

NHS Greater Glasgow & Clyde Equality Impact Assessment Tool

Equality Impact Assessment is a legal requirement as set out in the Equality Act 2010 (Specific Duties) (Scotland) regulations 2012 and may be used as evidence for cases referred for further investigation for compliance issues.

Evidence returned should also align to Specific Outcomes as stated in your local Equality Outcomes Report. Please note that prior to starting an EQIA all Lead Reviewers are required to attend a Lead Reviewer training session or arrange to meet with a member of the Equality and Human Rights Team to discuss the process.

Please contact ggc.equality.team@nhs.scot for further details or call 0141 201 4874.

STEP Forward Review: Glasgow City HSCP Adult Learning Disability Day Services

Please tick the relevant box:-

- Current Service ☐
- Service Development ☐
- Service Redesign ☒
- New Service ☐
- New Policy ☐
- Policy Review ☐

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Description of the service & rationale for selection for EQIA. (Please state if this is part of a service-wide consideration or is locally driven).

What does the service or policy do/aim to achieve? Please give as much information as you can, remembering that this document will be published in the public domain and should promote transparency.

Context

The 2 learning disability day centres at Carlton and Riddrie operate as directly provided services, supporting adults with learning disabilities, primarily for those with Profound and Multiple Learning Disabilities (PMLD) and complex needs. Both day centres provide specialist, building-based provision for individuals whose needs cannot be safely or effectively met through generic community-based supports. For adults with PMLD and high-complexity presentations, access to purpose-designed facilities is often essential.

Why was this service or policy selected for EQIA? Where does it link to organisational priorities? (If no link, please provide evidence of proportionality, relevance, potential legal risk etc.). Consider any locally identified Specific Outcomes noted in your Equality Outcomes Report.

Proposed Service Change

This EQIA has been undertaken as a consequence of the STEP Forward Panel selecting a 'restructuring of the staffing model' as its preferred option to submit to the Executive Steering Group. This option proposes to transfer key working responsibilities—including care planning and review—from the management cohort to Grade 5 practitioner roles. By redistributing these operational duties to the frontline workforce, the management structure could be streamlined, enabling managers to focus more strategically on service delivery, quality assurance, and continuous improvement. Under that option, the management complement would reduce from two Grade 7 Service Managers and ten Grade 6 Team Leaders, to a new management compliment of two Grade 7 Managers and six Team Leaders. There are 18 grade 5 staff.

All staff have a full CPD plan to support this change. There will be a period of transition to support the reduction in management numbers.

The proposed service change re-focusses workforce responsibilities to have greater staff-to-service user frontline contact time, as well as delivering cost savings in line with one of the aspirations of the STEP Forward review programme.

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The proposal includes a reduction of 4 FTE. Potential equality impacts would relate to the workforce profile. It is anticipated that the reduction will be achieved through vacant posts. Any appropriate workplace supports for any changes in roles or responsibilities and to support staff working in areas affected by the reduction will be identified and given further consideration where required.

Who is the lead reviewer and when did they attend Lead Reviewer Training? (Please note the lead reviewer must be someone in a position to authorise any actions identified as a result of the EQIA)

Name: Gareth Greenaway, Planning Manger
Date of Lead Reviewer Training: 7th July 2026

Please list the staff involved in carrying out this EQIA (Where non-NHS staff are involved e.g. third sector reps or patients, please record their organisation or reason for inclusion)

Stephen Leighton, Operations Manager, Glasgow City Adult Learning Disability Day Services

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1. What equalities information is routinely collected from people currently using the service or affected by the policy?

Service Evidence Provided:

Currently, the Glasgow Health and Social Care Partnership (GHSCP) Learning Disability Day Services (LDDS) collects equality-related information through several key processes to ensure inclusive, accessible, and legally compliant service provision:

1. Single Needs Assessment (SNA)

Each service user undergoes a Single Needs Assessment (SNA), conducted by a qualified social worker. This assessment is a prerequisite for accessing day service placements and meets the requirements of section 12 of the Social Work (Scotland) Act 1968. The SNA specifically addresses needs associated with protected characteristics, as well as socio-economic and area-based disadvantages. By identifying and mitigating these needs, the SNA ensures that all service users receive tailored, equitable support.

2. Person-Centred Planning

Following a day service placement, each individual is supported with a holistic, person-centred plan. This plan documents how the service supports any protected characteristic in a sensitive and individualised manner, reinforcing the commitment to equality in everyday practice. The services also use a Total Communication approach to ensure each service user's needs, wishes and want is collected.

