



Part A: Preparation and Assessment of Relevance and Priority

Part A is a three step process which will help you to prioritise work and prepare for EqlA.

Step 1 - Preparation:
identify the title of the
Policy/function/strategy, the main aims and
the key contributors
(see **Form 1**)



Step 2 - Gather Evidence:
collect, but do not analyse information at
this stage - just see what evidence is
available
(see **Form 2**)



**Step 3 - Assessment of Relevance and
Priority:**
determine whether or not the evidence
demonstrates high, medium, low, or no
relevance and priority across the core
dimensions of the equality duties, by each of
the equality strands
(see **Form 3**)

Form 1: Preparation

Part A must be completed at the beginning of a Policy/function/strategy development or review, and for every such occurrence. (Refer to the Step-by-Step Guide for additional information).

Step 1 - Preparation		
1.	Title of Policy - what are you equality impact assessing?	Cardiff and Vale University Health Board (UHB) Minimal Manual Handling Policy
2.	Policy Aims and Brief Description - what are its aims? Give a brief description of the Policy (The What, Why and How?)	<p>The Policy aims to provide a framework to enable the Trust to fulfill its legal duties under Health and Safety Law. Maintain, as far as is reasonably practicable, safe, healthy working conditions, safe environment, equipment and safe systems of work for all its employees and patients who are involved in manual handling activities.</p> <p>It outlines the responsibilities of different levels of staff working in the Health Board, identifies training, communication and audit processes and resources required.</p>
3.	Who Owns/Defines the Policy? - who is responsible for the Policy/work?	<p>The Chief Executive has ultimate responsibility for Manual Handling within the UHB However; responsibility for many aspects of management has been devolved down to functional departments and clinical directorates;</p> <p>Assistant Director of Governance Head of Health and Safety Manual Handling Advisors and Trainers Occupational Health Directorate, Clinical, General and Departmental Managers Link Workers</p>

Step 1 - Preparation

4.	Who is Involved in undertaking this EqlA? - who are the key contributors to the EqlA and what are their roles in the process?	The EqlA was undertaken by the UHB Manual Handling Advisers who are responsible for developing the Manual Handling Strategy and Policy.
5.	Other Policies - Describe where this Policy/work fits in a wider context. Is it related to any other policies/activities that could be included in this EqlA?	<p>This Policy is associated with the UHB Health and Safety Policy which incorporates Personal Safety, Violence and Aggression, Lone Worker, Incident Reporting and Risk Management. Other related Policies include:</p> <p>Risk management Policy and Strategic Framework Trust Infection Prevention and Control Policies Display Screen Equipment Procedure Incident Reporting investigation Procedure Risk Assessment Procedure Risk Assessment for new and expectant mothers Procedure Risk Rating and Profiling Procedure</p>
6.	Stakeholders - Who is involved with or affected by this Policy?	<p>The UHB is committed to ensuring that staff, patients and visitors are safe with regards to manual handling. Some groups involved with this include;</p> <p>Health and Safety Executive Welsh Assembly Government All Wales NHS Manual handling Group Staff side Representatives National/Local Back Exchange</p>

Step 1 - Preparation

7. **What factors may contribute to the outcomes of the Policy? What factors may detract from the outcomes?** These could be internal or external factors.

Contributory factors include; Adequate and relevant Risk Assessments, Safe systems of work, Staff trained to All Wales Passport as a minimal level, Active Link Worker system, Competency training frequency assessments completed, competent advice from advisors and trainers, sufficient and suitable equipment, positive peer pressure and an adequate working environment.

The outcome of the Policy can be affected detrimentally by any of the above not being in place.

Form 2: Evidence Gathering

Equality Strand	Evidence Gathered	Does the evidence apply to the following with regard to this Policy/work? Tick as appropriate.									
Race	http://www.hse.gov.uk/aboutus/strategiesandplans/raceequality.pdf http://www.equalityhumanrights.com/uploaded_files/PSD/66_performance_guidelines_health.pdf	Eliminating Discrimination and Eliminating Harassment	Y	Promoting Equality of Opportunity	Y	Promoting Good Relations and Positive Attitudes	Y	Encouraging participation in Public Life	Y	Take account of difference even if it involves treating some individuals more favourably*	
Disability	http://www.equalityhumanrights.com/uploaded_files/PSD/68_health_ded_england_wales.pdf <ul style="list-style-type: none"> • Sign language interpreter organised to assist hearing impaired students on courses and DVD's with subtitles available to use • MH Training Health Questionnaire given to all students to ensure they work within their own capabilities and courses can be adapted to suit their needs • Adapting courses to accommodate those with learning or literacy skills difficulty • UHW training rooms are purpose build are fully accessible for disabled members of staff 		Y		Y		Y		Y		Y
Gender	http://www.equalityhumanrights.com/uploaded_files/PSD/64_health_guidance_english.doc http://www.hse.gov.uk/diversity/single-equality-scheme.pdf http://www.hse.gov.uk/pubns/indq143.pdf <p>Nurses/Carers who are predominantly female have twice the back injuries of most other occupations – Leighton D Reilly (1995)</p> <p>Individual Capability risk assessments completed for</p>		Y		Y		Y		Y		

