

## NHS Greater Glasgow and Clyde Equality Impact Assessment Tool

Equality Impact Assessment is a legal requirement as set out in the Equality Act (2010) and the Equality Act 2010 (Specific Duties)(Scotland) regulations 2012 and may be used as evidence for cases referred for further investigation for compliance issues. Evidence returned should also align to Specific Outcomes as stated in your local Equality Outcomes Report. Please note that prior to starting an EQIA all Lead Reviewers are required to attend a Lead Reviewer training session or arrange to meet with a member of the Equality and Human Rights Team to discuss the process. Please contact Equality@ggc.scot.nhs.uk for further details or call 0141 2014560.

Name of Policy/Service Review/Service Development/Service Redesign/New Service:

NHSGGC Display Screen Equipment (DSE) Policy 2024

Is this a: Current Service  Service Development  Service Redesign  New Service  New Policy  Policy Review

Description of the service & rationale for selection for EQIA: (Please state if this is part of a Board-wide service or is locally driven).

*What does the service or policy do/aim to achieve? Please give as much information as you can, remembering that this document will be published in the public domain and should promote transparency.*

The policy sets out what reasonable steps NHSGGC will take to fulfil its legal obligation under the Health and Safety (Display Screen Equipment) Regulations 1992, as amended by the Health and Safety (Miscellaneous Amendments) Regulations 2002. It details how NHS GGC will work towards reducing the risk to so far as reasonably practicable in regard to employees or persons working within the organisation relating to Display Screen Equipment (DSE).

*Why was this service or policy selected for EQIA? Where does it link to organisational priorities? (If no link, please provide evidence of proportionality, relevance, potential legal risk etc.). Consider any locally identified Specific Outcomes noted in your Equality Outcomes Report.*

While the policy has limited relevance for most legally protected characteristics, it sets out process and provision to ensure all staff who require digital display equipment are assessed to ensure any and all reasonable adjustments to support safe use are put in place. To this end, application of EQIA provides an additional level of assurance that consideration has been made for the needs of disabled employees.

Who is the lead reviewer and when did they attend Lead reviewer Training? (Please note the lead reviewer must be someone in a position to authorise any actions identified as a result of the EQIA)

Name:  
David Mains, Health & Safety Manager

Date of Lead Reviewer Training:  
Booked for August 2024

Please list the staff involved in carrying out this EOIA

(Where non-NHS staff are involved e.g. third sector reps or patients, please record their organisation or reason for inclusion):

David Mains Health & Safety Manager  
Alastair Low, Planning & Development Manager, Equality and Human Rights Team

|    |  | <i>Example</i>  | Service Evidence Provided   | Possible negative impact and Additional Mitigating Action Required |
|----|--|---|---|--|
| 1. | What equalities information is routinely collected from people currently using the service or affected by the policy? If this is a new service proposal what data do you have on proposed service user groups. Please note any barriers to collecting this data in your submitted evidence and an explanation for any protected characteristic data omitted. | <i>A sexual health service collects service user data covering all 9 protected characteristics to enable them to monitor patterns of use.</i> | NHSGGC captures workforce equality data in-line with requirements as set out in the Equality Act (2010) Specific Duties (Scotland) Regulations (2012). While this gives an indication of the demographic profile of the workforce by protected characteristic, any equipment provision as directed by the DSE Policy will require local assessment that will capture a person-centred review of any adjustments made. This information will be captured and monitored on local records. |  |
|    |  | <i>Example</i>  | Service Evidence Provided   | Possible negative impact and Additional Mitigating Action Required |
| 2. | Please provide details of how data captured has been/will be used to inform policy content or service design.  | <i>A physical activity programme for people with long term conditions reviewed service user data and found very low uptake by BME (Black</i>  | As above, any relevant information captured as part of a local DES assessment will be used to ensure reasonable adjustments are applied.  |  |