3. Care Inspectorate Registration

LDDS's registration with the Care Inspectorate mandates an ongoing commitment to equality. The registration imposes a duty to monitor and report practices that might directly or indirectly discriminate based on protected characteristics. Annual recording and reporting requirements under this registration help ensure that both overt and subtle discriminatory practices are identified and addressed.

Possible negative impact and additional mitigating action required:

N/A to the proposed service change referenced in this EQIA

2. Please provide details of how data captured has been/will be used to inform policy content or service design.

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☒
- 3) Foster good relations between protected characteristics. ☐
- 4) Not applicable ☐

Service Evidence Provided:

Data collected through the Glasgow Health and Social Care Partnership (GHSCP) has been, and will continue to be, essential in guiding the design and modernisation of Learning Disability Day Services (LDDS) to address unmet needs and service gaps ensuring the service meets service user needs.

Possible negative impact and additional mitigating action required:

N/A to the proposed service change referenced in this EQIA

3. How have you applied learning from research evidence about the experience of equality groups to the service or Policy?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☒
- 3) Foster good relations between protected characteristics ☐
- 4) Not applicable ☐

Service Evidence Provided:

The Learning Disability day service has integrated findings from research and analysis to ensure that the modernisation of Glasgow Health and Social Care Partnership (GHSCP) Learning Disability Day Services (LDDS) aligns with best practices and addresses the specific needs of equality groups. Key actions include:

1. Benchmarking and Best Practice Visits

The LD Modernisation Group conducted visits to four other local authority day services to observe and learn from their service delivery models. By studying their approaches, the group gained insights into successful strategies for inclusivity, accessibility, and specialised support across the learning disability spectrum. This hands-on learning has directly informed GHSCP's planning, ensuring that equality considerations are central to the redesign.

2. Comprehensive Analysis of Scottish Day Services

A detailed analysis was conducted on day services provided by Health and Social Care Partnerships (HSCPs) across Scotland, identifying effective practices that could be adopted within Glasgow. This comparative approach has allowed GHSCP to establish a framework of best practices for supporting individuals across different needs levels within the learning disability spectrum, ultimately enhancing the inclusivity of the service design.

3. Basic Literature Review on Best Practices for Learning Disability Support

A basic literature review was carried out to identify evidence-based practices for supporting individuals with learning disabilities. Findings from this review have guided the development of LD Modernisation Group to ensure they meet

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diverse needs and align with current best practices, particularly for individuals with higher support needs or complex care requirements.

Possible negative impact and additional mitigating action required:

N/A to the proposed service change referenced in this EQIA

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4. Can you give details of how you have engaged with equality groups with regard to the service review or policy development? What did this engagement tell you about user experience and how was this information used?

The Patient Experience and Public Involvement team (PEPI) support NHSGGC to listen and understand what matters to people and can offer support.

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☐
- 3) Foster good relations between protected characteristics ☒
- 4) Not applicable ☐

Service Evidence Provided:

Wider modernisation and improvement work undertaken by GCHSCP Learning Disability Services has involved extensive engagement with service users, their families and carers and with staff. This has included:

- 1. Survey of Service Users
- 2. Engagement with Legal Guardians
- 3. Regular Updates and Events
- 4. Internal Survey with Integrated Social Work and Health Teams
- 5. Engagement and Consultation for Service Development

As the proposed change outlined in this EQIA is an operational workforce issue, it has only involved engagement with staff within the learning disability service.

Staff engagement has included;

- Staff engagement sessions
- Various news briefings
- Q and A at staff meetings
- Trade Unions have been fully briefed
- HR have been key participants, in particular linked to job evaluation.

Possible negative impact and Additional Mitigating Action Required:

N/A to the proposed service change referenced in this EQIA

Staff will continue to be supported by a full CPD plan.

5. Is your service physically accessible to everyone? If this is a policy that impacts on movement of service users through areas are there potential barriers that need to be addressed?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☒
- 3) Foster good relations between protected characteristics ☐
- 4) Not applicable ☐

Service Evidence Provided:

The two Adult Learning Disability Day Service (LDDS) buildings in Glasgow are physically accessible to all service users; however, due to the age of these facilities, certain updates are necessary to better support ease of access.

Possible negative impact and additional mitigating action required:

N/A to the proposed service change referenced in this EQIA

6. How will the service change or policy development ensure it does not discriminate in the way it communicates with service users and staff?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☒
- 3) Foster good relations between protected characteristics ☐
- 4) Not applicable ☐

Service Evidence Provided:

Staff engagement has been in accordance with the STEP Forward Review guidance. This has included staff participation in workshops and follow-up communications and meetings.