	pregnant staff								
Sexual Orientation	http://www.stonewall.org.uk/cymru/english/what_we_do/research_and_policy/insideout_project/default.asp Awareness by trainers on courses and advisors when working with patients, relatives and staff of any inappropriate comments or actions of a sexual nature are addressed and dealt with appropriately		Y		Y		Y		Y
Age	http://www.aboutequalopportunities.co.uk/age-discrimination-and-the-law.html Information in MH Foundation course handbook		Y		Y		Y		Y
Religion or Belief	http://www.aboutequalopportunities.co.uk/world-religions.html Information in MH Foundation course handbook		Y		Y		Y		Y
Welsh Language	<ul style="list-style-type: none"> • All Wales Passport documentation available in Welsh • Currently employ a welsh speaking trainer • Welsh language scheme in UHB 		Y		Y		Y		Y
People have a human right to: life; not to be tortured or treated in a degrading way; to be free from slavery or forced labour; to liberty; to a fair trial; not to be punished without legal authority; to respect for private and family life, home and correspondence; to freedom of thought, conscience and religion; to freedom of expression and of assembly; to marry and found a family and to not be discriminated against in relation to any of the rights contained in the European Convention.									
Human Rights	Ensure all patients are dealt with on an individual basis and their needs/human rights are respected by all staff involved in their care. All patients, relatives, staff and the deceased are to be treated with dignity and respect at all times. Advisors will visit patients homes if requested to ensure their manual handling needs are met without compromising their right to a private and family life/home and correspondence. This policy takes into account mental capacity, respect and right to privacy.								

* This column relates only to Disability due to the specific requirement in the DDA 2005 to treat disabled people more favourably to achieve equal outcomes. This is not applicable to the other equality strands.

Form 3: Assessment of Relevance and Priority

Equality Strand	Evidence: Existing evidence to suggest some groups affected. Gathered from Step 2. (See Scoring Chart A)	Potential Impact: Nature, profile, scale, cost, numbers affected, significance. Insert one overall score (See Scoring Chart B)	Decision: Multiply 'evidence' score by 'potential impact' score. (See Scoring Chart C)
Race	1	0	1
Disability	2	0	2
Gender	3	0	3
Sexual Orientation	3	0	3
Age	1	0	1
Religion or Belief	1	0	1
Welsh Language	1	0	1
Human Rights	1	0	1

Scoring Chart A: Evidence Available

3	Existing data/research
2	Anecdotal/awareness data only
1	No evidence or suggestion

Scoring Chart B: Potential Impact

-3	High negative
-2	Medium negative
-1	Low negative
0	No impact
+1	Low positive
+2	Medium positive
+3	High positive

Scoring Chart C: Impact Decision

-6 to -9	High Impact (H)
-3 to -5	Medium Impact (M)
-1 to -2	Low Impact (L)
0	No Impact (N)
1 to 9	Positive Impact (P)

FORM 4: (Part A) Outcome Report

Policy Title:	Cardiff and Vale University Health Board (UHB) Minimal Manual Handling Policy
Organisation:	Cardiff and Vale University Health Board (UHB)
Name: Title: Department:	Sarah Mortimer & Samantha Skelton Manual Handling Advisors Health and Safety
Summary of Assessment:	The Equality Impact Assessment Questionnaire undertaken identifies that there is no obvious evidence of any equality concerns relating to the UHB Minimal Manual Handling Policy.
Decision to Proceed to Part B Equality Impact Assessment:	<p style="text-align: center;">Yes/No</p> <p style="text-align: center;">Please record reason(s) for decision</p> <p>The Equality Impact Assessment Questionnaire research undertaken has identified no obvious evidence of any equality concerns relating to the UHB Minimal Manual Handling Policy. Therefore the Manual Handling Advisors' decision, based on the evidence obtained, is not to progress with Part B, the Equality Impact Assessment Questionnaire Action Plan.</p>

Action Plan

You are advised to use the template below to detail any actions that are planned following the completion of Part A or Part B of the EqlA Toolkit. You should include any remedial changes that have been made to reduce or eliminate the effects of potential or actual adverse impact, as well as any arrangements to collect data or undertake further research.

