

Public Authority Statutory Equality, Good Relations and Disability Duties - Annual Progress Report 2019-20

Contact:


<ul style="list-style-type: none">Section 75 of the NI Act 1998 and Equality Scheme	Name: Mark Bradley Telephone: 028 9536 3859 Email: mark.bradley@hscni.net
<ul style="list-style-type: none">Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan	As above <input checked="" type="checkbox"/> Name: Telephone: Email:

Documents published relating to our Equality Scheme can be found at:
<http://www.hscbusiness.hscni.net/about/CorporateInformation.htm>
and
<http://www.hscbusiness.hscni.net/services/1788.htm>

(ECNI Q28):

Our Equality Scheme is due to be reviewed by 31st March 2021

Signature:



This report has been prepared adapting a template circulated by the Equality Commission. It presents our progress in fulfilling our statutory equality and disability duties. This report reflects progress made between April 2019 and March 2020.

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Chapter 1 Summary Quantitative Report

(ECNI Q15,16,19)

Screening, EQIAs and Consultation

<p>1. Number of policies screened (as recorded in screening reports). (see also Chapter 6)</p> <p>8 (+ 1 straight to EQIA)</p>	<p>Screened in</p> <p>(1 straight to EQIA)</p>	<p>Screened out with mitigation</p> <p>6</p>	<p>Screened out without mitigation</p> <p>2</p>	<p>Screening decision reviewed following concerns raised by consultees</p> <p>No concerns were raised by consultees on screening published in 2019-20</p>
<p>2. Number of policies subjected to Equality Impact Assessment.</p>	<p>1</p>			
<p>3. Indicate the stage of progress of each EQIA.</p>	<p>‘Encompass’: Consideration of Data/Assessment of Impacts/Consideration of Measures</p>			
<p>4. Number of policy consultations conducted</p>	<p>0</p>			
<p>5. Number of policy consultations conducted with screening presented. (See also Chapter 2, Table 2)</p>	<p>0</p>			

**(ECNI Q24)
Training**

1. Staff training undertaken during 2019-20. (See also Chapter 2, Q6)

Course	No of Staff Trained	No of Board Members Trained
Equality Screening Training	14	
Equality Screening Workshop	9	
Equality Impact Assessment Training	9	
Visual Awareness Training	14	
Disability Placement Scheme Training	2	
Gender Identity Training	11	
Total	59	0

eLearning: Discovering Diversity

Module 1 to 4 – Diversity	16
Module 5 – Disability	17
Module 6 – Cultural Competencies	17

eLearning: Making a Difference

Part 1 – All Staff	356
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**(ECNI Q27)
Complaints**

2. Number of complaints in relation to the Equality Scheme received during 2019-20

0

Please provide detail of any complaints:

n/a

**(ECNI Q7)
Equality Action Plan (see also Chapter 3)**

3. Within the 2019-20 reporting period, please indicate the number of:

Actions completed: Actions ongoing: Actions to commence:

(ECNI Part B Q1)

Disability Action Plan (see also Chapter 4)

4. Within the 2019-20 reporting period, please indicate the number of:

Actions completed: Actions ongoing: Actions to commence:

Chapter 2 Section 75 Progress Report

(ECNI Q1,2,3,3a,3b,23)

1. In 2019-20, please provide **examples** of key policy/service delivery developments made by the public authority in this reporting period to better promote equality of opportunity and good relations; and the outcomes and improvements achieved. Please relate these to the implementation of your statutory equality and good relations duties and Equality Scheme where appropriate.

Table 1 below outlines progress to better promote equality of opportunity and good relations¹.

All Section 75 groups:

Led by the Procurement and Logistics Service, the BSO continued to actively promote **equality of opportunity in contracts with recruitment agencies**. During 2019-20, the Procurement and Logistics Service conducted two audit exercises to assess how agencies were (i) promoting equality and (ii) adhering to contractual requirements in regards to equality monitoring. Audit findings will allow us for the first time to monitor the diversity of agency workers placed within the BSO, regional HSC organisations and HSC Trusts. We can then engage with recruitment agencies in relation to measures to address under-representation and the user experience of specific equality groupings. The findings will also provide further information on how the agencies promote equality with reference to: training their staff; gathering feedback from agency workers; their provisions on making reasonable adjustments for agency workers; and outreach work to attract a diverse range of agency workers.