|           |   |  |  |  |
|-----------|---|--|--|--|
|           | <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p> | <p><i>and Minority Ethnic) people. Engagement activity found promotional material for the interventions was not representative. As a result an adapted range of materials were introduced with ongoing monitoring of uptake. (Due regard promoting equality of opportunity)</i></p>  |  |  |
|           | <p><i>Example</i></p>   | <p>Service Evidence Provided</p>   | <p>Possible negative impact and Additional Mitigating Action Required</p>  |  |
| <p>3.</p> | <p>How have you applied learning from research evidence about the experience of equality groups to the service or Policy?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p>  | <p><i>Looked after and accommodated care services reviewed a range of research evidence to help promote a more inclusive care environment. Research suggested that young LGBT+ people had a disproportionately difficult time through exposure to bullying and harassment. As a result staff were trained in LGBT+ issues and were</i></p> | <p>The policy is informed by the Health and Safety (Display Screen Equipment) Regulations 1992, as amended by the Health and Safety (Miscellaneous Amendments) Regulations 2002.</p> |  |

|           |   |  |   |  |
|-----------|---|--|---|--|
|           | <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>  | <p><i>more confident in asking related questions to young people. (Due regard to removing discrimination, harassment and victimisation and fostering good relations).</i></p>  |   |  |
|           | <p><i>Example</i></p>   | <p>Service Evidence Provided</p>   | <p>Possible negative impact and Additional Mitigating Action Required</p>   |  |
| <p>4.</p> | <p>Can you give details of how you have engaged with equality groups with regard to the service review or policy development? What did this engagement tell you about user experience and how was this information used? The Patient Experience and Public Involvement team (PEPI) support NHSGGC to listen and understand what matters to people and can offer support.</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination,</p> | <p><i>A money advice service spoke to lone parents (predominantly women) to better understand barriers to accessing the service. Feedback included concerns about waiting times at the drop in service, made more difficult due to child care issues. As a result the service introduced a home visit and telephone service which significantly increased uptake.</i></p> <p><i>(Due regard to promoting equality of opportunity)</i></p> <p><i>* The Child Poverty (Scotland) Act 2017 requires organisations</i></p> | <p>Consultation in partnership with staff side through NHS GGC Health &amp; Safety Forum.</p> <p>The requirement to assess and make any reasonable adjustment for staff identified as DSE Users will promote equality of opportunity and support.</p> |  |

|           |   |  |   |  |
|-----------|---|--|---|--|
|           | <p>harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>   | <p><i>to take actions to reduce poverty for children in households at risk of low incomes.</i></p>   |   |  |
|           | <p><i>Example</i></p>   | <p>Service Evidence Provided</p>   | <p>Possible negative impact and Additional Mitigating Action Required</p>   |  |
| <p>5.</p> | <p>Is your service physically accessible to everyone? If this is a policy that impacts on movement of service users through areas are there potential barriers that need to be addressed?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> | <p><i>An access audit of an outpatient physiotherapy department found that users were required to negotiate 2 sets of heavy manual pull doors to access the service. A request was placed to have the doors retained by magnets that could deactivate in the event of a fire. (Due regard to remove discrimination, harassment and victimisation).</i></p> | <p>The core aim of the policy is to ensure the health and safety of staff using display screen equipment and to make all and any reasonable adjustments where required.</p> |  |

|    |   |  |  |  |
|----|---|--|--|--|
|    | <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>   |  |  |  |
|    | <i>Example</i>  | Service Evidence Provided  | Possible negative impact and Additional Mitigating Action Required   |  |
| 6. | <p>How will the service change or policy development ensure it does not discriminate in the way it communicates with service users and staff?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input type="checkbox"/></p> <p>4) Not applicable <input checked="" type="checkbox"/></p> | <p><i>Following a service review, an information video to explain new procedures was hosted on the organisation's YouTube site. This was accompanied by a BSL signer to explain service changes to Deaf service users.</i></p> <p><i>Written materials were offered in other languages and formats.</i></p> <p><i>(Due regard to remove discrimination, harassment and victimisation and promote equality of opportunity).</i></p> | <ul style="list-style-type: none"> <li>• Communicated through all Sector/Directorate &amp; HSCP Safety Forum/Committees.</li> <li>• Communication to the wider organisation through Core Brief.</li> <li>• NHS GGC learnPro module GGC291 Display Screen Equipment.</li> </ul> |  |

