Act, 2003 	<ul style="list-style-type: none"> <input type="checkbox"/> Information and monitoring systems are in place to assess progress in achieving targets <input type="checkbox"/> Use of services is monitored across some (less than half) of the grounds in the equality legislation <input type="checkbox"/> Reasons for low usage – i.e. attitudinal, physical, communication and institutional barriers that may prevent people from accessing the organisation's services - are identified, and actions to address needs are identified and implemented <input type="checkbox"/> Data and information gathered are analysed, reported and fed into the organisation's business and equality action planning process at specified times <input type="checkbox"/> Results are produced at specified intervals for circulation to management and other employees <input type="checkbox"/> Where information is requested for equality monitoring purposes an explanation provided as to why, by whom and how the information received will be used 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of services is monitored across most (more than half) of the grounds in the equality legislation <input type="checkbox"/> A system to estimate the potential impact (in terms of customer service) of policy and spending changes on a wide range of groups is in place <input type="checkbox"/> Periodic assessment in relation to equality in customer service is undertaken by external personnel, including, for example, for external benchmarking and accreditation purposes <input type="checkbox"/> Specific results are reported at relevant business planning fora, and are included in key publications, such as annual reports <input type="checkbox"/> Results and commitments are also communicated externally in other ways 	

5.1.2 Customer Service Results Sheets

B: Equality and Diversity in Customer Service

Assessment Results Sheet

AREA OF ACTIVITY – PLANNING OF SERVICES

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

- ▲ _____
- ▲ _____
- ▲ _____
- ▲ _____
- ▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

- ▲ _____
- ▲ _____
- ▲ _____
- ▲ _____
- ▲ _____

B: Equality and Diversity in Customer Service

Assessment Results Sheet

AREA OF ACTIVITY – DELIVERY OF SERVICES

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

B: Equality and Diversity in Customer Service

Assessment Results Sheet

AREA OF ACTIVITY – ACCESS TO SERVICES

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

B: Equality and Diversity in Customer Service

Assessment Results Sheet

AREA OF ACTIVITY – MANAGING EQUALITY AND DIVERSITY IN CUSTOMER SERVICE

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

B: Equality and Diversity in Customer Service

Assessment Results Sheet

AREA OF ACTIVITY – DATA AND INFORMATION

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

B: Equality and Diversity in Customer Service

Assessment Results Sheet (Copy as appropriate)

AREA OF ACTIVITY -

Rating

- L1 Getting Started
- L2 Good Practice
- L3 Best Practice
- '< L1' = less than Level 1

Work Undertaken:

Main evidence of how this organisation is getting started or demonstrates good or best practice (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

Areas for Improvement/Actions Needed:

Main actions this organisation needs to take to improve (specify a particular ground(s) if appropriate and relevant):

▲ _____

▲ _____

▲ _____

▲ _____

▲ _____

5.1.3 Customer Service Summary Profile

B. Equality and Diversity in Customer Service				
Summary Profile				
Areas of Activity	Rating			
	< L1 Less than Level 1	L1 Getting Started	L2 Good Practice	L3 Best Practice
Planning of Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery of Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Equality and Diversity in Customer Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data and Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.1.4 Customer Service Summary of Areas for Improvements/Actions Needed

B: Equality and Diversity in Customer Service	
Summary of Areas for Improvement/Actions Needed	
Area of Activity:	
Planning of Services	<p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p>
Delivery of Services	<p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p>
Access to Services	<p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p>
Managing Equality and Diversity in Customer Service	<p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p>
Data and Information	<p>▲ _____</p> <p>▲ _____</p> <p>▲ _____</p>

5.2 Customer Service Planning Templates

5.2.1 Customer Service Planned Actions

B: Equality and Diversity in Customer Service		
Planned Actions		
Area of Activity	Actions this organisation plans to take to improve identifying no more than 3-5 actions if possible (specify a particular ground(s) if appropriate and relevant)	Priority
Planning of Services	<ul style="list-style-type: none"> ▲ _____ ▲ _____ ▲ _____ 	
Delivery of Services	<ul style="list-style-type: none"> ▲ _____ ▲ _____ ▲ _____ 	
Access to Services	<ul style="list-style-type: none"> ▲ _____ ▲ _____ ▲ _____ 	
Managing Equality and Diversity in Customer Service	<ul style="list-style-type: none"> ▲ _____ ▲ _____ ▲ _____ 	
Data and Information	<ul style="list-style-type: none"> ▲ _____ ▲ _____ ▲ _____ 	

5.2.2 Customer Service Action Plan

B: Equality and Diversity in Customer Service						
Equality and Diversity Action Plan						
Priority	Area of Activity	Actions	Timeframe	Responsibility	Resources	Review (date)
1						
2						
3						
4						
5						
...						
...						