Table 1:

	Outline new developments or changes in policies or practices and the difference they have made for specific equality groupings.
Persons of different religious belief	
Persons of different political opinion	
Persons of different racial groups	<p>Clinical Education Centre</p> <ul style="list-style-type: none"> • We continue to support international nurse recruitment by delivering the International Nurse Induction Programme to ensure newly recruited International Nurses meet Nursing and Midwifery Council (NMC) Registration requirements. Last year, the programme was externally reviewed and a number of recommendations made to improve learning outcomes and course delivery for international nurses. As at February 2020, a 100% pass rate was achieved. • Wheelchair Training: To avoid unconscious bias, our course content and presentation slide diagrams now include representation from multiple cultures, genders, and age groups. For example, when references are made to examining skin for possible pressure issues, the pictures in slides include examples of both white and darker skin tones. <p>Health and Social Care Regional Interpreting Service Providing trained, quality controlled Interpreters for patients who do not speak English proficiently is central to effective communication, improving access to services, reducing health inequalities, and achieving better health outcomes. To</p>

	<p>this end:</p> <ul style="list-style-type: none"> • 15 new Interpreters were registered in December 2019 to target priority languages including Bulgarian, Polish, Farsi, Romanian, Slovak, Turkish, Latvian, Urdu; • Working well with Interpreters Training was delivered to 243 Queens University Belfast School of Medicine 4th year medical students; • Working well with Interpreters Training was delivered to over 120 HSC Staff and Practitioners in the South Eastern and Southern HSC Trusts; • 29 NI Approved Social Worker Training Programme Students completed Working well with Interpreters Training in February 2020. • 17 Interpreters completed ‘Pregnancy loss and the death of a baby: Sands Training for Interpreters’ in September 2019 • 9 Interpreters completed NI Blood Transfusion Service ‘Donor Selection Guidelines and Good manufacturing Practice training for Interpreters’ in April 2019 • 14 Interpreters completed Belfast HSC Trust ‘Speech and Language Therapy Refresher Training for Interpreters’ in June 2019
<p>Persons of different age</p>	<p>Recruitment and Selection Shared Services</p> <p>During 2019-20 we collaborated on a number of Careers events, primarily aimed at school aged children and those in tertiary education. In particular the HSC participated in the ‘Skills NI’ event in November 2019 which attracts a wide range of schools and colleges to what is the biggest Careers event in Northern Ireland.</p> <p>Small Business Research Initiative</p> <p>Work this year has focused on young people with serious mental health issues</p>

<p>Persons of different age</p>	<p>to enable them to be cared for more rapidly. Project 'DETECT' is for Detecting Emerging Traits of psychosis in Educational and Community CohorTs. Starting in September 2019, DETECT will develop technology enabled solutions addressing early identification of and intervention for the prodromal or pre-psychotic phase of schizophrenia.</p>
<p>Persons with different marital status</p>	
<p>Persons of different sexual orientation</p>	<p>Family Practitioner Service (FPS) Equality Information and advice page was developed for all FPS staff and kept up to date regularly as new information was available (this covers all areas of equality). However, this year, FPS changed the equality information SharePoint page to the rainbow colours in support of any LGBT staff during Pride week.</p> <p>Equality Unit Working alongside the PHA, we issued a number of corporate communications publicising 2019 Pride Event. This invitation, encouraging BSO staff to stand alongside their lesbian, gay or bisexual colleagues in PRIDE, was issued to staff in all the regional HSC organisations. This served to raise awareness and actively promote inclusion of lesbian, gay or bisexual colleagues.</p>
<p>Persons of different genders and gender identities</p>	<p>Family Practitioner Service (FPS) National Health Application and Infrastructure Services (NHAIS) is a suite of software implemented across primary care which manages services, patient registration and demographic details for England, Wales and Northern Ireland. FPS engaged in a review of NHAIS to include additional genders to improve patient safety and patient GP registration details.</p>

Information Technology Services (ITS)

In the last year, work has begun on implementing the first stage of a Transgender Patient Management record pilot. The pilot aims to improve patient safety and record management, and has 3 objectives:

- establishing regionally agreed protocols to manage the change of demographic details on Transgender patient HSC records (both paper and electronic);
- establishing a communications process to disseminate the changes made to the patient records to relevant clinicians and medical support staff involved in their treatment in a timely manner;
- ensuring the Patients' records held on regional HSC systems are reflected in the Northern Ireland Electronic Care Record (NIECR). This will ensure any requested change by patients to their Title, Forename and Gender have been updated on the patients' paper / electronic records across the patient pathway on the regional and local clinical / information systems where possible. Also, the patient will experience fewer incidents where they have to explain their chosen gender identity to HSC staff. HSC Service Providers will have access to information regarding the sex assigned to the patients at birth in a timely and appropriate manner to improve patient safety.