More generally, GCHSCP Learning Disability Day Services (LDDS) is committed to inclusive and non-discriminatory communication with both service users and staff. To achieve this, the service leverages a range of resources and approaches to meet diverse communication needs effectively.

1. Access to Interpreter and BSL Support Services

LDDS has access to the Glasgow Council and HSCP interpreter services, which include British Sign Language (BSL) support. This ensures that families and carers, regardless of language needs, can fully engage with service planning and updates, promoting inclusivity and understanding.

2. Communication Through Legal Guardians

As most service users have a legal guardian, the service communicates directly with these guardians to ensure that each person's needs, wishes, and aspirations are clearly understood and represented. This approach helps maintain personalised communication tailored to each individual's circumstances.

3. Six Monthly Care Reviews

The LDDS services are legally required to undertake a care plan review every 6 months. This ensures people are receiving the support as highlighted within their SNA.

4. Use of Advocacy Services

LDDS has a strong record of collaborating with advocacy services to enhance communication with service users and families. Advocates provide an additional layer of support, ensuring that the voices of service users are heard and understood in all aspects of service provision.

5. Total Communication Approach for Diverse Needs

All staff members are trained in a Total Communication approach to accommodate the varied communication needs within the user group. This approach includes:

- Visual communication aids
- Augmentative and alternative communication devices
- British Sign Language (BSL) and Makaton
- Talking Mats, Social Stories, and other tailored tools

By employing these varied communication supports, the service ensures that every service user, regardless of their communication abilities, has the means to express themselves and engage meaningfully with staff and service planning. These approaches support non-discriminatory practice when discussing service proposals with the user group and their families, ensuring that all perspectives are understood and valued in decision-making.

Through these measures, the LDDS modernisation ensures that communication remains accessible, inclusive, and non-discriminatory, upholding each individual's rights and dignity.

Outlined supports will continue to be available, with no anticipated impact on service users.

Possible negative impact and additional mitigating action required :

N/A to the proposed service change referenced in this EQIA

7. Protected Characteristic

(a) Age

Could the service design or policy content have a disproportionate impact on people due to differences in age?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☐
- 3) Foster good relations between protected characteristics. ☐
- 4) Not applicable ☒

Service Evidence Provided:

This service is targeted at adults with learning disabilities. It is open to service users aged 18+ and there is no upper limit.

Proposed change relates to the staffing model. There is no anticipated negative impact on service users as a result of this change and is anticipated to increase time available for interactions with service users.

The proposal includes a reduction of 4 FTE. Potential equality impacts would relate to the workforce profile. It is anticipated that the reduction will be achieved through vacant posts with no anticipated redeployment. Any appropriate workplace supports for any changes in roles or responsibilities and to support staff working in areas affected by the reduction will be identified and given further consideration where required.

All staff have a full CPD plan to support this change. There will be a period of transition to support the reduction in management numbers.

Possible negative impact and additional mitigating action required:

N/A

(b) Disability

Could the service design or policy content have a disproportionate impact on people due to the protected characteristic of disability?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☐
- 3) Foster good relations between protected characteristics. ☐
- 4) Not applicable ☒

Service Evidence Provided:

It is recognised that this service is targeted at adults with learning disabilities, primarily for those with Profound and Multiple Learning Disabilities (PMLD) and complex needs. Therefore any change or reduction in service provision is likely to impact on this group. However, proposed change relates to the staffing model. There is no anticipated negative impact on service users as a result of this change and is anticipated to increase time available for interactions with service users.

The proposal includes a reduction of 4 FTE. Potential equality impacts would relate to the workforce profile. It is anticipated that the reduction will be achieved through vacant posts with no anticipated redeployment. Any appropriate workplace supports for any changes in roles or responsibilities and to support staff working in areas affected by the reduction will be identified and given further consideration where required.

All staff have a full CPD plan to support this change. There will be a period of transition to support the reduction in management numbers.

Possible negative impact and additional mitigating action required:

N/A

(c) Gender Reassignment

Could the service change or policy have a disproportionate impact on people with the protected characteristic of Gender Reassignment?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☐
- 3) Foster good relations between protected characteristics ☐
- 4) Not applicable ☒

Service Evidence Provided:

No impact as a result of the proposed service change referenced in this EQIA

The proposal includes a reduction of 4 FTE. Potential equality impacts would relate to the workforce profile. It is anticipated that the reduction will be achieved through vacant posts with no anticipated redeployment. Any appropriate workplace supports for any changes in roles or responsibilities and to support staff working in areas affected by the reduction will be identified and given further consideration where required.