|     |   |  |  |
|-----|---|--|--|
|     | <p>The British Sign Language (Scotland) Act 2017 aims to raise awareness of British Sign Language and improve access to services for those using the language. Specific attention should be paid in your evidence to show how the service review or policy has taken note of this.</p>  |  |  |
| 7   | Protected Characteristic  | Service Evidence Provided  | Possible negative impact and Additional Mitigating Action Required |
| (a) | <p>Age</p> <p>Could the service design or policy content have a disproportionate impact on people due to differences in age? (Consider any age cut-offs that exist in the service design or policy content. You will need to objectively justify in the evidence section any segregation on the grounds of age promoted by the policy or included in the service design).</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p> | <p>Staff will review their risk assessments annually, the Safety, Health and Wellbeing (Shaw) Task calendar will act as a prompt for managers to check this.</p> |  |

|     |  |   |   |
|-----|--|---|---|
|     | <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>  |   |   |
| (b) | <p><b>Disability</b></p> <p>Could the service design or policy content have a disproportionate impact on people due to the protected characteristic of disability?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p> | <p>DSE provision and associated assessments will take into account any additional requirements of users and facilitate appropriate reasonable adjustments are put in place. Adjustments will be subject to review to ensure any appropriate updates are made.</p> |   |
|     | <p>Protected Characteristic</p>  | <p>Service Evidence Provided</p>  | <p>Possible negative impact and Additional Mitigating Action Required</p> |
| (c) | <p><b>Gender Reassignment</b></p> <p>Could the service change or policy have a disproportionate impact on people with the protected characteristic of Gender Reassignment?</p> <p>Your evidence should show which of the 3 parts of the</p>  | <p>No perceived impact</p>  |   |

|     |   |                           |  |
|-----|---|---------------------------|--|
|     | <p>General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input type="checkbox"/></p> <p>4) Not applicable <input checked="" type="checkbox"/></p>   |                           |  |
|     | Protected Characteristic  | Service Evidence Provided | Possible negative impact and Additional Mitigating Action Required |
| (d) | <p>Marriage and Civil Partnership</p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristics of Marriage and Civil Partnership?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input type="checkbox"/></p> | No perceived impact       |  |

|     |   |   |  |
|-----|---|---|--|
|     | 4) Not applicable <input checked="" type="checkbox"/>   |   |  |
| (e) | <p>Pregnancy and Maternity</p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristics of Pregnancy and Maternity?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input checked="" type="checkbox"/></p> | Health & Safety regulation requires NHSGGC to conduct risk assessments for employees who are , New and Expectant Mothers this requirement would extend to DSE considerations. |  |
|     | Protected Characteristic  | Service Evidence Provided   | Possible negative impact and Additional Mitigating Action Required |
| (f) | <p>Race</p> <p>Could the service change or policy have a disproportionate impact on people with the protected characteristics of Race?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and</p>  | No perceived impact   |  |

|     |  |                           |  |
|-----|--|---------------------------|--|
|     | victimisation <input type="checkbox"/><br>2) Promote equality of opportunity <input type="checkbox"/><br>3) Foster good relations between protected characteristics <input type="checkbox"/><br>4) Not applicable <input checked="" type="checkbox"/>  |                           |  |
| (g) | <b>Religion and Belief</b><br><br>Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Religion and Belief?<br><br>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).<br><br>1) Remove discrimination, harassment and victimisation <input type="checkbox"/><br>2) Promote equality of opportunity <input type="checkbox"/><br>3) Foster good relations between protected characteristics. <input type="checkbox"/><br>4) Not applicable <input checked="" type="checkbox"/> | No perceived impact       |  |
|     | Protected Characteristic   | Service Evidence Provided | Possible negative impact and Additional Mitigating Action Required |
| (h) | <b>Sex</b><br><br>Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Sex?  | No perceived impact       |  |

|     |  |                     |  |
|-----|--|---------------------|--|
|     | <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input checked="" type="checkbox"/></p>   |                     |  |
| (i) | <p>Sexual Orientation</p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Sexual Orientation?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input checked="" type="checkbox"/></p> | No perceived impact |  |

