



**Scottish Natural Heritage**  
**Dualchas Nàdair na h-Alba**

All of nature for all of Scotland  
Nàdar air fad airson Alba air fad

## Equality Impact Assessment: initial screening

Please complete the form using the blank rows, as well as the greyed out boxes containing guidance that you should overwrite.

### What is being assessed by whom?

<b>Name of the policy<sup>1</sup> Rangers in Scotland</b>
Policy here is used as shorthand for policies, provisions, functions, practices activities and services. Please state concisely the name of the policy being assessed.
<b>Name of person leading the assessment<sup>2</sup> Alison Matheson</b>
Please insert the name of the person leading the assessment
<b>Names of other team members Pete Rawcliffe, Mark Wrightham</b>
Please list any others contributing to the assessment
Is this a new or existing policy? Existing
New - N Existing being reviewed - Y
If existing, then please check to see whether a previous EqIA is available to provide a basis for this assessment.

### Initial screening

	Yes	No
Does the policy impact on people? (e.g. on service users, businesses, employees, wider community)	Y	<input type="checkbox"/>
Will it have a significant effect on how other organisations operate?	<input type="checkbox"/>	N
Does it relate to an area where SNH has set <a href="#">equality outcomes<sup>3</sup></a> ?	Y	<input type="checkbox"/>

<sup>1</sup> The term policy is shorthand for policies, provisions, criteria, functions, practices and activities including the delivery of services.

<sup>2</sup> Person leading on the policy development

<sup>3</sup> Across the range of our activities, more people from BAME communities, people with disabilities and disadvantaged families, individuals and communities enjoy and benefit from nature Through changes to recruitment and attraction procedures more people from BAME communities and people with disabilities apply for opportunities with SNH  
We have an age-inclusive culture that supports and values everyone

Does it relate to an area where there are known inequalities?	Y	<input type="checkbox"/>
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If you answered **Yes** to any of the above, please proceed to Stage 1 of the EqIA form.

If you answered **No** to all of these, you do not need to carry out an EqIA so proceed to sign and complete the statement below.

An EqIA is not needed  Date:

Signed	Date
Lead officer: Alison Matheson	7 August 2019
Responsible officer <sup>4</sup> :	Pete Rawcliffe

Please now publish the initial screening section of the form in eRDMS file [B239231](#) and email confirmation to [diversity@nature.scot](mailto:diversity@nature.scot) Please also retain a copy with your policy document

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We have reduced the gender pay gap to 9%

<sup>4</sup> Person with overall responsibility for the policy.

## Equality Impact Assessment: assessing impact

### The purpose of the policy, service, activity etc.

<p>What is the purpose of the policy?</p>	<p><i>Please describe in this paragraph the purpose of your policy</i></p> <p>The policy will provide a strategic framework for rangering in Scotland. It is an update of the 2008 Rangers in Scotland policy <a href="https://www.nature.scot/sites/default/files/2017-07/Publication%202008%20-%20Rangers%20in%20Scotland.pdf">https://www.nature.scot/sites/default/files/2017-07/Publication%202008%20-%20Rangers%20in%20Scotland.pdf</a></p> <p>It has been agreed by the Ranger Development Partnership that the <i>Rangers in Scotland</i> policy statement requires an update due to the changing policy and administrative landscape in which ranger services are operating. This includes some change of focus of ranger services, for example they work more on promoting health &amp; wellbeing and with disadvantaged communities than in 2008. Some rangers now have more diversified roles due to the need to seek funding from a wider range of sources. Some traditional rangering activities covered by this statement are delivered by staff with wider remits. Volunteer rangering has also grown in importance.</p>
<p>Who does the policy affect?        (employees, customers, equality groups, stakeholders)</p>	<p><i>Please describe who the policy might affect and how, and who might benefit from the policy and in what ways</i></p> <p>Although the policy sets the strategic context for ranger services and will be agreed by a range of national partners including COSLA, the implementation of the policy is a matter for individual ranger employing organisations, which include national agencies, local authorities</p>

	and NGOs. The policy could affect employees (rangers and other staff who have elements of rangering in their job) as well as the public of Scotland, including equality groups.
What results/outcomes are intended?	<p><i>Please summarise what you aim to achieve with the policy/service/function. Focus on the changes people will experience or the outputs they are likely to see as a result of its implementation.</i></p> <p>This is a Scotland-wide policy. It will reaffirm the specific and key role for rangers in the delivery of a wide range of benefits for people and nature. It provides the strategic context and direction for organisations to develop and manage ranger services effectively, to meet local needs within the framework of the national priorities established by the Scottish Government.</p>