All staff have a full CPD plan to support this change. There will be a period of transition to support the reduction in management numbers.

Possible negative impact and additional mitigating action required:

N/A

(d) Marriage and Civil Partnership

Could the service change or policy have a disproportionate impact on the people with the protected characteristics of Marriage and Civil Partnership?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☐
- 3) Foster good relations between protected characteristics ☐
- 4) Not applicable ☒

Service Evidence Provided:

No impact as a result of the proposed service change referenced in this EQIA

The proposal includes a reduction of 4 FTE. Potential equality impacts would relate to the workforce profile. It is anticipated that the reduction will be achieved through vacant posts with no anticipated redeployment. Any appropriate workplace supports for any changes in roles or responsibilities and to support staff working in areas affected by the reduction will be identified and given further consideration where required.

All staff have a full CPD plan to support this change. There will be a period of transition to support the reduction in management numbers.

Possible negative impact and additional mitigating action required:

N/A

(e) Pregnancy and Maternity

Could the service change or policy have a disproportionate impact on the people with the protected characteristics of Pregnancy and Maternity?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☐
- 3) Foster good relations between protected characteristics ☐
- 4) Not applicable ☒

Service Evidence Provided:

No impact as a result of the proposed service change referenced in this EQIA

The proposal includes a reduction of 4 FTE. Potential equality impacts would relate to the workforce profile. It is anticipated that the reduction will be achieved through vacant posts with no anticipated redeployment. Any appropriate workplace supports for any changes in roles or responsibilities and to support staff working in areas affected by the reduction will be identified and given further consideration where required.

All staff have a full CPD plan to support this change. There will be a period of transition to support the reduction in management numbers.

Possible negative impact and additional mitigating action required:

N/A

(f) Race

Could the service change or policy have a disproportionate impact on people with the protected characteristics of Race?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☐
- 3) Foster good relations between protected characteristics ☐
- 4) Not applicable ☒

Service Evidence Provided:

No impact as a result of the proposed service change referenced in this EQIA. Interpreting and translation supports will continue to be available.

The proposal includes a reduction of 4 FTE. Potential equality impacts would relate to the workforce profile. It is anticipated that the reduction will be achieved through vacant posts with no anticipated redeployment. Any appropriate workplace supports for any changes in roles or responsibilities and to support staff working in areas affected by the reduction will be identified and given further consideration where required.

All staff have a full CPD plan to support this change. There will be a period of transition to support the reduction in management numbers.

Possible negative impact and additional mitigating action required:

N/A

(g) Religion and Belief

Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Religion and Belief?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☐
- 3) Foster good relations between protected characteristics. ☐
- 4) Not applicable ☒

Service Evidence Provided:

No impact as a result of the proposed service change referenced in this EQIA

The proposal includes a reduction of 4 FTE. Potential equality impacts would relate to the workforce profile. It is anticipated that the reduction will be achieved through vacant posts with no anticipated redeployment. Any appropriate workplace supports for any changes in roles or responsibilities and to support staff working in areas affected by the reduction will be identified and given further consideration where required.

All staff have a full CPD plan to support this change. There will be a period of transition to support the reduction in management numbers.

Possible negative impact and additional mitigating action required:

N/A

(h) Sex

Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Sex?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☐
- 3) Foster good relations between protected characteristics ☐
- 4) Not applicable ☒

Service Evidence Provided:

Potential impact on carers was recognised in the review and the majority of carers are women. However, proposed change relates to the staffing model. There is no anticipated negative impact on service users or their carers, as a result of this change and is anticipated to increase time available for interactions with service users.

The proposal includes a reduction of 4 FTE. Potential equality impacts would relate to the workforce profile. It is anticipated that the reduction will be achieved through vacant posts with no anticipated redeployment. Any appropriate workplace supports for any changes in roles or responsibilities and to support staff working in areas affected by the reduction will be identified and given further consideration where required.

All staff have a full CPD plan to support this change. There will be a period of transition to support the reduction in management numbers.

Possible negative impact and additional mitigating action required:

N/A

(i) Sexual Orientation

Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Sexual Orientation?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☐
- 2) Promote equality of opportunity ☐
- 3) Foster good relations between protected characteristics. ☐
- 4) Not applicable ☒

Service Evidence Provided:

No impact as a result of the proposed service change referenced in this EQIA

The proposal includes a reduction of 4 FTE. Potential equality impacts would relate to the workforce profile. It is anticipated that the reduction will be achieved through vacant posts with no anticipated redeployment. Any appropriate workplace supports for any changes in roles or responsibilities and to support staff working in areas affected by the reduction will be identified and given further consideration where required.