6 Summary of Results

6. Summary of Results

6.1 Employment and Customer Service Summary profiles

A. Equality and Diversity in Employment				
Summary Profile				
Areas of Activity	Rating			
	< L1 Less than Level 1	L1 Getting Started	L2 Good Practice	L3 Best Practice
Access to Employment - Recruitment, Selection and Placement, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Access to Employment – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Job Descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Personnel/Person Specifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Advertising (external and internal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Applying for Jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Short-listing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Selection Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Employment Agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Placement/Induction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Probation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing Training and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appraisal and Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Conditions, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Working Conditions – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Discipline and Grievances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Consultation & Collective Bargaining Agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Remuneration and Other Rewards and Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Redundancy/Dismissal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Harassment and Sexual Harassment/Dignity and Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Physical Working Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Work Life Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Equality and Diversity in Employment, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Equal Opportunities Policies and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Objectives, Indicators/Targets and Timeframes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Resourcing Equal Opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Interview Panels (Appointment and Promotion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Exit Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data and Information, including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Data and Information – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Monitoring Equality and Diversity in Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Equality and Diversity in Customer Service**Summary Profile**

Areas of Activity	Rating			
	< L1 Less than Level 1	L1 Getting Started	L2 Good Practice	L3 Best Practice
Planning of Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivery of Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Equality and Diversity in Customer Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data and Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.2 Employment and Customer Service Action Plan

Equality and Diversity Action Plan						
A. Equality and Diversity in Employment:						
Priority	Area of Activity	Actions	Timeframe	Responsibility	Resources	Review (date)
1						
2						
3						
4						
5						
...						
...						
B. Equality and Diversity in Customer Service:						
1						
2						
3						
4						
5						
...						
...						

Appendices

Appendix 1

Background to the Equality and Diversity Healthcheck

1.1 The Basis for the Equality and Diversity Healthcheck

This Equality and Diversity Healthcheck (EDH) is based on an identified need to support organisations to build their equality systems, procedures, practices and culture, by providing a framework and resource material that will help them to **assess and benchmark internally** in relation to both equality and diversity in employment and in customer service.

The EDH is based on an identified preference for any equality-related 'standard' to be integrated into existing standards where possible, rather than developing a separate, stand-alone equality standard. The Healthcheck can therefore also potentially be used to inform relevant parties of what should be included in any equality-related element of a broader standard, and this will particularly facilitate **external benchmarking and accreditation**.

The basis for the EDH is Irish Employment Equality and Equal Status legislation (i.e., the Employment Equality Act, 1998, and the Equal Status Act, 2000, respectively), but it is not restricted to this.

In a bid to ensure that the EDH structure and content did not involve 'reinventing the wheel', its design and development were built on and incorporated relevant research and already-existing material as much as possible. In the area of equality and diversity specifically, this included the following:

- The Equality Authority's Employment Equality Reviews and Action Plans Scheme
- The Equality Commission for Northern Ireland's Employment Equality Plans model (in progress)
- The Equality/Diversity Aspects of Quality Customer Service for the Civil and Public Service
- The Equality Standard for Local Government (UK).

All of these have been the result of extensive and high-level development and consultation.

Other standards and benchmarking tools that were examined, and elements of which the Healthcheck incorporates and builds upon, include the following:

- The European Foundation for Quality Management (EFQM) Excellence Model and the associated Diversity Excellence Model (developed by the UK Cabinet Office Centre for Management and Policy Studies)
- Excellence Through People
- Investors in People
- The Service Microscope and Micro Business Review benchmarking tools used by FÁS
- The Work Life Balance Diagnostic Tool developed by the Work Life Balance Network EQUAL project
- Other relevant research, guidelines, standards and benchmarking frameworks and tools, including, for example, the National Standards for Disability Services (National Disability Authority).