### Relevance to the needs of the general equality duty

Please consider which aspects of the policy are relevant to the three needs of the general equality duty

	Comment
Eliminate unlawful discrimination	<p><i>This refers to discrimination because of a person's protected characteristic (direct); or discrimination that occurs when a provision, criteria or practice is applied that creates disproportionate disadvantage for a person with a protected characteristic as compared to those who do not share that characteristic (indirect).</i></p> <p>Nothing unlawful with the policy's current outline.</p>
Advance equality of opportunity	<p><i>For example this involves:</i></p> <ul style="list-style-type: none"> <li>– <i>Removing or minimising disadvantage suffered by people due to their protected characteristics</i></li> <li>– <i>Taking steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people</i></li> </ul>

	– <i>Encouraging people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.</i>
Foster good relations between groups of people	<i>This means fostering good relations means tackling prejudice and promoting understanding between people from different groups</i>

**To which of the equality groups is this policy relevant?**

All	Y	Sexual orientation	<input type="checkbox"/>
Age	<input type="checkbox"/>	Gender reassignment	<input type="checkbox"/>
Disability	<input type="checkbox"/>	Pregnancy and maternity	<input type="checkbox"/>
Gender	<input type="checkbox"/>	Religion and belief	<input type="checkbox"/>
Race	<input type="checkbox"/>	Marriage and civil partnership <sup>5</sup>	<input type="checkbox"/>

**If you decide that the assessment is not relevant to some groups, please say why below.**

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<sup>5</sup> In relation to unlawful discrimination in employment

## Evidence

Please consider what evidence is available to help you identify the impact the policy may have on people amongst the relevant groups you have identified? Both quantitative (statistics etc.) and qualitative (event feedback etc.) are equally valid. Please consider a range of sources, including: consultation exercises, surveys, feedback from staff, stakeholders, participants, research reports, [Scottish Government Evidence Finder](#), the views of equality groups, as well your own experience of working in this area etc.

Remember to consider whether this requires you to consult relevant equality groups. Where it is not possible to gather new information in time to inform the assessment, consider including such actions in your plans to monitor and review the policy.

Protected characteristic	Evidence	Source	Gaps and actions taken
Age	<p>There are:</p> <ul style="list-style-type: none"> <li>• 890,000 people in Scotland aged 65 or over (17%)</li> <li>• 509,000 children in Scotland aged 8 or under (10%)</li> <li>• 874,000 young people in Scotland aged 16-24 (17%)</li> </ul> <p><i>General Population</i></p> <p>Median age:42 years female, 40 male</p> <p><i>Working age population</i></p> <p>Median age: 45-49</p>	<p>2011 Census  <a href="https://www.scotlandscensus.gov.uk/ods-web/area.html">https://www.scotlandscensus.gov.uk/ods-web/area.html</a></p>	
Disability	<p>The Scottish Government's 'A Fairer Scotland for Disabled People', published in December 2016, sets out SG's approach to policy for disabled people up to</p>	<p><a href="http://www.scotlandscensus.gov.uk/documents/analytical_reports/scottish_learning_disabilities_observatory_council_area">www.scotlandscensus.gov.uk/documents/analytical_reports/scottish_learning_disabilities_observatory_council_area</a></p>	

