



GIG
CYMRU
NHS
WALES

Bwrdd Iechyd Prifysgol
Betsi Cadwaladr
University Health Board

EQUALITY IMPACT ASSESSMENT FORMS

PARTS A (Screening – Forms 1-4) and
B (Key Findings and Actions – Form 5)

<u>For:</u>	Revised Model Standing Orders and Standing Financial Instructions (2023)
<u>Date form completed:</u>	Reviewed and updated 15/09/23 due to changes to standard SO and SFI in September 2023



PARTS A: SCREENING and B: KEY FINDINGS AND ACTIONS

Introduction:

These forms have been designed to enable you to record, and provide evidence of how you have considered the needs of all people (including service users, their carers and our staff) who may be affected by what you are writing or proposing, whether this is:

- a policy, protocol, guideline or other written control document;
- a strategy or other planning document e.g. your annual operating plan;
- any change to the way we deliver services e.g. a service review;
- a decision that is related to any of the above e.g. commissioning a new service or decommissioning an existing service.

Remember, the term 'policy' is used in a very broad sense to include "...all the ways in which an organisation carries out its business" so can include any or all of the above.

Assessing Impact

As part of the preparation for your assessment of impact, consideration should be given to the questions below.

You should also be prepared to consider whether there are possible impacts for subsections of different protected characteristic groups. For example, when considering disability, a visually impaired person will have a completely different experience than a person with a mental health issue.

It is increasingly recognised that discrimination can occur on the basis of more than one ground. People have multiple identities; we all have an age, a gender, a sexual orientation, a belief system and an ethnicity; many people have a religion and / or an impairment as well. The experience of black women, and the barriers they face, will be different to those a white woman faces. The elements of identity cannot be separated because they are not lived or experienced as separate. Think about:-

- ✓ How does your policy or proposal promote equality for people with protected characteristics (Please see the General Equality Duties)?
- ✓ What are the possible negative impacts on people in protected groups and those living in low-income households and how will you put things in place to reduce or remove these?
- ✓ What barriers, if any, do people who share protected characteristics face as a result of your policy or proposal? Can these barriers be reduced or removed?
- ✓ Consider sharing your EqIA wider within BCUHB (and beyond), e.g. ask colleagues to consider unintended impacts.
- ✓ How have you/will you use the information you have obtained from any research or other sources to identify potential (positive or negative) impacts?

Part A

Form 1: Preparation

Please answer all questions

1.	What are you assessing i.e. what is the title of the document you are writing or the service review you are undertaking?	Model Standing Orders and Standing Financial Instruction 2023
2.	Provide a brief description, including the aims and objectives of what you are assessing.	<p>These Standing Orders are designed to translate the statutory requirements set out in the Local Health Boards into day to day operating practice, and help form the regulatory framework for the business conduct of the Board.</p> <p>The Standing Orders and Standing Financial Instructions form the basis upon which our governance and accountability framework is developed and is designed to ensure the achievement of the standards of good governance set for the NHS in Wales.</p>
3.	Who is responsible for whatever you are assessing – i.e. who has the authority to agree or approve any changes you identify are necessary?	Interim Board Secretary
4.	Is the Policy related to, or influenced by, other Policies or areas of work?	National work to revise the model Standing Financial Instructions, that sit alongside the Standing Orders
5.	Who are the key Stakeholders i.e. who will be affected by your document or proposals? Has a plan for engagement been agreed?	All employees including Board members.
6.	What might help or hinder the success of whatever you are doing, for example communication, training etc.?	Failure to apply the Standing Orders/Standing Financial Instructions correctly, leading to non-compliance with regulatory and Ministerial requirements.

Part A

Form 1: Preparation

Please answer all questions

7.	Think about and capture the positive aspects of your policy that help to promote and advance equality by reducing inequality or disadvantage.	The Standing Orders/Standing Financial Instructions enable the Health Board's business to be carried out in a uniform manner by all/any member of staff.
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Part A

Form 2: Record of potential Impacts - protected characteristics and other groups

Please answer all questions

Please complete the next section to show how this policy / proposal could have an impact (positive or negative) on the protected groups listed in the Equality Act 2010. It is important to note any opportunities you have identified that could advance or promote equality of opportunity. This includes identifying what we can do to remove barriers and improve participation for people who are under-represented or suffer disproportionate disadvantage.

Lack of evidence is not a reason for *not assessing equality impacts*. Please highlight any gaps in evidence that you have identified and explain how/if you intend to fill these gaps.