Human Resources

This year, work was commenced by BSO Human Resources to develop a Domestic Violence Policy to better support staff working in the regional HSC organisations. Given that domestic violence disproportionately affects women this will have an important impact on the workforce of the regional HSC

	organisations, which is predominately female.
Persons with and without a disability	<p>Clinical Education Centre</p> <ul style="list-style-type: none"> • We were commissioned by the Department of Health (DoH) to develop and deliver training packages to support the implementation of the deprivation of liberty aspects of the Mental Capacity Act (Northern Ireland) 2016. Nearly 16,000 nurses and Allied Health Professionals attended this training between September and December 2019. Evaluation showed that 91% of participants rated programmes as good, very good or excellent; and 96% indicated stated learning outcomes were met. • Wheelchair Skills Training: This year, wheelchair users were invited to contribute to the training delivery in addition to the course trainer to promote disability inclusion and add their own lived experience as a wheelchair user. • A number of workshops were held during 2019-20 to obtain service user feedback in relation to a proposed shared decision making framework. During these workshops Mentimeter (a real-time solution that allows you to engage and interact with your audience) was found to be beneficial particularly with visually impaired participants. Following this, CEC incorporated it within a number of education programmes. • Delivery of education programmes: In March 2020, CEC commenced delivery of programmes on a digital platform. This has greatly increased accessibility for a number of Section 75 groups, including those with a disability, as well as those with caring responsibilities. <p>Corporate Services</p> <p>This year, we changed the way in which we publicise staff communications which include photographs. All staff communications now include a description</p>