	<p>20121. It is based on the Social Model of Disability – society building and removing barriers to inclusion.</p> <p><u>General population</u> Long term health problem or disability: 20%</p> <p><u>Working age population</u> Long term health problem or disability: 15%</p> <p>Approximately 25% of adults living in Scotland have a long-term illness, health problem or disability, which limits their ability to participate in outdoor recreation.</p>	<p><a href="#">s and health boards.pdf</a></p> <p>2011 Census <a href="https://www.scotlandscensus.gov.uk/ods-web/area.html">https://www.scotlandscensus.gov.uk/ods-web/area.html</a></p>	
Gender	<p>There are 2,700,000 women in Scotland (52%) and 2,560,000 men (48%)</p> <p><u>General population</u> Sex: 51.5% Female, 48.5% Male</p> <p><u>Working age population</u> Sex: 49.6% Female, 50.4% Male</p> <p>More than 50% of rangers in Scotland are women.</p> <p>There are a number of barriers to young women accessing outdoor spaces.</p>	<p>2011 Census <a href="https://www.scotlandscensus.gov.uk/ods-web/area.html">https://www.scotlandscensus.gov.uk/ods-web/area.html</a></p> <p>SCRA survey <a href="https://scra-online.co.uk/wp-content/uploads/2019/03/SCRA-Survey-Petition-report-final-March-2019.pdf">https://scra-online.co.uk/wp-content/uploads/2019/03/SCRA-Survey-Petition-report-final-March-2019.pdf</a></p> <p><a href="#">Young Scot Insight Report Freshspace: Young Women's Engagement in Nature</a></p>	
Gender reassignment	<p>The report below cites a source which estimated that there are between 300,000 and 500,000 transgender people in the UK. If we assume that 10% of these people live in Scotland, we get an estimate of between</p>	<p><a href="http://www.sct.nhs.uk/documentbank/GenderReassignmentPolicy.pdf">http://www.sct.nhs.uk/documentbank/GenderReassignmentPolicy.pdf</a></p>	

	<p>30,000 and 50,000 people, i.e. between 0.7% and 1.1% of the Scottish adult population aged 16 and over.</p> <p><a href="http://www.sct.nhs.uk/documentbank/GenderReassignmentPolicy.pdf">http://www.sct.nhs.uk/documentbank/GenderReassignmentPolicy.pdf</a></p>		
Marriage and civil partnership	<p>There are 1,900,000 married people in Scotland (45%) and 7000 (0.2%) in a registered same sex civil partnership.</p> <p><u>General population</u></p> <p>Married or in a Civil Partnership: 45.4%</p> <p><u>Working age population</u></p> <p>Married or in a Civil Partnership: 37%</p>	<p>2011 Census</p> <p><a href="https://www.scotlandscensus.gov.uk/ods-web/area.html">https://www.scotlandscensus.gov.uk/ods-web/area.html</a></p>	
Pregnancy and maternity	<p>There were 54,336 births recorded in Scotland for the year ending March 2016,</p>	<p><a href="http://www.isdscotland.org/Health-Topics/Maternity-and-Births/Publications/2016-11-29/2016-11-29-Births-Report.pdf">http://www.isdscotland.org/Health-Topics/Maternity-and-Births/Publications/2016-11-29/2016-11-29-Births-Report.pdf</a></p>	
Race	<p>Some groups are disproportionately represented in the lowest 15% SIMD areas – Polish, African and Caribbean. In the UK the most disadvantaged communities face greater health problems and are likely to be living in the lowest quality environments.</p> <p>Adults in the Black &amp; Minority Ethnic population, although nearly as likely to access the outdoors as adults of white ethnicity, are less likely to visit weekly.</p> <p>Frequency of visiting the outdoors for recreation at least</p>	<p>Overview of Equality Results from the 2011 Census Release 2</p> <p><a href="https://www.scotlandscensus.gov.uk/ods-web/area.html">https://www.scotlandscensus.gov.uk/ods-web/area.html</a></p> <p><a href="https://www.nature.scot/sites/default/files/2019-05/Scottish%20Nature%20Omnibus%20-%20summaries%20-%20The%20Black%20and%20Minority%20Ethnic%20%28BME%29%20community">https://www.nature.scot/sites/default/files/2019-05/Scottish%20Nature%20Omnibus%20-%20summaries%20-%20The%20Black%20and%20Minority%20Ethnic%20%28BME%29%20community</a></p>	



