

Equality Impact Assessment Process Stage 1

Key Considerations:

The Equality Act 2010 means that public authorities (including health boards) have a legal duty to have ‘due regard’ to the need to:

- Eliminate discrimination, harassment and victimisation
- Promote equality of opportunity
- Promote and foster good relations between the protected groups

Public bodies are responsible for making a wide range of decisions, from the contents of overarching policies and budget setting to day-to-day decisions which affect specific individuals. Equality analysis is a way of considering the effect on different groups protected from discrimination by the Equality Act, such as people of different ages.

There are two reasons for this:

- to consider if there are any unintended consequences for some groups
- to consider if the service, function, policy or practice will be fully effective for all target groups

Please consider the following questions in relation to the Policy/Project/Review you are working on and assess what the potential impact on the Equality Act 2010 Protected Characteristics could be. The Equality Act 2010 Protected characteristics are:

- Age
- Disability
- Faith/Religion/Belief
- Race
- Sex (men and women)

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- **Transgender**
- **Pregnancy Maternity**
- **Marriage Civil Partnerships**

Please refer to **appendix 2** for information on the barriers to inclusion and equality

Consideration	Response
<p>What is the aim of the Review</p> <p>Describe briefly the project aims and outcomes which can be taken from your existing Business Plans and PID Summary only short and concise from background paper</p>	<p>Donor Services have been working to improve their digital interface with donors and meet their higher technological expectations.</p> <p>Following the implementation of the improved Scotblood website, the next step to improve donor communications will be the introduction of a Donor Web Portal (DWP) that is designed to ensure that Donor Services deliver:</p> <ul style="list-style-type: none"> • Web-based access to records for existing donors. • Web-based access for new donors to register their interest. • For new, existing and lapsed donors to be able to book an online appointment to donate. • For donors to make certain ‘defined change’s to their donor record themselves via a ‘manage my record’ link.
<p>Who are the current service users</p> <p>describe the current patient/staff demographic taken from the existing service data that is available to you</p> <p>Please include the demographics of the service users/patient/ donors/customers</p>	<p>Donors General Public NSS Staff</p>

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Consideration	Response
<p>Considering the aim of the Policy and the potential outcome of the review are you aware of any potential impact on the following protected characteristics:</p> <p>think about your own expertise and experience of the service / product when considering the potential impact on the protected characteristics</p> <p>Include any data, evidence and /or research available</p>	
<p>Age</p>	<p>There is a lower age limit of 17 and upper age limit of the day after their 65th birthday for the DWP accounts.</p> <p>No one under the age of 17 can register an online account until their 17th birthday or make an appointment to donate.</p> <p>No donors from the day after their 65^h birthday can register for a DWP account.</p> <p>The current SNBTS Donor Selection Criteria and blood donation guidelines (NATS MED 008 34) DSG state donors must not donate if:</p> <ul style="list-style-type: none"> a) They are under 17 years of age b) They are a first time donor who has had their 66th birthday c) They are a returning donor who has had their 70th birthday (To donate after their 70th birthday a donor must remain in good health and have given at least one full donation in the previous 24 months)

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Consideration	Response
	The parameters for the DWP are out with guideline b and c above, business risks and corrective actions are contained within a risk assessment (Risk Jotter July 2018, see appendix 3).
Disability	<p>“Web Content Accessibility Guidelines (WCAG) 2.0 covers a wide range of recommendations for making Web content more accessible. Following these guidelines will make content more accessible to a wider range of people with disabilities, including accommodations for blindness and low vision, deafness and hearing loss, limited movement, speech disabilities, photosensitivity, and combinations of these, and some accommodation for learning disabilities and cognitive limitations; but will not address every user need for people with these disabilities. These guidelines address accessibility of web content on desktops, laptops, tablets, and mobile devices. This is measured against the WCAG 2.0 A, AA, and AAA”.</p> <p>http://www.w3.org/TR/WCAG/ [accessed July 2018]</p> <p>NSS websites recognise these standards and work towards making our services more accessible and inclusive for all. We conform to W3C international standards issued by the World Wide Web Consortium (W3C) and strive to achieve AA standard in Web Content Accessibility (WCAG) 2.0 standards</p> <p>Two Accessibility assessments for the DWP have been undertaken by UserVision. August 2017 and June 2018 accessibility assessments identify that the current DWP system is not compliant with the A or AA standard of the WCAG. Corrective actions are contained within a risk assessment (Risk Jotter July 2018, see appendix 4). The DWP will be in Beta phase on release in Phase 1 with the goal of achieving AA compliance by March 2019. DWP Accessibility statement (see appendix 5)</p>
Faith/Religion/Belief	NA
	NA

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Consideration	Response
Race¹	
Sex	NA
Transgender	The DWP currently only allows donors or general public to identify as their sex as male or female in line with the existing eProgesa donor information criteria fields. However the DWP will be updated in line with any changes to eProgesa capability and SNBTS/SABTO guidelines as they develop in the future
Pregnancy Maternity	NA
Marriage Civil Partnerships	NA

Further Commentary and supporting evidence:

- Include the link to any supporting documentation here
- In this section of the document reflect if any involvement exercise was carried out on the review and include any feedback / findings received
- Include the information available on the identified potential negative impacts

¹ "Race" is specified in legislation, but in practice, what is monitored is ethnic group, which is 'the social group a person belongs to, and either identifies with or is identified with by others, as a result of a mix of cultural and other factors including language, diet, religion, ancestry and physical features traditionally associated with race' (Bhopal 2004).

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- If you have identified any potential negative impacts please go to Stage 2 of the Equality Impact Assessment Process

Document approved: The Donor Web Portal project group

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Published date and location:

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Appendix 1: Further support and information:

1. Information Services Division (ISD) <http://www.isdscotland.org/>
2. NSS Intranet Equality pages
http://genss.nss.scot.nhs.uk/portal/page?_pageid=513,1071116&_dad=portal&_schema=PORTAL
3. Scottish Government Equality Finder <http://www.gov.scot/Topics/People/Equality/Equalities>
4. Bridging the Gap Resource <http://www.bridgingthegap.scot.nhs.uk/>
5. Scottish Public Health Observatory section on population groups <http://www.scotpho.org.uk/population-groups>

Appendix 2: Examples of barriers to inclusion and equality

Levels, barriers can be personal, cultural, institutional and structural.

Different kinds of Barriers:

Structural, where circumstances create or result in barriers - for example in access to a 'good education' adequate housing, sufficient income to meet basic needs. And as we have observed, structural barriers are associated with poor life outcomes that can be observed in the significant disparities in health between areas of affluence and those associated with poverty.

Institutional, where policies, processes, practices sustain an organisational or service culture that excludes certain people or groups; an obvious example being what has been called the 'glass ceiling', i.e. that while not visible, a ceiling exists beyond which women - find it very difficult to progress.

Cultural barriers can prevent, for example, consideration of spiritual, relational or dietary needs that do not conform with traditional expectations. **Personal** barriers, for example where healthcare staff hold individual prejudices that influence their practice. These actions may be conscious, but as we have discussed, they can often be unconscious or unwitting. **Attitudinal barriers** are not as easy to identify as physical barriers, but they can feel every bit as real to those who are exposed to them.

Barriers can be...

Physical in nature; observed in the built environment, for example in accessing buildings, narrow doorways, and the absence of lifts or accessible toilets...

About communication; where for example the language, communication or information needs of certain group and individuals are assumed, not taken into account, valued or given weight.