

# **Promoting Disability Equality in Learning and Teaching: the impact of the DDA 2005**

## **Impact Assessment Process <sup>1</sup>**

### **1. Identification of the aims of a policy or practice: the screening process**

- Identify aims of policy or practice
- Establish who is responsible for defining and implementing the policy or practice
- Determine if there is scope for promoting equality of opportunity for disabled people within the policy or practice
- Give the policy or practice high, medium or low priority with regards to adversely impacting on equality of opportunity for disabled people

### **2. Consideration of data**

- Determine what you need to know about the policy or practice to gauge if it has an adverse impact on disabled people
- Examine national and local data sources and collect additional data if necessary to assist in identifying barriers, issues and areas likely to affect disabled people
- Use a mix of qualitative and quantitative data from a wide range of sources
- Ensure research is reliable and valid

### **3. Assessing impact**

- Determine if the policy or practice has an adverse impact on equality of opportunity for disabled people on the basis of information gathered
- Determine if the policy or practice is discriminatory and, if so, whether it is justifiable
- Determine whether the policy or practice promotes, or has the potential to promote, equality of opportunity for disabled people

### **4. Eliminating or reducing adverse impacts**

- Investigate why there was adverse impact

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<sup>1</sup> Adapted from: Conducting impact assessments for equal opportunities in higher education. ECU and HEFCE. Oct. 2004.

- Find measures that can reduce or eliminate the adverse impact
- Provide clear reasons for changing the policy or practice and what you hope to achieve by any changes
- Assess the proposed changes for any adverse impact

## **5. Consultation**

- Ensure a representative sample of people being consulted with specific measures for consulting particular groups of disabled people
- Use a variety of accessible methods for consultation
- Take into account issues in proportion to their relevance to disabled people generally.

## **6. Publication of impact assessment**

- Compile impact assessment report and final decisions
- Determine how much publicity is needed
- Decide where and how to publicise

## **7. Impact assessment in the future**

- Ensure mechanisms in place for regular impact assessment
- Allocate responsibilities and put together a timescale for re-assessment.