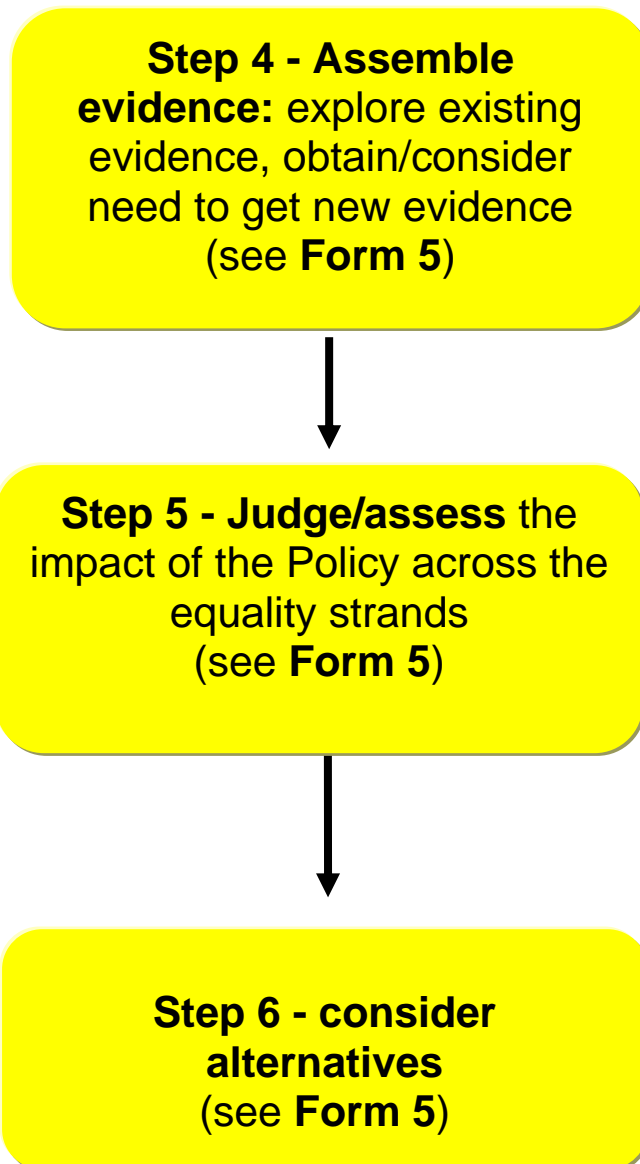
	Action(s) proposed or taken	Reasons for action(s)	Who will benefit?	Who is responsible for this action(s)?	Timescale
1. What changes have been made as a result of the EqlA?					
2. Where a Policy may have differential impact on certain groups, state what arrangements are in place or are proposed to mitigate these impacts?					

3. Justification: For when a policy may have adverse impact on certain groups, but there is good reason not to mitigate.					
4. Describe any mitigating actions taken?					
5. Provide details of any actions planned or taken to promote equality .					

Date:	
Monitoring Arrangements:	
Review Date:	
Signature of all Parties:	

Part B: Equality Impact Assessment

Part B has three steps:



Form 5: Equality Impact Assessment

Step 4 - Assemble evidence		
1.	Do you have adequate information? Refer to Form 2 (Part A, Step 2: <i>Evidence Gathering</i>) If not, can the Policy go ahead during this process?	
2.	Does the evidence relate to all strands? (please explain)	
3.	What additional information is required?	
4.	State which representative bodies of relevant groups you will liaise with for support. Is the information representative?	