|     | Protected Characteristic  | Service Evidence Provided  | Possible negative impact and Additional Mitigating Action Required |
|-----|---|--|--|
| (j) | <p>Socio – Economic Status &amp; Social Class</p> <p>Could the proposed service change or policy have a disproportionate impact on people because of their social class or experience of poverty and what mitigating action have you taken/planned?</p> <p>In addition to the above, if this constitutes a ‘strategic decision’ you should evidence due regard to meeting the requirements of the Fairer Scotland Duty (2018). Public bodies in Scotland must actively consider how they can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions and complete a separate assessment. Additional information available here: <a href="http://www.gov.scot/resources/consultation-published/fairer-scotland-duty-guidance-for-public-bodies/">Fairer Scotland Duty: guidance for public bodies - gov.scot (www.gov.scot)</a></p> | <p>No perceived detriment on the grounds of socio-economic status and no proportionate relevance to meet the requirement to undertake a Fairer Scotland Duty Assessment.</p> |  |
| (k) | <p>Other marginalised groups</p> <p>How have you considered the specific impact on other groups including homeless people, prisoners and ex-offenders, ex-service personnel, people with addictions, people involved in prostitution, asylum seekers &amp; refugees and travellers?</p>   | <p>Not applicable</p>  |  |
| 8.  | <p>Does the service change or policy development include an element of cost savings? How have you managed this in a way that will not disproportionately impact on protected characteristic groups?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant</p>   | <p>Not relevant</p>  |  |

|    |  |  |  |
|----|--|--|--|
|    | boxes).<br><br>1) Remove discrimination, harassment and victimisation <input type="checkbox"/><br><br>2) Promote equality of opportunity <input type="checkbox"/><br><br>3) Foster good relations between protected characteristics. <input type="checkbox"/><br><br>4) Not applicable <input checked="" type="checkbox"/>                 |  |  |
|    | Service Evidence Provided  | Possible negative impact and Additional Mitigating Action Required   |  |
| 9. | What investment in learning has been made to prevent discrimination, promote equality of opportunity and foster good relations between protected characteristic groups? As a minimum include recorded completion rates of statutory and mandatory learning programmes (or local equivalent) covering equality, diversity and human rights. | All NHSGGC are required to complete the statutory and mandatory equality and human rights e-learning module. |  |

10. In addition to understanding and responding to legal responsibilities set out in Equality Act (2010), services must pay due regard to ensure a person's human rights are protected in all aspects of health and social care provision. This may be more obvious in some areas than others. For instance, mental health inpatient care or older people's residential care may be considered higher risk in terms of potential human rights breach due to potential removal of liberty, seclusion or application of restraint. However risk may also involve fundamental gaps like not providing access to communication support, not involving patients/service users in decisions relating to their care, making decisions that infringe the rights of carers to participate in society or not respecting someone's right to dignity or privacy.

The Human Rights Act sets out rights in a series of articles – right to Life, right to freedom from torture and inhumane and degrading treatment, freedom from slavery and forced labour, right to liberty and security, right to a fair trial, no punishment without law, right to respect for private and family life, right to freedom

of thought, belief and religion, right to freedom of expression, right to freedom of assembly and association, right to marry, right to protection from discrimination.

Please explain in the field below if any risks in relation to the service design or policy were identified which could impact on the human rights of patients, service users or staff.

Not relevant

Please explain in the field below any human rights based approaches undertaken to better understand rights and responsibilities resulting from the service or policy development and what measures have been taken as a result e.g. applying the PANEL Principles to maximise Participation, Accountability, Non-discrimination and Equality, Empowerment and Legality or FAIR\* .

Not relevant

\*

- **Facts:** What is the experience of the individuals involved and what are the important facts to understand?
- **Analyse rights:** Develop an analysis of the human rights at stake
- **Identify responsibilities:** Identify what needs to be done and who is responsible for doing it
- **Review actions:** Make recommendations for action and later recall and evaluate what has happened as a result.