	<p>once a week:</p> <p>All adults 54%</p> <p>BME popn 45%</p>	<a href="#">%20and%20nature.pdf</a>	
Religion or belief	2,900,000 people in Scotland indicated that they belonged to a religion, religious denomination or body (56%)	2011 Census	
Sexual orientation	<p>Heterosexual /straight – 4,291,420 (98%)</p> <p>Gay/lesbian – 30,653 (0.7%)</p> <p>Bi-sexual – 13,137 (0.3%)</p> <p>Other – 4,379 (0.1%)</p> <p>Refused to say – 35,032 (0.8%)</p> <p>Heterosexual /straight – 98%</p> <p>Plus</p> <p>In 2015, 1.8% of adults in Scotland identified their sexual orientations as lesbian, gay, bisexual or other. The 16-24 age group were most likely to identify as lesbian, gay, bisexual or other. There is limited data and evidence collected on the experiences of gay, lesbian or bisexual people in Scotland.</p>	<p>Scottish Household Survey 2017</p> <p>Plus</p> <p><a href="http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/SexualOrientation">http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/SexualOrientation</a></p>	
Socio-economic	The incidence of visiting the outdoors varies by area deprivation level: 45% of those living in the 20% most deprived areas visited the outdoors on a weekly basis in	<p>Scottish Household Survey 2018</p> <p><a href="https://www.gov.scot/publications/scotlands-people-annual-report-results-">https://www.gov.scot/publications/scotlands-people-annual-report-results-</a></p>	

status	2018 compared to 68% of those living in the 20% least deprived areas. Eighteen per cent of those living in the 20% most deprived areas didn't visit the outdoors at all in 2018, compared to just 5% of those living in the 20% least deprived areas.	<a href="#">2018-scottish-household-survey/</a>	
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Additional comments:
Please Include here any further general comments as supporting evidence, for example, derived from consultation with equality groups and/or stakeholders etc.

## The significance of the potential impacts

Please consider what the evidence tells you about the likely impact (positive or negative) on people sharing a protected characteristic, i.e. how significant could the impacts be if we did not make any adjustments? Remember the duty is also positive – so please identify where the policy offers opportunities to promote equality and/or foster good relations.

Protected characteristic	Impacts	Positive (+) Negative (-) Neutral (0)	High (H) Medium (M) Low (L)
Age	<p>It is not considered that the policy itself will directly impact on individuals with protected characteristics. However, the intention is that the actions that stem from the policy will have a positive impact on individuals with protected characteristics. These future implementation mechanisms may need to be subject to separate equality impact assessments.</p> <p>Some activities delivered by rangers may require a level of physical fitness/ability which makes them unsuitable or inaccessible for older (if they are infirm) people.</p> <p>Child protection legislation, Health and Safety requirements, insurance restrictions etc may prevent those under 16 or 18 or from getting involved with some ranger activities.</p> <p>H&amp;S or insurance requires may prevent those over a specified age from getting involved with some ranger activities.</p> <p>Some ranger activities may take place when people could not attend because they have dependants/caring responsibilities.</p>	0	L
Disability	It is not considered that the policy itself will directly impact on individuals with protected characteristics. However, the	0	L

	<p>intention is that the actions that stem from the policy will have a positive impact on individuals with protected characteristics. These future implementation mechanisms may need to be subject to separate equality impact assessments.</p> <p>Some activities delivered by rangers may require a level of physical fitness/ability which makes them unsuitable or inaccessible for disabled people.</p>		
Gender	<p>It is not considered that the policy itself will directly impact on individuals with protected characteristics. However, the intention is that the actions that stem from the policy will have a positive impact on individuals with protected characteristics. These future implementation mechanisms may need to be subject to separate equality impact assessments.</p> <p>For reasons of religion, some ranger activities may not be accessible to a women if led by a man.</p> <p>Changes can be made to encourage young women to access the outdoors. See Young Scot Insight Report Freshspace: Young Women’s Engagement in Nature A2248720</p>	0	L
Gender reassignment	No impact	0	L
Marriage and civil partnership	No impact	0	L
Pregnancy and maternity	<p>It is not considered that the policy itself will directly impact on individuals with protected characteristics. However, the intention is that the actions that stem from the policy will have a positive impact on individuals with protected characteristics. These future implementation mechanisms may need to be</p>	0	L

	<p>subject to separate equality impact assessments.</p> <p>Some activities delivered by rangers may require a level of physical fitness/ability which makes them unsuitable or inaccessible for some pregnant women or new mums.</p>		
Race	<p>It is not considered that the policy itself will directly impact on individuals with protected characteristics. However, the intention is that the actions that stem from the policy will have a positive impact on individuals with protected characteristics. These future implementation mechanisms may need to be subject to separate equality impact assessments.</p> <p>Some ranger activities may not be accessible to people due to the language used.</p> <p>Having BAME role models and professionals working in the environment sector will improve success in encouraging BAME communities outdoors (Backbone CIC evaluation research 2010-2013). Many ranger employing organisations will have this as part of their equality duties already.</p>	0	L
Religion or belief	<p>It is not considered that the policy itself will directly impact on individuals with protected characteristics. However, the intention is that the actions that stem from the policy will have a positive impact on individuals with protected characteristics. These future implementation mechanisms may need to be subject to separate equality impact assessments.</p> <p>For reasons of religion, some ranger activities may not be accessible to women if led by a man.</p> <p>Some ranger activities may take place when people could not</p>	0	L

