

## 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).

<b>Step 1 - Preparation</b>		
1.	<b>Title of Policy</b> - what are you equality impact assessing?	Cardiff and Vale University Health Board (UHB) Patient Hoist sling Inspection Procedure
2.	<b>Policy Aims and Brief Description</b> - what are its aims? Give a brief description of the Policy (The What, Why and How?)	To ensure compliance with LOLER in relation to patient hoist slings It outlines the responsibilities of different levels of staff working in the Health Board, identifies training, communication and audit processes and resources required.
3.	<b>Who Owns/Defines the Policy?</b> - who is responsible for the Policy/work?	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; The manager of the area where the slings are used is responsible for the implementation of this procedure. The task may be delegated to a competent person e.g. the manual handling link worker
4.	<b>Who is Involved in undertaking this EqIA?</b> - who are the key contributors to the EqIA and what are their roles in the process?	The EqIA was undertaken by the UHB Manual Handling Advisers who are responsible for developing the Manual Handling Strategy and Policy.
5.	<b>Other Policies</b> - Describe where this Policy/work fits in a wider context. Is it related to any other policies/activities that could be included in this EqIA?	This procedure is associated with the UHB Minimal Manual Handling Policy, the UHB Health and Safety Policy which incorporates Personal Safety, Violence and Aggression, Lone Worker, Incident Reporting and Risk Management. Other related Policies include:

**Step 1 - Preparation**

		<p>Risk management Policy and Strategic Framework Trust Infection Prevention and Control Policies Incident Reporting investigation Procedure Risk Assessment Procedure Risk Rating and Profiling Procedure</p>
6.	<p><b>Stakeholders</b> - Who is involved with or affected by this Policy?</p>	<p>The UHB is committed to ensuring that staff, patients and visitors are safe with regards to patient slings. Some groups involved with this include; Health and Safety Executive Welsh Assembly Government All Wales NHS Manual handling Group Staff side Representatives National/Local Back Exchange</p>
7.	<p><b>What factors may contribute to the outcomes of the Policy? What factors may detract from the outcomes?</b> These could be internal or external factors.</p>	<p>Contributory factors include; adequate supply of slings within clinical areas, staff being trained to carry out sling inspections, and ensuring the inspections are adequately recorded. Time allocated to carryout this task</p> <p>The outcome of the procedure can be affected detrimentally by any of the above not being in place.</p>

## 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	<a href="http://www.hse.gov.uk/aboutus/strategiesandplans/raceequality.pdf">http://www.hse.gov.uk/aboutus/strategiesandplans/raceequality.pdf</a>  <a href="http://www.equalityhumanrights.com/uploaded_files/PSD/66_performance_guidelines_health.pdf">http://www.equalityhumanrights.com/uploaded_files/PSD/66_performance_guidelines_health.pdf</a>	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	<a href="http://www.equalityhumanrights.com/uploaded_files/PSD/68_health_ded_england_wales.pdf">http://www.equalityhumanrights.com/uploaded_files/PSD/68_health_ded_england_wales.pdf</a> <ul style="list-style-type: none"> <li>Sign language interpreter organised to assist hearing impaired students on courses and DVD's with subtitles available to use</li> <li>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</li> <li>Adapting courses to accommodate those with learning or literacy skills difficulty</li> <li>UHW training rooms are purpose build are fully accessible for disabled members of staff</li> </ul>		Y		Y		Y		Y		Y	
Gender	<a href="http://www.equalityhumanrights.com/uploaded_files/PSD/64_health_guidance_english.doc">http://www.equalityhumanrights.com/uploaded_files/PSD/64_health_guidance_english.doc</a>  <a href="http://www.hse.gov.uk/diversity/single-equality-scheme.pdf">http://www.hse.gov.uk/diversity/single-equality-scheme.pdf</a>  <a href="http://www.hse.gov.uk/pubns/indg143.pdf">http://www.hse.gov.uk/pubns/indg143.pdf</a> <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 pregnant staff</p>		Y		Y		Y		Y			

<b>Sexual Orientation</b>	<a href="http://www.stonewall.org.uk/cymru/english/what_we_do/research_and_policy/insideout_project/default.asp">http://www.stonewall.org.uk/cymru/english/what_we_do/research_and_policy/insideout_project/default.asp</a>  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			
<b>Age</b>	<a href="http://www.aboutequalopportunities.co.uk/age-discrimination-and-the-law.html">http://www.aboutequalopportunities.co.uk/age-discrimination-and-the-law.html</a>  Information in MH Foundation course handbook		Y		Y		Y			
<b>Religion or Belief</b>	<a href="http://www.aboutequalopportunities.co.uk/world-religions.html">http://www.aboutequalopportunities.co.uk/world-religions.html</a>  Information in MH Foundation course handbook		Y		Y		Y			
<b>Welsh Language</b>	<ul style="list-style-type: none"> <li>• All Wales Passport documentation available in Welsh</li> <li>• Currently employ a welsh speaking trainer</li> <li>• Welsh language scheme in UHB</li> </ul>		Y		Y		Y			
<b>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.</b>										
<b>Human Rights</b>	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 procedure 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	0
Disability	1	0	0
Gender	1	0	0
Sexual Orientation	1	0	0
Age	1	0	0
Religion or Belief	1	0	0
Welsh Language	1	0	0
Human Rights	1	0	0

**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

<b>Policy Title:</b>	Cardiff and Vale University Health Board (UHB) Minimal Manual Handling Policy
<b>Organisation:</b>	Cardiff and Vale University Health Board (UHB)
<b>Name:</b> <b>Title:</b> <b>Department:</b>	Sarah Mortimer & Samantha Skelton Manual Handling Advisors Health and Safety
<b>Summary of Assessment:</b>	The Equality Impact Assessment Questionnaire undertaken identifies that there is no obvious evidence of any equality concerns relating to the UHB Patient Hoist sling inspection procedure .

<b>Decision to Proceed to Part B Equality Impact Assessment:</b>	<p style="text-align: center;"><b>Yes/No</b></p> <p style="text-align: center;"><b>Please record reason(s) for decision</b></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>
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