Remember to ask yourself this: If we do what we are proposing to do, in the way we are proposing to do it, will people who belong to one or more of each of the following groups be affected differently, compared to people who don't belong to those groups? For example, will they experience different outcomes, simply by reason of belonging to that/those group(s). And if so, will any different outcome put them at a disadvantage?

The sort of information/evidence that may help you decide whether particular groups are affected, and if so whether it is likely to be a positive or negative impact, could include (but is not limited to) the following:-

- population data
- information from EqIAs completed in other organisations
- staff and service users data, as applicable
- needs assessments
- engagement and involvement findings and how stakeholders have engaged in the development stages
- research and other reports e.g. Equality & Human Rights Commission, Office for National Statistics
- concerns and incidents
- patient experience feedback
- good practice guidelines
- participant (you and your colleagues) knowledge

Part A

Form 2: Record of potential Impacts - protected characteristics and other groups

Please answer all questions

Protected characteristic or group	<p>Will people in each of these protected characteristic groups be impacted by what is being proposed? If so is it positive or negative? (tick appropriate below)</p> <p><i>for further direction on how to complete this section please click here training vid p13-18</i></p>	<p>Reasons for your decision (including evidence that has led you to decide this) A good starting point is the EHRC publication: "Is Wales Fairer (2018)?"</p> <p>You can also visit their website here</p>	How will you reduce or remove any negative Impacts that you have identified?
<p><i>Guidance for Completion</i></p> <p><i>In the columns to the left – and for each characteristic and each section here and below – make an assessment of how you believe people in this protected group may be affected by your policy or proposal, using information available to you and the views and expertise of those taking part in the assessment. This is your judgement based upon information available to you, including relevance and proportionality. If you answered ‘Yes’, you need to indicate if the potential impact will be positive or negative. Please note it can be both e.g. a service moving to virtual clinics: disability (in the section below) re mobility issues could be positive, but for sensory issues a potential negative impact. Both would need to be considered and recorded.</i></p> <p><i>The information that helps to inform the assessment should be listed in this column. Please provide evidence for all answers.</i></p> <p>Hint/tip: do not say: “not applicable”, “no impact” or “regardless of...”. If you have identified ‘no impact’ please explain clearly how you came to this decision.</p>			

Part A

Form 2: Record of potential Impacts - protected characteristics and other groups

Please answer all questions

NB: For all protected characteristics please ensure you consider issues around confidentiality, dignity and respect. For the definitions of each characteristic please click here						
	Yes	No	(+ve)	(-ve)		
Age		✓			Standing Orders and Standing Financial Instructions apply to all equally, regardless of age. Applying Standing Orders and Standing Financial Instructions will not lead to discrimination or other equality issues.	
Disability		✓			Standing Orders/Standing Financial Instructions apply to all equally, regardless of dis/ability. Applying Standing Orders/Standing Financial Instructions will not lead to discrimination or other equality issues	
Gender Reassignment		✓			Standing Orders/Standing Financial Instructions apply to all equally, regardless of how they identify in terms of gender. Applying Standing Orders/Standing Financial Instructions will not lead to discrimination or other equality issues.	
Pregnancy and maternity		✓			Standing Orders/Standing Financial Instructions apply to all equally, regardless of pregnancy/maternity status. Applying Standing Orders/Standing Financial Instructions will not lead to discrimination or other equality issues.	

Part A

Form 2: Record of potential Impacts - protected characteristics and other groups

Please answer all questions

Race		✓			<p>Standing Orders/Standing Financial Instructions apply to all equally, regardless of race or status.</p> <p>Applying Standing Orders/Standing Financial Instructions will not lead to discrimination or other equality issues.</p>	
Religion, belief and non-belief		✓			<p>Standing Orders/Standing Financial Instructions apply to all equally, regardless of race or status.</p> <p>Applying Standing Orders/Standing Financial Instructions will not lead to discrimination or other equality issues.</p>	
Sex		✓			<p>Standing Orders/Standing Financial Instructions apply to all equally, regardless of race or status.</p> <p>Applying Standing Orders/Standing Financial Instructions will not lead to discrimination or other equality issues.</p>	
Sexual orientation		✓			<p>Standing Orders/Standing Financial Instructions apply to all equally, regardless of race or status.</p> <p>Applying Standing Orders/Standing Financial Instructions will not lead to discrimination or other equality issues.</p>	
Marriage and civil Partnership (Marital status)		✓			<p>Standing Orders/Standing Financial Instructions apply to all equally, regardless of race or status.</p> <p>Applying Standing Orders/Standing Financial Instructions will not lead to discrimination or other equality issues.</p>	