Step 5 - Judge/assess the impact of the policy across the equality strands

Detail below whether you have identified any positive, adverse or differential effect for any of the following strands:

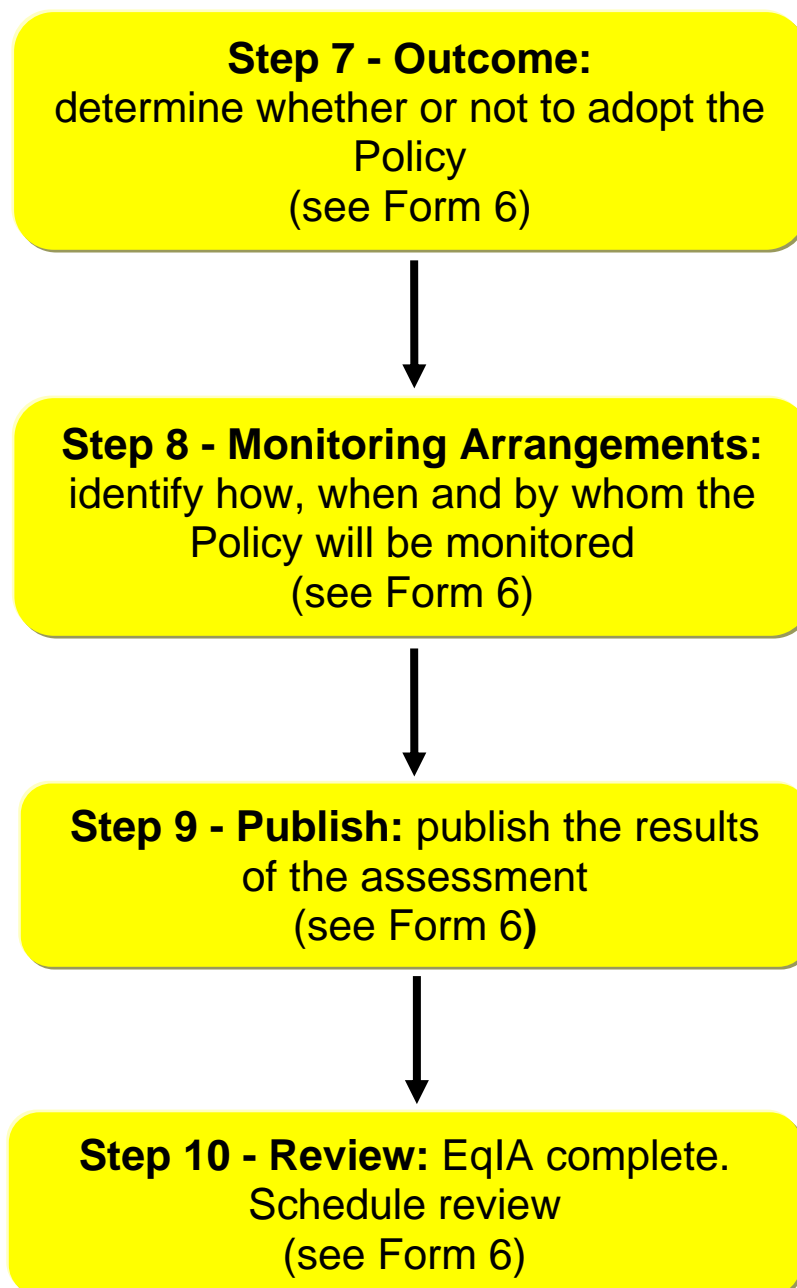
EQUALITY STRAND/GROUP					
		Adverse	Differential	Positive	Comments
Age					
Disability					
Gender					
Race					
Religion or Belief					
Sexual Orientation					
Welsh Language					
Human Rights					

Step 6 - Consider Alternatives

6.	Describe any mitigating actions taken to reduce adverse impact.				
7.	Is there a handling strategy for any unavoidable but not unlawful negative impacts that cannot be mitigated?				
8.	Describe actions taken to maximise the opportunity to promote equality i.e. changes to the Policy, regulation, guidance, communication, monitoring or review				
9.	What changes have been made as a result of the equality impact assessment?				

Part C: Outcome, Monitoring, Publication and Review

Part C is a four step process as follows:



Form 6: Outcome, Monitoring, Publication and Review

Step 7 - Outcome: determine whether to adopt the policy or not		
1.	Will the policy be adopted?	
2.	If No please give reasons and any alternative action(s) agreed: (If the policy is not to be adopted please proceed to step 9).	
Step 8 - Monitoring arrangements: identify how, when and by whom the policy will be monitored.		
3.	How will the policy be monitored?	
4.	What monitoring data will be collected?	

5.	How will this data be collected?	
6.	When will the monitoring data be analysed?	
7.	Who will analyse the data?	
Step 9 - Publish the results of the assessment		
8.	What changes have been made?	
9.	Describe any mitigating actions taken Provide details of any actions taken to promote equality	

10.	Describe the arrangements for publishing the EQIA Outcome Report	
Step 10 - Schedule review		
11.	When will the policy be subject to a further review?	