<p>Persons with and without a disability</p>	<p>of the photograph to allow it be described using assistive technology for people with sight loss.</p> <p>Family Practitioner Service (FPS) FPS promoted the JAM card to all staff. This helps people with a learning difficulty, autism or communication barrier tell others they need ‘Just A Minute’ discreetly and easily. Those with a communication barrier are often reluctant or unable to tell others about their condition. JAM Card allows this to happen in a simple, effective non-verbal manner.</p> <p>Information Technology Services Patient Portal (Dementia): The Patient Portal project is part of the eHealth and Data Analytics Dementia Pathfinder Programme and gives patients access to their own health and care record. The aim of the project is to provide support for patients in the self-management of care, information management and through easier transactions with their clinicians. This provides patients and their nominated representatives with a searchable library of curated and trusted information (leaflets, videos etc.) related to their condition, and enables patients and those involved in the delivery of their care to electronically share documents directly with each other. There is also a comprehensive “circle of care” facility that helps coordinate all of the key people involved with the patient, and the facility to see previous and upcoming appointments. Two additional phases of the programme were released this year, which promoted ongoing engagement in patient health by allowing personalised care plans to be provided for patients.</p> <p>Leadership Centre This year, we ran a Personal and Public Involvement (PPI) programme with users from various backgrounds including those with a disability.</p>
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<p>Persons with and without a disability</p>	<p>Procurement and Logistics Service (PALS) In conjunction with Southern HSC Trust, BSO PaLS extended their Community Equipment Service (CES) to patients and clients in the Southern Trust area. This service provides delivery of equipment to assist people to lead a higher quality of life in their own home for a longer period. Trust patients and clients also have the option to collect equipment from local community pharmacies if they wish. By extending our CES service to Southern Trust we have enabled easier access to healthcare support for those affected.</p> <p>Department of Legal Services (DLS) Approximately 30 solicitors from DLS attended training provided by the Clinical Education Centre in relation to the Mental Capacity Act 2016 (see page 11 for more details on this training). Two solicitors from DLS provide ongoing legal support to Trusts following the implementation in December 2019 of those elements of the Mental Capacity Act relating to deprivation of liberty safeguards. Those safeguards concern patients who lack capacity to make decisions.</p> <p>Solicitors also have provided training to approved social workers and psychiatrists in Trusts in relation to the Mental Health (NI) Order 1986. This helps to safeguard the legal rights of those with mental health issues.</p> <p>Recruitment and Selection Services Building on the development of a new Landing Page on the recruitment and selection website (called 'HSC Recruit') from last year, through collaborative working the Business Services Team has developed an applicant support tool for inclusion as an option in the 'contact us' section of the HSC Jobs Website. This provides a wider level of accessibility and support to all applicants, particularly those with disabilities.</p>
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<p>Persons with and without a disability</p>	<p>Small Business Research Initiative</p> <ul style="list-style-type: none">• MAGIC (Mobile Assistance for Groups & Individuals within the Community – Post stroke rehabilitation) aims to transform services for patients post stroke to improve physical function and personal independence: empower patients post-stroke, and optimise recovery. This has enabled three large scale international clinical trials to test new technologies to rehabilitate patients’ speech and physical health post stroke and medicines to be managed more safely by care workers for the benefit of patients in their own home.• PAIN promotes technologies to improve care for patients with persistent pain, by providing information to aid self-management. The project also provides a data source on the profile of patients living with persistent pain in Northern Ireland, and provides opportunities for further research to improve services for patients with persistent pain.• SPACE aims to improve data analytics and data mining in Belfast to improve both the health and well-being of the local population. One element of this project is to promote better outcomes for patients with respiratory illnesses and diabetes by developing new more effective pathways of care, and enable cross sectoral working. <p>Please note: Our work on promoting equality for people with a disability in the workplace is reported on in detail in the Disability Action Plan – Progress Report 2019-20. This comprises, for example, our Disability Work Placement Scheme; Tapestry, our Disability Staff Network; and our Disability Awareness Days for staff.</p> <ul style="list-style-type: none">• Encouraging recruitment agencies to promote equality of opportunity: the audit (see p.6 for further information) specifically focused on how agencies
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<p>Persons with and without a disability</p>	<p>made reasonable adjustments for candidates with disabilities. This looked at agencies' attitudes towards reasonable adjustments, and the steps taken by recruitment agencies to ensure that reasonable adjustments were made and reviewed on a regular basis. The aim of this work was to raise the profile of the issue with recruitment agencies. In turn, the intended outcome is to contribute to identifying and seeking to better meet the needs of candidates with a disability.</p> <ul style="list-style-type: none"> • Visual Awareness Training was delivered by RNIB, and co-delivered by two participants from the 2019-20 Disability Placement Scheme to BSO staff. The session was extremely interactive with attendees getting the chance to use simulator specs to get an idea of what it would be like to have various sight problems. The session was made much more relevant and “real” by having real life experiences of working when blind or having sight loss. • Disability Placement Scheme: After engaging with participants, regional HSC placement managers and employment support officers involved in the scheme, it was decided to include details on the prospective office environment to future placement descriptions. This has been implemented in the 2019-20 scheme, and will be evaluated when placements finish. The aim is to ensure that participants and their employment support officers had a good idea of what their working environment would look like (for example, what floor is the office on? is it a large open plan office or a small office? is it a large team with lots of different people or a small team with fewer people?). This helps participants and employment support officers to make an initial decision on whether the placement would be a good match as some of these environments may not suit some people with certain
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	<p>disabilities. In turn, this has contributed to reducing the number of placements ended prematurely due to unmet expectations.</p> <ul style="list-style-type: none"> • People with learning disabilities/ People with sight loss or who are blind: The BSO produced Easy read and audio versions of the Equality and Disability Action Plan.
<p>Persons with and without dependants</p>	<p>Clinical Education Centre CEC have applied and completed the requirements to join the Breastfeeding Welcome Here Scheme, run by the Public Health Agency. The Breastfeeding welcome here scheme is an initiative that makes it easier for mums to recognise places where they can breastfeed their baby when they are out and about.</p> <p>Family Practitioner Service (FPS) FPS promoted and encouraged all staff that have caring responsibilities to register on HRPTS as a carer. All managers were encouraged to familiarise themselves with carers policies and support those who identified carers when necessary.</p> <p>Interpreting Service 17 Interpreters completed ‘Pregnancy loss and the death of a baby: Sands Training for Interpreters’ in September 2019.</p> <p>Carers in the Workplace (work carried out under our Equality Action Plan) As part of a qualitative research project, a group of BSO staff who are carers were interviewed on their views on balancing work and caring responsibilities. The themes and issues emerging from these interviews were used to inform questions for a baseline survey to capture the experiences of carers in all regional HSC organisations. The survey had to be postponed in light of the</p>

	<p>COVID-19 situation. The results from this survey will help to inform work to progress commitment to support staff who are carers.</p> <p>We developed a carers leaflet outlining the definition of a carer, the background to why this leaflet was needed and a list of all policies and procedures available for carers as well as a description of each. The leaflet also provides signposting to other resources and forms of support including Inspire and information on carers assessments. This will help inform staff and managers about what support is available to ensure a consistent and supportive approach. This has been published on the Tapestry Disability Staff Network website and will be heavily promoted in the coming year.</p>
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Where changes resulted from screenings, these will be listed in Chapter 7, the mitigation report.

