

NHS Greater Glasgow and Clyde
Equality Impact Assessment Tool For Strategy, Policy and Plans

It is essential to follow the EQIA Guidance in completing this form

Name of Strategy, Policy or Plan

NHS Greater Glasgow and Clyde Learning & Education Service Customer Service Standards

Please tick box to indicate if this is a:

Current Strategy, Policy or Plan

New Strategy, Policy or Plan

Brief description of the above: (Please include if this is part of a Board-wide Strategy, Policy or Plan or is locally determined).

The Customer Service Standards' provide indicators of the quality and equality of service for the Learning and Education staff as well as staff accessing the Learning & Education Service. This includes:

- striving to offer, maintain and improve the service.
- timescales, processes and modes of behaviours to ensure consistency and fairness in the delivery of the core business.

Who is the lead reviewer and where based?

Edward O'Grady, Learning & Education Manager, Human Resources, Stobhill Hospital,

Please list the staff groupings of all those involved in carrying out this EQIA

(when non-NHS staff are involved please record their organisation or reason for inclusion):

Learning & Education Manager, Dental Hygienist, Practice Development Nurse, Lab Service Manager, Learning & Education Administrator, Quality Co-ordinator, and Inequalities Facilitator.

Impact Assessment – Equality Categories

Equality Category	Positive Impact	Negative Impact
<p>Gender</p>	<ul style="list-style-type: none"> • Learning and Education Staff have attended and delivered Equality and Diversity training. • The standards are free from gender specific pronouns. • The standards indicate that all information shared by their customers will be obtained sensitively and stored in compliance with data protection legislation. • The standards indicate that the Learning & Education staff will treat their customers with respect. • The standards indicate that complaints will be evaluated to continually make improvements to the service. 	<ul style="list-style-type: none"> • Whilst the standards recognise that the service ‘will not discriminate against any group’ this should be expanded to state the equality and diversity groups (page 1).
<p>Ethnicity</p>	<ul style="list-style-type: none"> • Learning and Education Staff have attended and delivered Equality and Diversity training. • The standards are written in plain English • The standards indicate that correspondence will only be written in plain English • The standards indicate that all information shared by their customers relating to equalities monitoring will be obtained sensitively and stored in compliance with data protection legislation. • The standards indicate that the Learning & Education staff will treat their customers with 	<ul style="list-style-type: none"> • Whilst the standards recognise that the service ‘will not discriminate against any group’ this should be expanded to state the equality and diversity groups (page 1).

	<p>respect.</p> <ul style="list-style-type: none"> • The standards indicate that complaints will be evaluated to continually make improvements to the service. 	
<p>Disability</p>	<ul style="list-style-type: none"> • Learning and Education Staff have attended and delivered Equality and Diversity training. • The standards indicate making correspondence available in alternative formats • The standards are written in plain English • The standards indicate that members of staff are able to identify and accommodate additional needs. • The standards indicate that they will provide a variety of modes of communication (such as by E-mail, Telephone and Fax) with staff accessing their service. • The standards indicate that a message mechanisms is in place (For example: auto-direction of e-mail when customers access a member of the Learning & Education staff who is on leave; and responding to telephone messages as soon as possible). • Members of the Service's staff are alert to catering special needs (such as users with diabetes and those with reaction to certain food). • A review is under way of bookable learning & education venues regarding access issues. • The standards indicate that the service will 	<ul style="list-style-type: none"> • Whilst the standards recognise that the service 'will not discriminate against any group' this should be expanded to state the equality and diversity groups (page 1). • Although the standards provided indicators regarding responses to letters and emails they did not state if they would be available in a visual-friendly typeface. • No examples of communication support were listed. • The standard relating to taking a telephone message do no mention repeating back to the caller. • The Learning & education staff are currently unsure of the availability of induction loops for training rooms (e.g. Room System). • There was limited information in the standards about access to booking venues (e.g. for participants who may be using crutches, or requiring induction loops etc.).

