

## EQIA – Standard Impact Assessment (Form 1)

### Question 1:

Which Service, Group or Committee is responsible for carrying out the Standard Impact Assessment?

<b>Name</b>	Equality and Human Rights Strategy Group
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### Question 2:

Lead Assessor’s contact details

<b>Name</b>	Dianne Williamson	<b>Tel. No</b>	01592 726599
<b>Job Title:</b>	Equality and Human Rights Lead	<b>Ext:</b>	29557
<b>Department</b>	Patient Relations Team	<b>Email</b>	dianne.williamson@nhs.scot

### Question 3:

Title of Document / Policy (please include the Policy number) / Proposed Change (project or initiative)

NHS Fife Interpreting and Translation Services procedure and policy
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### Question 4

Define the work– is it? N= New, R= Review / Redesign

Policy		Procedure (inc SOPs)		Guideline		Project	
Strategy		Protocol		Service	x		
Other?	(Please describe)						

### Question 5

Briefly outline the aim and the purpose of the work that is being screened for Adverse Equality Impact.

<b>Aim</b>	The aim is to ensure that NHS Fife carries out its legal obligation in terms of the Equality Act 2010 and the Public Sector Duty to provide Interpreting and Translation Services to all NHS Fife patients. Good communication is essential to patient safety and the Patient Rights Scotland Act 2011.
<b>Purpose</b>	The EQIA aims to assess potential impacts of the new policy and procedure for Interpreting and Translation. This EQIA will note any measures which are required to improve communication using interpreting and translation services.

### Question 6

Is this a new development? (Please tick)

<b>Yes</b>	<input checked="" type="checkbox"/>	<b>No</b>	<input type="checkbox"/>
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### Question 7

If yes, what is it replacing or changing?

NHS Fife has not had in place an interpreting or translation policy or procedure (documented into one paper).
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### Question 8:

What is the scope for this EQIA? (Please tick\*)

<b>NHS Fife (all)</b>	<input checked="" type="checkbox"/>	<b>NHS Fife (Acute)</b>	<input type="checkbox"/>	<b>NHS Fife (Corporate)</b>	<input type="checkbox"/>
<b>HSCP West Division</b>	<input type="checkbox"/>	<b>HSCP East Division</b>	<input type="checkbox"/>	<b>HSCP Fife wide Division</b>	<input type="checkbox"/>
<b>*Service specific? Name</b>	<b>Primary Care</b>		<b>*Discipline specific? Name</b>	<b>GP's, Dentists, Specialist Opticians</b>	

### Question 9:

Who is it intended to benefit?

<b>Staff</b>	<input checked="" type="checkbox"/>	<b>Service Users</b>	<input checked="" type="checkbox"/>	<b>Public</b>	<input checked="" type="checkbox"/>
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### Question 10:

## Identifying the Impacts

Consider any potential Impacts on the Protected Characteristic Groups, etc and the relevance of policy/ change to each group is described as:

**H- High Relevance** , **M = Medium Relevance** or **L= Low relevance**

### Equality Impact Assessment Matrix

Protected Characteristic	Positive Impact	No Impact	Adverse Impact
<b>High Relevance</b>	NO Full EQIA required	NO Full EQIA required	Full EQIA required – Action Plan required
<b>Medium Relevance</b>	NO Full EQIA required	NO Full EQIA required	Full EQIA required – Action Plan required
<b>Low Relevance</b>	NO Full EQIA required	NO Full EQIA required	EQIA may be required – discuss with Equality and Participation Co-ordinator as you may be able to address these Impacts immediately.

