



## **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.	<b>Title of Policy</b> - what are you equality impact assessing?	Guideline for the Management of Diabetic Ketoacidosis in Adults
2.	<b>Policy Aims and Brief Description</b> - what are its aims? Give a brief description of the Policy (The What, Why and How?)	Diabetic ketoacidosis is a medical emergency affecting those with type 1 diabetes. The new guideline has been accepted as best practice by most professional diabetes societies and aims to improve clinical outcomes by reducing mortality and morbidity, reducing length of stay and improving patient experience by requiring less invasive procedures for patients.
3.	<b>Who Owns/Defines the Policy?</b> - who is responsible for the Policy/work?	The policy is produced by the Joint British Diabetes Societies and has been adopted by UK professional societies as best practice.

### Step 1 - Preparation

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?	Dr Julia Platts, Dr Aled Roberts
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?	It relates to those with diabetic ketoacidosis over the age of 18years. This will primarily be seen in acute medical admission units but may present to other areas such as obstetrics or surgery.
6.	<b>Stakeholders</b> - Who is involved with or affected by this Policy?	Those patients with diabetic ketoacidosis over the age of 18 and the staff caring for them.

## 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.

Factors contributing to the success of this policy are effective staff training to implement the policy.  
Factors which may detract from outcomes are insufficient training for policy implementation.

## 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	No effect anticipated	Eliminating Discrimination and Eliminating Harassment			Promoting Equality of Opportunity			Promoting Good Relations and Positive Attitudes			Encouraging participation in Public Life			Take account of difference even if it involves treating some individuals more favourably*	
Disability	No effect anticipated														
Gender	No effect anticipated														
Sexual Orientation	No effect anticipated														
Age	Only applicable to adults over 18. The paediatric policies should be used for under 18 year olds.														
Religion or Belief	No effect anticipated														
Welsh Language	No effect anticipated														
<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>															
Human Rights	This guideline is not expected to infringe human rights														

\* 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>	Guideline for the Management of Diabetic Ketoacidosis in Adults
<b>Organisation:</b>	Cardiff and Vale University Local Health Board
<b>Name:</b> <b>Title:</b> <b>Department:</b>	Dr Julia Platts Consultant in Diabetes Department of Medicine
<b>Summary of Assessment:</b>	<p><b>The clinical guideline for the management of diabetic ketoacidosis in adults is recommended by all major professional diabetes societies. It will improve clinical outcomes by reducing mortality and morbidity, reducing length of stay and improving patient experience. The benefits of the policy should apply to all groups and no inequality is known to occur from this policy or anticipated to occur.</b></p>

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

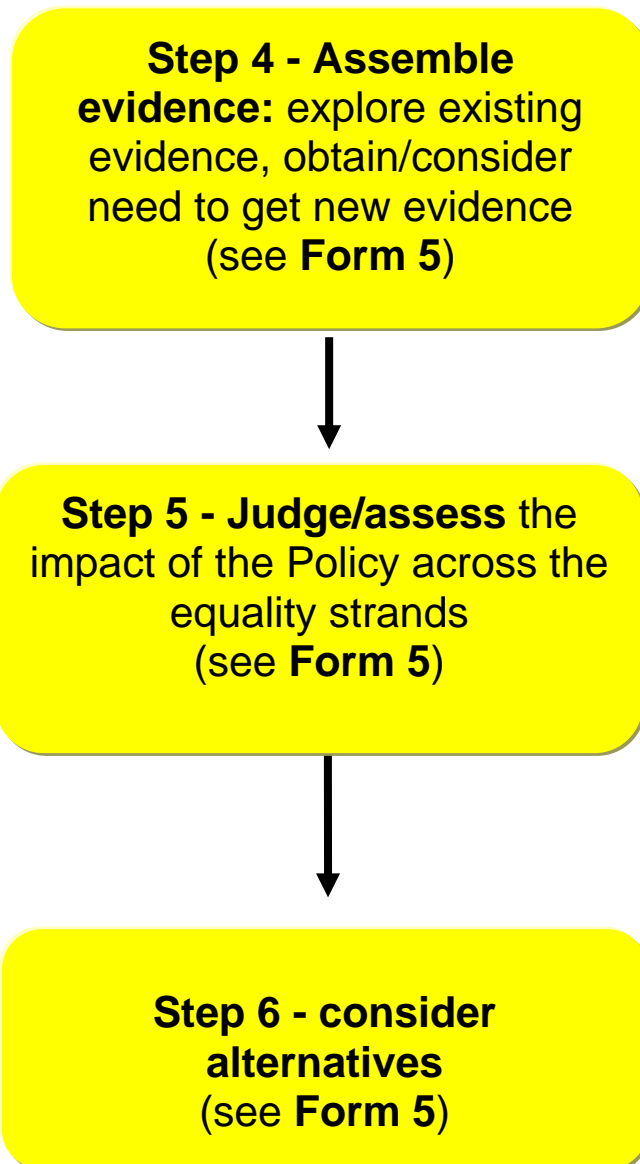
	Action(s) proposed or taken	Reasons for action(s)	Who will benefit?	Who is responsible for this action(s)?	Timescale
1. What <b>changes</b> have been made as a result of the EqlA?	None needed				
2. Where a Policy may have differential impact on certain groups, state what arrangements are in place or are proposed to <b>mitigate</b> these impacts?	None needed				