(ECNI Q4,5,6)

2. During the 2019-20 reporting period

(a) were the Section 75 statutory duties integrated within...?

	Yes/No	Details
Job descriptions	No	The new template for Job Descriptions and Personnel Specifications used across Health and Social Care no longer makes reference to the Section 75 duties.
Performance objectives for staff	No	None other than for BSO Equality Unit staff.

(b) were objectives and targets relating to Section 75 integrated into...?

	Yes/No	Details
Corporate/strategic plans	No	
Annual business plans	Yes	<p>In the BSO Business Plan for 2019-20, a range of objectives directly related to promoting equality and good relations for Section 75 groups. These included, for example:</p> <ul style="list-style-type: none"> • Administer the Regional Communication Support Service for Deaf, Deaf/Blind and Hard of Hearing Community as a regional shared services within BSO • Extend the use of social clauses across all Procurement and Logistics Service areas of procurement.

(ECNI Q11,12,17)

3. Please provide any details and examples of good practice in consultation during the 2019-20 reporting period, on matters relevant (e.g. the development of a policy that has been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations:

None

(ECNI Q21, 26)

4. In analysing monitoring information gathered, was any action taken to change/review any policies?

Yes

Please provide any details and examples:

Table 3

Service or Policy	What equality monitoring information did you collect and analyse?	What action did you take as a result of this analysis? AND Did you make any changes to the service or policy as a result?	What difference did this make for Section 75 groups?
Regional HSC Organisations - Disability Placement Scheme	Qualitative data was collected via a series of focus groups alongside experience of the scheme (specifically focusing on access to the scheme/ experience of the work placement/ outcome of the placement scheme).	Results from the analysis revealed that individuals with particular disabilities needed more information on the working environment than was currently being provided in order for them to make an informed choice as to whether the placement offered was acceptable. As a result, descriptions of the office environment have now been included in all placement descriptions so that it is immediately apparent	Individuals with specific disabilities, including those with mental health or sensory disabilities, are now more informed as to the office environment, which may help them decide whether a potential placement is suitable or not. In turn, this should lead to improved matching and a reduced risk of placements not going ahead due to unsuitable matching.

Service or Policy	What equality monitoring information did you collect and analyse?	What action did you take as a result of this analysis? AND Did you make any changes to the service or policy as a result?	What difference did this make for Section 75 groups?
		whether the office is noisy/ quiet; busy/ calm; number of people, in addition to accessibility issues.	
Transgender Record management pilot	Statistics and qualitative information and feedback from HSC staff, voluntary agencies supporting transgender people and transgender patient experience relating to HSC records.	Feedback showed transgender patients were frequently misgendered, or having to explain their acquired gender when using HSC services due to a mismatch between the gender recorded on their medical records and their acquired gender. This informed the pilot	HSC Service Providers will have access to information regarding the sex assigned to the patients at birth in a timely and appropriate manner. Transgender people will experience fewer incidents where they have to explain their chosen gender identity to HSC staff. Information gathered from voluntary groups and service

Service or Policy	What equality monitoring information did you collect and analyse?	What action did you take as a result of this analysis? AND Did you make any changes to the service or policy as a result?	What difference did this make for Section 75 groups?
		design, which aims to improve patient safety and record management. Please see Table 1 for further details.	users will feed into the design of a leaflet targeted at specific HSCNI Service user groups explaining how they can opt in to the pilot.