Part A

Form 2: Record of potential Impacts - protected characteristics and other groups

Please answer all questions

Socio Economic Disadvantage		✓			Standing Orders/Standing Financial Instructions apply to all equally, regardless of race or status. Applying Standing Orders/Standing Financial Instructions will not lead to discrimination or other equality issues.	
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Part A Form 3: Record of Potential Impacts – Human Rights and Welsh Language

Please answer all questions

Human Rights:

Do you think that this policy will have a positive or negative impact on people's human rights? For more information on Human Rights, see our intranet pages at: <http://howis.wales.nhs.uk/sitesplus/861/page/42166> and for additional information the Equality and Human Rights Commission (EHRC) Human Rights Treaty Tracker <https://humanrightstracker.com>.

The Articles (Rights) that may be particularly relevant to consider are:-

- *Article 2* *Right to life*
- *Article 3* *Prohibition of inhuman or degrading treatment*
- *Article 5* *Right to liberty and security*
- *Article 8* *Right to respect for family & private life*
- *Article 9* *Freedom of thought, conscience & religion*

Please also consider these United Nations Conventions:

[UN Convention on the Rights of the Child](#)

[UN Convention on the rights of people with disabilities.](#)

[UN Convention on the Elimination of All Forms of Discrimination against Women](#)

Part A Form 3: Record of Potential Impacts – Human Rights and Welsh Language

Please answer all questions

Will people's Human Rights be impacted by what is being proposed? If so is it positive or negative? (tick as appropriate below)				Which Human Rights do you think are potentially affected	Reasons for your decision (including evidence that has led you to decide this)	How will you reduce or remove any negative Impacts that you have identified?
Yes	No	(+ve)	(-ve)			
	✓				<p>Standing Orders/Standing Financial Instructions apply to all equally, regardless of race or status.</p> <p>Applying Standing Orders/Standing Financial Instructions will not lead to discrimination or other equality issues.</p>	

Part A Form 3: Record of Potential Impacts – Human Rights and Welsh Language

Please answer all questions

Welsh Language:

There are 2 key considerations to be made during the development of a policy, project, programme or service to ensure there are no adverse effects and / or a positive or increased positive effect on:

Welsh Language	Will people be impacted by what is being proposed? If so is it positive or negative? (tick appropriate below)				Reasons for your decision (including evidence that has led you to decide this)	How will you reduce or remove any negative Impacts that you have identified?
	Yes	No	(+ve)	(-ve)		
Opportunities for persons to use the Welsh language		✓				
Treating the Welsh language no less favourably than the English language		✓				

Part A Form 4: Record of Engagement and Consultation

Please answer all questions

Please record here details of any engagement and consultation you have undertaken. This may be with workplace colleagues or trade union representatives, or it may be with stakeholders and other members of the community including groups representing people with protected characteristics. They may have helped to develop your policy / proposal, or helped to identify ways of reducing or removing any negative impacts identified.

We have a legal duty to engage with people with protected characteristics under the Equality Act 2010. This is particularly important when considering proposals for changes in services that could impact upon vulnerable and/or disadvantaged people.

<p>What steps have you taken to engage and consult with people who share protected characteristics and how have you done this? Consider engagement and participatory methods.</p> <p><i>for further direction on how to complete this section please click here training vid p13-18</i></p>	<p>Consultation on the Model Standing Orders/Standing Financial Instructions has taken place at national level. The orders have also undergone Health Board consultation, approval and ratification.</p>
<p>Have any themes emerged? Describe them here.</p>	<p>None – no impacts identified</p>
<p>If yes to above, how have their views influenced your work/guided your policy/proposal, or changed your recommendations?</p>	<p>n/a</p>

For further information and help, please contact the Corporate Engagement Team – see their intranet page at:- <http://howis.wales.nhs.uk/sitesplus/861/page/44085>

Part B Form 5: Summary of Key Findings and Actions

Please answer all questions

1. What has been assessed? (Copy from Form 1) <i>for further direction on how to complete this section please click here training vid p13-18</i>	Revised Model Standing Orders and Standing Financial Instructions 2023
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2. Brief Aims and Objectives: (Copy from Form 1)	<p>These Standing Orders are designed to translate the statutory requirements set out in the Local Health Boards into day to day operating practice, and help form the regulatory framework for the business conduct of the Board.</p> <p>The Standing Orders and Standing Financial Instructions form the basis upon which our governance and accountability framework is developed and is designed to ensure the achievement of the standards of good governance set for the NHS in Wales.</p>
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From your assessment findings (Forms 2 and 3):