3. <b>Justification:</b> For when a policy may have adverse impact on certain groups, but there is good reason not to mitigate.	N/A				
4. Describe any <b>mitigating actions</b> taken?	N/A				
5. Provide details of any actions planned or taken to <b>promote equality</b> .	None needed				

<b>Date:</b>	31/05/2011
<b>Monitoring Arrangements:</b>	The guideline will be audited to ensure no adverse effect on any group
<b>Review Date:</b>	31/05/2014
<b>Signature of all Parties:</b>	

## 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 <b>Form 2</b> (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:

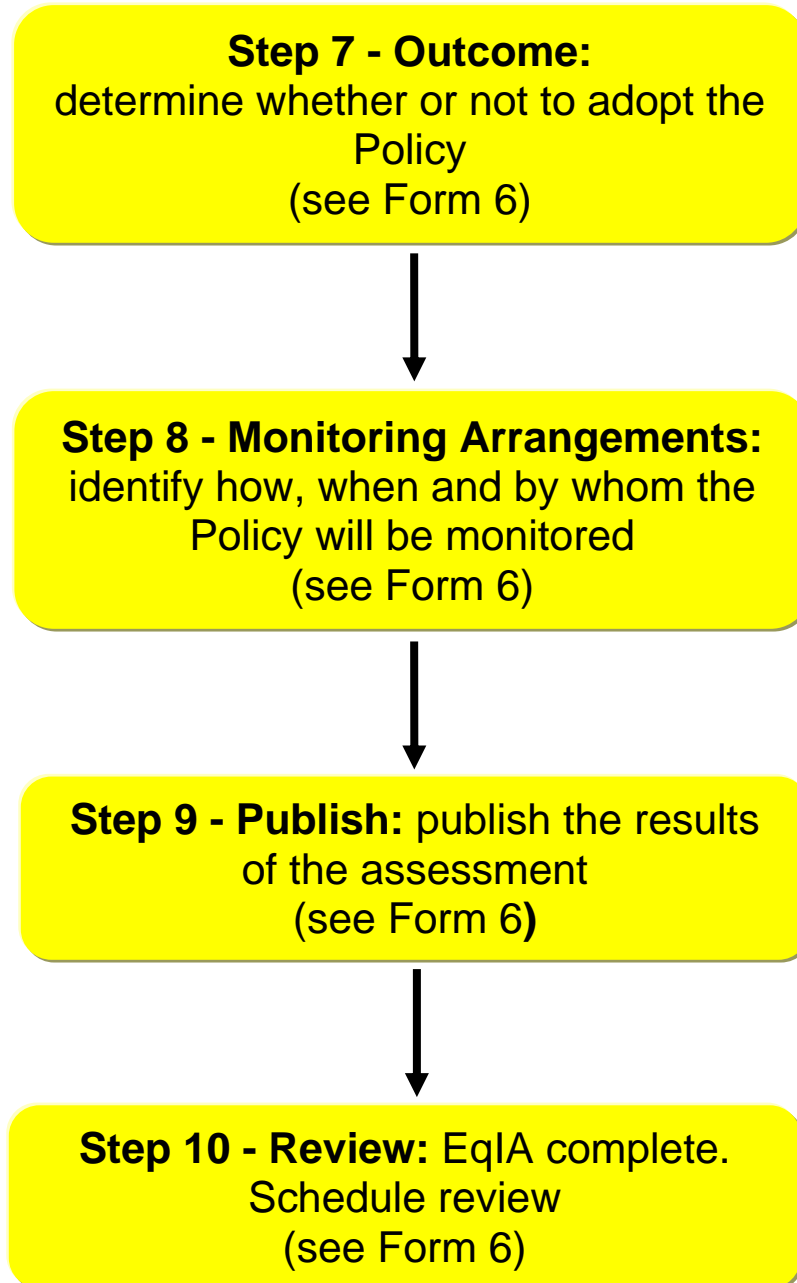
EQUALITY STRAND/GROUP					
		Adverse	Differential	Positive	Comments
Age					
Disability					
Gender					
Race					
Religion or Belief					
Sexual Orientation					
Welsh Language					
Human Rights					

**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.	<p>If <b>No</b> please give reasons and any alternative action(s) agreed:</p> <p>(If the policy is <b>not</b> to be adopted please proceed to step 9).</p>	
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?	
<b>Step 9 - Publish the results of the assessment</b>		
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	
<b>Step 10 - Schedule review</b>		
11.	When will the policy be subject to a further review?	