(ECNI Q22)

5. Please provide any details or examples of where the monitoring of policies, during the 2019-20 reporting period, has shown changes to differential/adverse impacts previously assessed:

None

(ECNI Q25)

6. Please provide any examples of relevant training shown to have worked well, in that participants have achieved the necessary skills and knowledge to achieve the stated objectives:

Equality Impact Assessment Training evaluation

The BSO Equality Unit for staff coordinates and delivers joint Section 75 training programme across all 11 partner organisations, including the BSO itself. As the numbers of participants who participate in the EQIA training each year from each organisation are small (e.g. the BSO had nine individuals who completed EQIA training in 2019-20), the following statistics relate to all participants from all partner organisations who completed the EQIA Training during the year.

Following the training, participants were asked: “Overall how well do you think you have achieved the following learning outcomes?” The majority of participants felt that each of the four learning outcomes were achieved either ‘Very well’ or ‘Well’:

1. To demonstrate an understanding of what the law says on EQIAs **96%**;
2. To demonstrate an understanding of the EQIA process **96%**;
3. To demonstrate an understanding of the benefits of EQIAs **93%**;
4. To develop skills in practically carrying out EQIAs **96%**.

Screening Training evaluation

Each participant was asked to complete a short evaluation form when their Screening Training is completed. In 2019-20, the majority of participants felt the aims of the training were achieved either ‘Very Well’ or ‘Well’. These are listed below, alongside the proportion of participants who felt each aim was met ‘Very Well’ or ‘Well’.

1. To develop an understanding of the statutory requirements for screening: **98%**;
2. To develop an understanding of the benefits of screening: **95%**;
3. To develop an understanding of the screening process: **95%**;
4. To develop skills in practically carrying out screening: **95%**.

When asked, “How valuable was the course to you personally?” the majority of participants (**92%**) felt the course was either ‘Extremely Valuable’ or ‘Valuable’.

Making A Difference training

In total, 541 (356 in 2019-20) BSO staff have now completed ‘Making A Difference’ e-learning. This e-learning package on equality awareness now forms part of mandatory training for all staff in our organisation. The aim of ‘Making A Difference’ is to show how staff can make a difference to the culture of their organisation by:

- Promoting positive attitudes to diversity
- Ensuring everyone is treated with respect and dignity
- Behaving in a way that is in keeping with HSC values and equality and human rights law.

Visual Awareness Training

As referenced in Tab.1, Visual Awareness Training was delivered by RNIB, and co-delivered by two participants from the 2019-20 Disability Placement Scheme to BSO staff. The session was extremely interactive with attendees getting the chance to use simulator specs to get an idea of what it would be like to have various sight problems. Feedback from attendees showed that the session was made much more relevant and “real” by having real life experiences of working when blind or having sight loss.

Other training

Family Practitioner Service staff undertook training on various equality issues this year, including mental health awareness training, and suicide prevention training.

(ECNI Q29)

7. Are there areas of the Equality Scheme arrangements (screening/consultation/training) your organisation anticipates will be focused upon in the next reporting period? (please provide details)

The following areas will be focused on in the next reporting period:

- Equality screening
- Re-integration of Section 75 and disability duties into all new job descriptions
- Access to information and services.

Appendix – Further Explanatory Notes

1 Consultation and Engagement

(ECNI Q10)

targeting

We did not undertake any public consultations or pre-consultation exercises during the year.

(ECNI Q13)

awareness raising for consultees on Equality Scheme commitments –

During the year, in our quarterly screening reports we raised awareness as to our commitments relating to equality screenings and their publication. In any EQIA reports we explain our commitments relating to Equality Impact Assessments. We do the same when we hold consultation events, such as in relation to our Equality Action Plan, and in the action plan document itself.

(ECNI Q14)

consultation list – During the year, we reviewed our consultation list every quarter.

2 Audit of Information Systems

(ECNI Q20)

We completed an audit of information systems at an early stage of our Equality Scheme implementation, in line with our Scheme commitments.

ⁱ This includes as a result of

- screening / Equality Impact Assessments (EQIAs)
- monitoring
- staff training
- engagement and consultation
- improvements in access to information and services
- implementation of Equality and Disability Action Plans.

In most cases, it is not possible to ascribe developments and changes to one single factor. New initiatives, such as the Transgender Patient Management Record pilot, are not necessarily an outcome of screenings or Equality and Disability Action Plan implementation.

As mainstreaming progresses and the promotion of equality becomes part of the organisational culture and way of working, the more difficult it becomes to ascribe activities and outcomes to the application of a specific element of Equality Scheme implementation.

It may be that staff training and awareness-raising initiatives may be more beneficial in the development of inclusive programmes and the recognition of the benefits of promoting equality of opportunity.