Having completed the EQIA template, please tick which option you (Lead Reviewer) perceive best reflects the findings of the assessment. This can be cross-checked via the Quality Assurance process:

- Option 1: No major change (where no impact or potential for improvement is found, no action is required)
- Option 2: Adjust (where a potential or actual negative impact or potential for a more positive impact is found, make changes to mitigate risks or make improvements)
- Option 3: Continue (where a potential or actual negative impact or potential for a more positive impact is found but a decision not to make a change can be objectively justified, continue without making changes)
- Option 4: Full mitigation of identified risk not made, decision to continue without objective justification (Lead Reviewer to provide explanatory note here):
- Option 5: Stop and remove (where a serious risk of negative impact is found, the plans, policies etc. being assessed should be halted until these issues can be addressed)

11. If you believe your service is doing something that 'stands out' as an example of good practice - for instance you are routinely collecting patient data on sexual orientation, faith etc. - please use the box below to describe the activity and the benefits this has brought to the service. This information will help others consider opportunities for developments in their own services.

Actions – from the additional mitigating action requirements boxes completed above, please summarise the actions this service will be taking forward.

| Date for completion | Who is responsible?(initials) |
|---------------------|-------------------------------|
|---------------------|-------------------------------|

|                       |  |  |
|-----------------------|--|--|
| No actions identified |  |  |
|-----------------------|--|--|

Ongoing 6 Monthly Review please write your 6 monthly EQIA review date:

|                |           |                         |
|----------------|-----------|-------------------------|
| Lead Reviewer: | Name      | David Mains             |
| EQIA Sign Off: | Job Title | Health & Safety Manager |
|                | Signature | <i>David Mains</i>      |
|                | Date      | 22/04/2024              |

|   |           |                     |
|---|-----------|---------------------|
| Quality Assurance Sign Off:<br>(NHSGGC Assessments) | Name      | Alastair Low        |
|   | Job Title | Planning Manager    |
|   | Signature | <i>Alastair Low</i> |
|   | Date      | 22/04/24            |

Where unmitigated risk has been identified in this assessment, responsibility for appropriate follow-up actions sits with the Lead Reviewer and the associated delivery partner.

**NHS GREATER GLASGOW AND CLYDE EQUALITY IMPACT ASSESSMENT TOOL  
MEETING THE NEEDS OF DIVERSE COMMUNITIES  
6 MONTHLY REVIEW SHEET**

Name of Policy/Current Service/Service Development/Service Redesign:

|  |
|--|
|  |
|--|

Please detail activity undertaken with regard to actions highlighted in the original EQIA for this Service/Policy

|         |  | Completed |          |
|---------|--|-----------|----------|
|         |  | Date      | Initials |
| Action: |  |           |          |
| Status: |  |           |          |
| Action: |  |           |          |
| Status: |  |           |          |
| Action: |  |           |          |
| Status: |  |           |          |
| Action: |  |           |          |
| Status: |  |           |          |

Please detail any outstanding activity with regard to required actions highlighted in the original EQIA process for this Service/Policy and reason for non-completion

|         |  | To be Completed by |          |
|---------|--|--------------------|----------|
|         |  | Date               | Initials |
| Action: |  |                    |          |
| Reason: |  |                    |          |
| Action: |  |                    |          |
| Reason: |  |                    |          |

Please detail any new actions required since completing the original EQIA and reasons:

|         |  | To be completed by |          |
|---------|--|--------------------|----------|
|         |  | Date               | Initials |
| Action: |  |                    |          |
| Reason: |  |                    |          |
| Action: |  |                    |          |
| Reason: |  |                    |          |

Please detail any discontinued actions that were originally planned and reasons:

|         |  |
|---------|--|
| Action: |  |
| Reason: |  |
| Action: |  |
| Reason: |  |

Please write your next 6-month review date

|  |
|--|
|  |
|--|

Name of completing officer:

Date submitted:

If you would like to have your 6 month report reviewed by a Quality Assuror please e-mail to: [alastair.low@ggc.scot.nhs.uk](mailto:alastair.low@ggc.scot.nhs.uk)