	attend for religious reasons.		
Sexual orientation	It is not considered that the policy itself will directly impact on individuals with protected characteristics. However, the intention is that the actions that stem from the policy will have a positive impact on individuals with protected characteristics. These future implementation mechanisms may need to be subject to separate equality impact assessments.	0	L
Socio-economic status	It is not considered that the policy itself will directly impact on individuals whom the Fairer Scotland duty aims to assist. However, the intention is that the actions that stem from the policy will have a positive impact on these individuals. These future implementation mechanisms may need to be subject to separate Fairer Scotland duty impact assessments.	0	L

**Use the following guidance to inform your responses:**

Indicate:

- Where you think that the policy could have a POSITIVE impact on any of the equality groups like promoting equality and equal opportunities or improving relations within equality groups
- Where you think that the policy could have a NEGATIVE impact on any of the equality groups, i.e. it could disadvantage them
- Where you think that this policy has a NEUTRAL effect on any of the equality groups listed below i.e. it has no effect currently on equality groups.

It is important to remember that a policy may be highly relevant to one aspect of equality and not relevant to another.

<b>High impact</b> (The policy or process is very equality relevant)	There is significant potential for or evidence of adverse impact The policy is institution wide or public facing The policy has consequences for or affects significant numbers of people
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	The policy has the potential to make a significant contribution to promoting equality
<b>Medium impact</b> (The policy or process is somewhat equality relevant)	There is some evidence to suggest potential for or evidence of adverse impact The policy is institution wide or cross-Unit, but mainly internal The policy has consequences for or affects some people The policy has the potential to make a contribution to promoting equality
<b>Low impact</b> (The policy or process might be equality relevant)	There is little evidence to suggest that the policy could result in adverse impact The policy operates mainly within a Unit The policy has consequences for or affects few people The policy may have the potential to contribute to promoting equality

## Action needed to fulfil the needs of the general equality duty

Please consider the results of your impact assessment, what mitigating or positive action do you recommend in order to fulfil the three needs of the general equality duty? This will involve considering whether the evidence indicates that there is likely to be a differential impact<sup>6</sup> on particular equality groups, and particularly whether this impact is disproportionately negative. Remember that it is lawful under the Equality Act to treat people differently in some circumstances, for example taking positive action or putting in place single-sex provision where there is a need for it. It is both lawful and a requirement of the general equality duty to consider if there is a need to treat disabled people differently, including more favourable treatment where necessary.

<b>Needs of the general equality duty</b>	<b>Mitigating or positive actions needed, recommended or planned for each protected characteristic.</b> (Age, Disability, Gender, Race, Sexual orientation, Gender reassignment, Pregnancy and maternity, Religion or belief)
1. Eliminate unlawful discrimination, victimisation or harassment	<p>You should consider whether there is evidence to indicate that:</p> <ul style="list-style-type: none"> <li>– the policy may result in less favourable treatment for particular groups;</li> <li>– the policy may give rise to indirect discrimination;</li> <li>– the policy may give rise to unlawful harassment or victimisation;</li> <li>– the policy may lead to discrimination arising from disability;</li> <li>– the policy builds in reasonable adjustments where these may be needed.</li> </ul>
2. Advancing equality of opportunity	<p>You should consider whether it will help you to:</p> <ul style="list-style-type: none"> <li>– remove or minimise disadvantage;</li> <li>– meet the needs of different groups;</li> <li>– encourage increased participation of particular groups; and</li> <li>– take account of disabled people’s impairments.</li> </ul>

<sup>6</sup> Suggests that a particular group has been affected differently by a policy, in either a positive, neutral or negative way.