3a. Could any of the protected groups be negatively affected by your policy or proposal? Guidance: This is as indicated on form 2 and 3	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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Part B Form 5: Summary of Key Findings and Actions

Please answer all questions

<p>3b. Could the impact of your policy or proposal be discriminatory under equality legislation? Guidance: If you have completed this form correctly and reduced or mitigated any obstacles, you should be able to answer 'No' to this question.</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>3c. Is your policy or proposal of high significance? For example, does it mean changes across the whole population or Health Board, or only small numbers in one particular area?</p> <p>High significance may mean:</p> <ul style="list-style-type: none"> - The policy requires approval by the Health Board or subcommittee of - The policy involves using additional resources or removing resources. - Is it about a new service or closing of a service? - Are jobs potentially affected? - Does the decision cover the whole of North Wales - Decisions of a strategic nature: In general, strategic decisions will be those which effect how the relevant public body fulfils its intended statutory purpose (its functions in regards to the set of powers and duties that it uses to perform its remit) over a significant period of time and will not include routine 'day to day' decisions. <p>GUIDANCE: If you have identified that your policy is of high significance and you have not fully removed all identified negative impacts, you may wish to consider sending your EqIA to the Equality Impact Assessment Scrutiny Group via the Equalities Team/</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>

Part B Form 5: Summary of Key Findings and Actions

Please answer all questions

<p>4. Did your assessment findings on Forms 2 & 3, coupled with your answers to the 3 questions above indicate that you need to proceed to a Full Impact Assessment?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>5. If you answered 'no' above, are there any issues to be addressed e.g. reducing any identified minor negative impact?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>6. Are monitoring arrangements in place so that you can measure what actually happens after you implement your policy or proposal?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
	<p>How is it being monitored?</p>	<p>Overseen by the Health Board and Board Secretary together with Office of the Board Secretary.</p>
	<p>Who is responsible?</p>	<p>Board Secretary</p>
	<p>What information is being used?</p>	<p>Effective Governance within the Health board</p>

Part B Form 5: Summary of Key Findings and Actions

Please answer all questions

	When will the EqIA be reviewed?	In line with the review cycle of business or when the Standing Orders are next reviewed/updated – whichever comes first.
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7. Where will your policy or proposal be forwarded for approval?	Ratification by The Board
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Part B Form 5: Summary of Key Findings and Actions

Please answer all questions

8. Names of all parties involved in undertaking this Equality Impact Assessment – please note EqIA should be undertaken as a group activity Senior sign off prior to committee approval:	Name	Title/Role
	Catrin Williams Phil Meakin	Head of Corporate Office Interim Board Secretary
	Catrin Williams Phil Meakin	Head of Corporate Office Interim Board Secretary
Please Note: The Action Plan below forms an integral part of this Outcome Report		

Action Plan

This template details any actions that are planned following the completion of EqIA including those aimed at reducing or eliminating the effects of potential or actual negative impact identified.

Part B Form 5: Summary of Key Findings and Actions

Please answer all questions

	Proposed Actions Please document all actions to be taken as a result of this impact assessment here. Be specific and use SMART actions. Please ensure these are built in to the policy, strategy, project or service change.	Who is responsible for this action?	When will this be done by?
1. If the assessment indicates significant potential negative impact such that you cannot proceed, please give reasons and any alternative action(s) agreed:	No potential negative impacts identified, therefore no further actions required.		
2. What changes are you proposing to make to your policy or proposal as a result of the EqIA?	No changes required.		
3a. Where negative impacts on certain groups have been identified, what actions are you taking or are proposed to reduce these impacts? Are these already in place?	No actions required.		
3b. Where negative impacts on certain groups have been identified, and you are proceeding without reducing them, describe here why you believe this is justified.	n/a		

Part B Form 5: Summary of Key Findings and Actions

Please answer all questions

	Proposed Actions	Who is responsible for this action?	When will this be done by?
	Please document all actions to be taken as a result of this impact assessment here. Be specific and use SMART actions. Please ensure these are built in to the policy, strategy, project or service change.		
4. Provide details of any actions taken or planned to advance equality of opportunity as a result of this assessment.	No actions required		