Some of the key findings from an analysis of this work include, inter alia, the following:

- ✓ Self-assessment is a feature of many of the frameworks, with external verification required in some cases (i.e., for external accreditation or award purposes), and an indication or explanation of the type of evidence that supports a particular rating or categorisation is generally provided
- ✓ A number of people are recommended or required to undertake assessment
- ✓ Most frameworks are structured according to key areas of activity and levels of excellence, and are linked with other business processes
- ✓ There is a clear distinction made between policy and practice
- ✓ There is generally no specific distinction made between employment and customer services, other than in the UK Equality Standard for Local Government, and in the EFQM Excellence Model where the focus on customers is also an inherent aspect of the framework.

These and other key findings from an examination of this work have informed - and will continue to inform - the structure, content and process involved in the EDH.

1.2 Principles Informing the Design of the Healthcheck

The design and development of the EDH were based on a belief that the framework and supporting documentation should:

- ✓ Be based on good practice
- ✓ Be comprehensive but simple to use, particularly for self-assessment and internal benchmarking purposes
- ✓ Be suitable for all types and sizes of organisations, including smaller organisations (i.e., employing less than 50 people)
- ✓ Refer to both equality and diversity in employment and in customer service.

The Equality and Diversity Healthcheck is also based on the belief that:

- ✓ Organisations need support in determining how they rate - and what they need to do - in relation to equality and diversity, and they need to build their own capability to undertake simple but comprehensive self-assessment reviews or 'healthchecks' on an ongoing basis. In this regard it is particularly important to consider small and medium-sized enterprises that may not have dedicated human resources or training personnel, and that may not have the economies of scale, that larger organisations generally have.
- ✓ 'Diversity Management is not an approach distinct from that of equality - rather a commitment to equality is the essential foundation on which effective diversity management is built'¹ - in other words, diversity in organisations is a key equality issue, and should be based on equality principles. Furthermore, as noted by the UK Government Cabinet Office's Centre for Management and Policy Studies (CMPS) in the development of the Diversity Excellence Model² 'diversity is not a replacement for equal opportunity - rather, the two are interdependent: A diversity approach which does not involve equality practices will fail to generate measures to combat discrimination against the most vulnerable groups. It will complacently manage the diversity which exists within an organisation, rather than taking that organisation forward and enabling it to better reflect the real diversity in society at large'.³

1 As stated in the Equality Authority's Submission to the Forum on the Workplace of the Future (Dec. 2003)

2 Based on the European Foundation for Quality Management (EFQM) Excellence Model®

3 Centre for Management and Policy Studies (CMPS), UK Government Cabinet Office

Appendix 2

Sources of Further Information

- Acts of the Oireachtas (1922 - 1998) on the website of the Attorney General
<http://www.irlgov.ie/ag/>
- Acts of the Oireachtas (1997 - 2004) on the website of the Houses of the Oireachtas
<http://www.irlgov.ie/bills28/acts/default.htm>
- Bullying at Work (U.K. Site)
<http://www.bullyatwork.fsnet.co.uk>
- Combat Poverty Agency
<http://www.cpa.ie/>
- Comhairle (Citizens advice and information service)
<http://www.nssb.ie/>
- Equality Tribunal
<http://www.equalitytribunal.ie/>
- European Commission Directorate General V
http://europa.eu.int/comm/dgs/employment_social/index_en.htm
- Family Friendly Workplace Arrangements (A National Development Plan Initiative)
<http://www.familyfriendly.ie>
- Irish Business and Employers Confederation
<http://www.ibec.ie/>
- Irish Congress of Trade Unions
<http://www.ictu.ie/>
- Irish Council for Civil Liberties
<http://www.iccl.ie/>
- Irish State Services
<http://www.irlgov.ie/>
- Small Firms Association
<http://www.sfa.ie>
- The EQUAL Community Initiative
<http://www.equal-ci.ie>
- The Equality Authority
<http://www.equality.ie/>
- The Equality Commission for Northern Ireland
<http://www.equalityni.org>