3. Fostering good relations	You should consider whether it will help you to: <ul style="list-style-type: none"><li>- tackle prejudice; and</li><li>- promote understanding.</li></ul>
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## Taking account of the results of the assessment

Having considered the potential or actual impacts you should be in a position to make an informed judgement on what should be done. In all cases, document your reasoning that justifies your decision. There are four main options you can take:

- **No major change** – your assessment demonstrates that the policy is robust. There is no potential for unlawful discrimination and you have taken all opportunities to advance equality of opportunity and foster good relations, subject to continuing monitoring and review
- **Adjust the policy** – this involves taking steps to remove any barriers, to better advance equality or to foster good relations.
- **Continue the policy** (despite the potential for adverse impact) – you should clearly set out the justifications for doing this and how you believe the decision is compatible with our obligations under the duty
- **Stop and remove the policy** – if there are adverse effects that are not justified and cannot be mitigated, you should consider stopping the policy altogether. If a policy leads to unlawful discrimination it should be removed or changed.

Option selected	Justification
No major change	It is not considered that the policy itself will directly impact on individuals with protected characteristics. However, the intention is that the actions that stem from the policy will have a positive impact on individuals with protected characteristics. These future implementation mechanisms may need to be subject to separate equality impact assessments.

## Summary of agreed actions resulting from your assessment

What action, by whom, will be undertaken as a result of the impact assessment.

No.	Action	Person responsible	Timescale
1.	Ensure that equalities aspects continue to be considered as the policy is developed and finalised	Alison Matheson	Policy due to be finalised by March 2020
2.			
3.			

4.			
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## Monitoring implementation and review

In this section, explain how you will monitor and evaluate this policy to measure progress on equality issues identified in the EQIA. Include information on when the monitoring and evaluation will take place, and who is responsible for undertaking it. This should be part of the regular monitoring and evaluation mechanisms you devise for your policy. This may involve considering:

- What type of information is needed for monitoring and how often will it be analysed?
- How will you engage stakeholders in implementation, monitoring and review?

<b>Review date</b>	<b>Person responsible</b>
1 Jan 2021	Alison Matheson

## Procurement

The public sector equality duty for procurement requires bodies to consider how they can further fulfil the needs of the general duty in how they procure goods and services both through the award criteria and contract conditions. This applies to thresholds which most, if not all, our procurement falls below. However, EHRC guidance encourages public bodies to adopt these principles to help meet our broader obligations in relation to procurement and equality.

Consequently, if your proposal involves any related procurement of goods, services or advice, you should now consider how best to reflect the results of your impact assessment in the procurement process.

Award criteria at tender stage	N/A
How will you evaluate award criteria	N/A
Contract performance criteria	N/A

## Authorisation

Please confirm that:

This Equality Impact Assessment has informed the development of this policy:

Yes Y

Opportunities to promote equality in respect of age, disability, sex, pregnancy and maternity, gender reassignment, sexual orientation, race and religion or belief have been considered, i.e.:

- Eliminating unlawful discrimination, harassment, victimisation;
- Advancing equality of opportunity;
- Fostering good relations

Yes Y

I am satisfied with the equality impact assessment that has been undertaken for Rangers in Scotland policy update and give my authorisation for the results of this assessment to be published on the SNH website.

<b>Name:</b>	<b>Pete Rawcliffe</b>
<b>Position:</b>	<b>Head of People and Places Activity</b>
<b>Authorisation date:</b>	<b>4<sup>th</sup> November</b>

Note: if this EqIA is associated with a policy that requires Director, Management Team or Board sign-off, you should arrange for the results of the assessment to accompany approval of the policy. This is to ensure that decision-makers are given sufficient information to enable them to pay due regard to equality when making their decision.

## Storing and publishing this EqIA

The regulations require that where an assessment has been made and the policy is implemented, the results of any assessment be published 'within a reasonable period' of the decision to apply the policy.

**Please save your EqIA to an appropriate folder. For example, if it relates to a project, you should save it to the project folder. Please also record summary information about your EqIA in the tracking spreadsheet [B239231](#). Send the Objective ID to the Equality and Diversity Team [diversity@snh.gov.uk](mailto:diversity@snh.gov.uk) for review and publication on the SNH website.**

## **Guidance and tools**

### **Glossary of key terms**

[Equality and Human Rights Commission](#)

[Equality Challenge Unit](#)

### **Equality and Human Rights Commission (EHRC)**

[EHRC guidance on public sector equality duty](#)

[EHRC guidance on impact assessments](#)

### **SNH**

[EqlA – Process Map](#)