	<p>access communication support.</p> <ul style="list-style-type: none"> • The standards indicate that all information shared by their customers will be obtained sensitively and stored in compliance with data protection legislation. • The standards indicate that the Learning & Education staff will treat their customers with respect. • The standards indicate that complaints will be evaluated to continually make improvements to the service. 	<p>The service has a review of premises underway.</p>
<p>Sexual Orientation</p>	<ul style="list-style-type: none"> • Learning and Education Staff have attended and delivered Equality and Diversity training. • The standards indicate that all information shared by their customers will be obtained sensitively and stored in compliance with data protection legislation. • The standards indicate that the Learning & Education staff will treat their customers with respect. • The standards indicate that complaints will be evaluated to continually make improvements to the service. 	<ul style="list-style-type: none"> • Whilst the standards recognise that the service 'will not discriminate against any group' this should be expanded to state the equality and diversity groups (page 1).
<p>Religion and belief</p>	<ul style="list-style-type: none"> • Learning and Education Staff have attended and delivered Equality and Diversity training. • The service's staff are able to offer choices of catering (e.g. halal, kosher and vegetarian food) if required. 	<ul style="list-style-type: none"> • Whilst the standards recognise that the service 'will not discriminate against any group' this should be expanded to state the equality and diversity groups (page 1).

	<ul style="list-style-type: none"> • The standards indicate that all information shared by their customers will be obtained sensitively and stored in compliance with data protection legislation. • The standards indicate that the Learning & Education staff will treat their customers with respect. • The standards indicate that complaints will be evaluated to continually make improvements to the service. 	
Age (Children/Young People/Older People)	<ul style="list-style-type: none"> • Learning and Education Staff have attended and delivered Equality and Diversity training. • The standards indicate that all information shared by their customers will be obtained sensitively and stored in compliance with data protection legislation. • The standards indicate that the Learning & Education staff will treat their customers with respect. • The standards indicate that complaints will be evaluated to continually make improvements to the service. 	<ul style="list-style-type: none"> • Whilst the standards recognise that the service 'will not discriminate against any group' this should be expanded to state the equality and diversity groups (page 1).
Social Class/ Socio-Economic Status	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • Whilst the standards recognise that the service 'will not discriminate against any group' this should be expanded to state the equality and diversity groups (page 1).

Additional Marginalisation	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • No negative impact identified
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Actions to address negative impacts

	Date for Completion	Who is responsible? (initials)
Cross Cutting Actions:		
Specific Actions: <ol style="list-style-type: none"> 1. Amend page 1 of standard to include all equality and diversity groups 2. Ensure all correspondence uses visual-friendly fonts such as 12 point Arial and adopts good use of bullets to aid clarity. 3. Ensure communication support is expanded to list what this will include 4. Amend the standard regarding receiving telephone calls and taking a message to ensure that the message is repeated back to the caller for clarity. 5. complete the review of the Learning and Education bookable venues and develop an action plan for any gaps relating to physical access or induction loops 	<p>25.10.09</p> <p>25.10.09</p> <p>25.10.09</p> <p>25.10.09</p> <p>30.12.09</p>	<p>EO'G</p> <p>EO'G</p> <p>EO'G</p> <p>EO'G</p> <p>EO'G</p>

Ongoing **Review**. Please write the date when the policy and EQIA will be reviewed.

25.01.09

Lead Reviewer: **Name:** Edward O'Grady
Sign Off: **Job Title:** Learning & Education Manager
Signature:
Date:

Please email copy of the completed EQIA form to irene.maggcckenzie@scot.nhs.uk

Irene Mackenzie, Corporate Information and Development Manager, Corporate Inequalities Team, NHS Greater Glasgow and Clyde, Dalian House, 350 St Vincent Street, Glasgow, G3 8YZ. Tel: 0141-201-4970.