Relevant Protected Characteristics	Employees	Equality group
<b>Age</b> - children and young people, older people	<b>H</b>	Children Young people Adults Older people
<b>Disability</b> - including people with mental health difficulties	<b>H</b>	Learning disability Hard of hearing Deaf deaf
<b>Race</b> - black and ethnic people including Gypsy Travellers	<b>L</b>	Community Language speakers

		Those who do not read their own spoken language
<b>Sex</b> - women and men	<b>L</b>	NA
<b>Sexual orientation</b> - lesbian, gay or bisexual	<b>L</b>	NA
<b>Religion and Belief</b>	<b>L</b>	<p>Culture and religion must be considered and must be sensitively approached in terms of translated languages.</p> <p>Some races, or those with particular beliefs may find elements or part of directly translated materials and information offensive</p>
<b>Gender Reassignment</b>	<b>L</b>	<p>NA</p> <p>Keep in mind that some individuals may be known by another name, are going through gender reassignment, and therefore some translated materials aimed at women / men may not be acceptable for transgender person.</p>
<b>Pregnancy and Maternity</b>	<b>L</b>	NA
<b>Marriage and Civil Partnership</b>	<b>L</b>	NA
<b>Are there any other groups this work may affect? i.e.</b>	<b>L</b>	

People living in rural areas, areas of disadvantage, homeless people, people on low incomes/poverty or people involved in the criminal justice system?		
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**Question 11:**

**Have you consulted with staff, public, service users, others to help assess for Impacts?**  
(Please tick)

Yes	X	No	
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If yes, **who** was involved and **how** were they involved? If not, why not, was this necessary as it is just a refresh of existing policy or guidance already in place for example?

**Who?**

- Staff side
- Staff
- Services such as Child Protection
- Services providing Interpreting and translation and communication support

**How?** Via submission to:

- Equality and Human Rights Group
- Clinical Governance Committee
- Direct submission to lead for Child protection
- Direct submission to services providing Interpreting and translation.

**Question 12:**

If necessary- please include in brief evidence or relevant information that has influenced the decisions being made (this could include demographic profiles, audits, research, published evidence, and health needs assessment, work based on national guidance or legislative requirements etc) . Any evidence /data that support's your assessment can be inserted into the box below.

**Please enter evidence/data links :**

Report :

- See Hear (COSLA) Framework 2014 <http://www.gov.scot/Publications/2013/04/2067>
- British Sign Language (BSL Scotland) National Plan <http://www.gov.scot/Publications/2017/10/3540>
- Patient Rights Act Scotland 2011
- Equality Act 2010
- Public Sector Duty Act Scotland 2011

**Question 13:****Meeting the Public Duty for Equality Impact Assessment**

Please provide a rationale to support the results of the Standard Impact Assessment, in that due consideration has been given to:

- **Eliminate unlawful discrimination, harassment and victimisation**
- **Advance equality of opportunity between different groups; and**
- **Foster good relations between different groups**

What we must do	Provide a description or summary of how this has been achieved
<b>Eliminate discrimination</b>	Providing this clear policy and procedure will ensure that all staff have access to the necessary information and guidance on using all interpreting and translation services. NHS Fife will measure and monitor the use of these services to ensure we work hard to eliminate discrimination in all forms of communication.
<b>Advance equality of opportunity</b>	NHS Fife advances equality by providing excellent professional and free access to all interpreting and translation, when and where the patient and public that requires it. Providing such interpreting and translation services ensures we are able to improve equitable outcomes for patients.
<b>Foster good relations</b>	Continually aiming to improve translation and interpreting services – providing free communication support and access to translated materials and information promotes excellent working arrangements between staff, public, patients who share and don't share protected characteristics.

**Question 14:**

Has your assessment been able to demonstrate the following?

<b>Positive Impact</b>	<b>x</b>
<b>No Impact</b>	
<b>Adverse Impact</b>	

If you have identified that a Full EQIA is required then you will need to ensure that you have in place, either a working group or a means to address the results of the Adverse Impact Assessment at one of your meetings or as a separate arrangement. **Prepare for this in advance**; bring any information or reports to the meeting, make contact with community groups or other organisations that you would like to have involved or to check your policy/program or service change etc.