



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)

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| <u>For:</u> | (Insert title of policy, proposal, strategy, decision etc. here) Revised Model Standing Orders (2019) |
| <u>Date form completed:</u> | 25.10.19 |



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 a disability 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 / 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 / remove these?*
- ✓ *What barriers, if any, do people who share protected characteristics face as a result of your policy / 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

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|----|---|---|
| 1. | What are you assessing i.e. what is the title of the document you are writing or the service review you are undertaking? | The impacts of the revised Model Standing Orders (2019) |
| 2. | Provide a brief description, including the aims and objectives of what you are assessing. | To provide assurance that there is nothing contained within the new Standing Orders to be adopted by the Health Board, that creates discrimination or other equality issues. |
| 3. | Who is responsible for whatever you are assessing – i.e. who has the authority to agree/approve any changes you identify are necessary? | Acting Board Secretary and the Board |
| 4. | Is the Policy related to, or influenced by, other Policies/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 staff are potentially affected as the Standing Orders apply across the board. Engagement has taken place at national level, and locally with the Audit Committee, plus the Standing orders will be taken to the Board in public and published on the web. |
| 6. | What might help/hinder the success of whatever you are doing, for example communication, training etc.? | Failure to apply the Standing Orders correctly, leading to non-compliance with regulatory and Ministerial requirements. |
| 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 enable the Health Board's business to be carried out in a uniform manner by all/any member of staff. |

Part A

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

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. *(Please refer to the [Step by Step guidance](#) for more information)* 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? i.e. 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

| Protected characteristic or group | 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) | | | | 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)?" You can also visit their website here | How will you reduce or remove any negative Impacts that you have identified? |
|--|--|----|-------|-------|--|--|
| | Yes | No | (+ve) | (-ve) | | |
| Age (e.g. think about different age groups) | | no | | | Standing Orders apply to all equally, regardless of age. Applying Standing Orders will not lead to discrimination or other equality issues. | - |
| Disability (think about different types of impairment and health conditions:- i.e. physical, mental health, sensory loss, Cancer, HIV) | | no | | | Standing Orders apply to all equally, regardless of dis/ability. Applying Standing Orders will not lead to discrimination or other equality issues. | |

Part A

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

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|---|--|----|--|--|--|--|
| Gender Reassignment (sometimes referred to as 'Gender Identity' or transgender) | | no | | | Standing Orders apply to all equally, regardless of how they identify in terms of gender. Applying Standing Orders will not lead to discrimination or other equality issues. | |
| Pregnancy and maternity | | no | | | Standing Orders apply to all equally, regardless of pregnancy/maternity status. Applying Standing Orders will not lead to discrimination or other equality issues. | |
| Race (include different ethnic minorities, Gypsies and Travellers) Consider how refugees and asylum-seekers may be affected. | | no | | | Standing Orders apply to all equally, regardless of race or status. Applying Standing Orders will not lead to discrimination or other equality issues. | |
| Religion, belief and non-belief | | no | | | Standing Orders apply to all equally, regardless of religion/beliefs. Applying Standing Orders will not lead to discrimination or other equality issues. | |

Part A

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

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|---|--|----|--|--|--|--|
| Sex (men and women) | | no | | | Standing Orders apply to all equally, regardless of sex. Applying Standing Orders will not lead to discrimination or other equality issues. | |
| Sexual orientation (Lesbian, Gay and Bisexual) | | no | | | Standing Orders apply to all equally, regardless of orientation. Applying Standing Orders will not lead to discrimination or other equality issues. | |
| Marriage and civil Partnership (Marital status) | | no | | | Standing Orders apply to all equally, regardless of marital status. Applying Standing Orders will not lead to discrimination or other equality issues. | |
| Low-income households | | no | | | Standing Orders apply to all equally, regardless of income. Applying Standing Orders will not lead to discrimination or other equality issues. | |

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

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>

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*

| 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) | | | |
| | no | | | | Standing Orders apply to all equally. Applying Standing Orders will not lead to discrimination or other equality issues in respect of human rights. | |

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

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 | | no | | | Adopting the Standing Orders will not change the right to use the Welsh language. | |
| Treating the Welsh language no less favourably than the English language | | no | | | Adopting the Standing Orders will not change the way use of the Welsh language is treated. | |

Part A Form 4: Record of Engagement and Consultation

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.

| | |
|--|---|
| 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. | Consultation on the Standing Orders has taken place at national level. The impacts have been independently assessed by an individual with protected characteristics |
| Have any themes emerged? Describe them here. | None – no impacts identified |
| If yes to above, how have their views influenced your work/guided your policy/proposal, or changed your recommendations? | - |

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

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|---|------------------------------------|
| 1. What has been assessed? (Copy from Form 1) | Revised Model Standing Orders 2019 |
|---|------------------------------------|

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|---|--|
| 2. Brief Aims and Objectives: (Copy from Form 1) | To provide assurance that there is nothing contained within the new Standing Orders to be adopted by the Health Board, that creates discrimination or other equality issues. |
|---|--|

From your assessment findings (Forms 2 and 3):

| | | |
|---|---|--|
| 3a. Could any of the protected groups be negatively affected by your policy or proposal? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 3b. Could the impact of your policy or proposal be discriminatory under equality legislation? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| 3c. Is your policy or proposal of high significance? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

Part B Form 5: Summary of Key Findings and Actions

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| For example, does it mean changes across the whole population or Health Board, or only small numbers in one particular area? | | | |
| 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? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | |
| | Record here the reason(s) for your decision i.e. what did Forms 2 & 3 indicate in terms of positive and negative impact for each characteristic, Human Rights and Welsh Language? No issues/impacts | | |
| 5. If you answered 'no' above, are there any issues to be addressed e.g. reducing any identified minor negative impact? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | |
| | Record Details: | | |
| 6. Are monitoring arrangements in place so that you can measure what actually happens after you | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |
| | How is it being monitored? | Overseen by the Board Secretary and corporate team | |
| | Who is responsible? | Board Secretary | |

Part B Form 5: Summary of Key Findings and Actions

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|------------------------------------|--|--|
| implement your policy or proposal? | What information is being used? | E.g. will you be using existing reports/data or do you need to gather your own information? Will gather own information as required |
| | When will the EqIA be reviewed? (Usually the same date the policy is reviewed) | When the Standing Orders are next updated |

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|--|---|
| 7. Where will your policy or proposal be forwarded for approval? | The Board (ratification following Audit Committee approval) |
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|--|------------|---|
| 8. Names of all parties involved in undertaking this Equality Impact Assessment – please note EqIA should be undertaken as a group activity | Name | Title/Role |
| | Dawn Sharp | Acting Board Secretary |
| | Liz Jones | Assistant Director (Corporate Governance) |
| | | |

Part B Form 5: Summary of Key Findings and Actions

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|---|------------|------------------------|
| Senior sign off prior to committee approval: | | |
| | Dawn Sharp | Acting 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.

| | Proposed Actions | 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: | NA | - | - |
| 2. What changes are you proposing to make to your policy or proposal as a result of the EqIA? | None | - | - |

Part B Form 5: Summary of Key Findings and Actions

| | Proposed Actions | Who is responsible for this action? | When will this be done by? |
|---|------------------|-------------------------------------|----------------------------|
| 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? | NA | - | - |
| 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. | NA | - | - |
| 4. Provide details of any actions taken or planned to advance equality of opportunity as a result of this assessment. | NA | - | - |