All staff have a full CPD plan to support this change. There will be a period of transition to support the reduction in management numbers.

Possible negative impact and additional mitigating action required:

N/A

(i) Socio – Economic Status & Social Class

Could the proposed service change or policy have a disproportionate impact on people because of their social class or experience of poverty and what mitigating action have you taken/planned?

In addition to the above, if this constitutes a 'strategic decision' you should evidence below due regard to meeting the requirements of the Fairer Scotland Duty (2018). Public bodies in Scotland must actively consider how they can reduce inequalities of outcome caused by socioeconomic disadvantage when making strategic decisions and complete a separate assessment. Additional information available from the [Fairer Scotland Duty: guidance for public bodies - gov.scot](https://www.gov.scot/publications/fairer-scotland-duty/guidance-for-public-bodies/pages/11.aspx)

Service Evidence Provided:

No change of location or charges for this service and no anticipated impact for service users.

The proposal includes a reduction of 4 FTE. Potential equality impacts would relate to the workforce profile. It is anticipated that the reduction will be achieved through vacant posts with no anticipated redeployment. Any appropriate workplace supports for any changes in roles or responsibilities and to support staff working in areas affected by the reduction will be identified and given further consideration where required.

All staff have a full CPD plan to support this change. There will be a period of transition to support the reduction in management numbers.

Possible negative impact and additional mitigating action required:

N/A

(k) Other marginalised groups

How have you considered the specific impact on other groups including homeless people, prisoners and ex-offenders, ex-service personnel, people with addictions, people involved in prostitution, asylum seekers & refugees and travellers?

Service Evidence Provided:

No impact as a result of the proposed service change referenced in this EQIA

Possible negative impact and additional mitigating action required:

N/A

8. Does the service change or policy development include an element of cost savings? How have you managed this in a way that will not disproportionately impact on protected characteristic groups?

Your evidence should show which of the 3 parts of the General Duty have been considered. Please tick the relevant box:-

- 1) Remove discrimination, harassment and victimisation ☒
- 2) Promote equality of opportunity ☐
- 3) Foster good relations between protected characteristics ☐
- 4) Not applicable ☐

Service Evidence Provided:

The proposed service change outlined in this EQIA has been developed and communicated in line with the STEP Forward process.

Possible negative impact and additional mitigating action required:

Implementation of the service changes, if approved, will be in accordance with agreed organisational procedures, with the support of Human Resources.

9. What investment in learning has been made to prevent discrimination, promote equality of opportunity and foster good relations between protected characteristic groups?

As a minimum include below recorded completion rates of statutory and mandatory learning programmes (or local equivalent) covering equality, diversity and human rights.

Service Evidence Provided:

The GCHSCP Learning Disability Day Services (LDDS) has implemented a robust training programme designed to prevent discrimination, promote equality of opportunity, and foster positive relationships among protected characteristic groups. This programme includes a comprehensive set of training modules for all staff, with mandatory completion rates recorded to ensure consistent adherence.

Possible negative impact and additional mitigating action required:

The training programme will be refreshed to take into account any additional training requirements arising from the proposed service change.

10. In addition to understanding and responding to legal responsibilities set out in Equality Act (2010), services must pay due regard to ensure a person's human rights are protected in all aspects of health and social care provision. This may be more obvious in some areas than others. For instance, mental health inpatient care or older people's residential care may be considered higher risk in terms of potential human rights breach due to potential removal of liberty, seclusion or application of restraint. However risk may also involve fundamental gaps like not providing access to communication support, not involving patients/service users in decisions relating to their care, making decisions that infringe the rights of carers to participate in society or not respecting someone's right to dignity or privacy.

The Human Rights Act sets out rights in a series of articles – right to life, right to freedom from torture and inhumane and degrading treatment, freedom from slavery and forced labour, right to liberty and security, right to a fair trial, no punishment without law, right to respect for private and family life, right to freedom of thought, belief and religion, right to freedom of expression, right to freedom of assembly and association, right to marry, right to protection from discrimination.

Please explain below if any risks in relation to the service design or policy were identified which could impact on the human rights of patients, service users or staff.

N/A

Please explain below any human rights based approaches undertaken to better understand rights and responsibilities resulting from the service or policy development and what measures have been taken as a result e.g. applying the PANEL Principles to maximise Participation, Accountability, Non-discrimination and Equality, Empowerment and Legality or FAIR* (see below).

*FAIR is an acronym for the following -

- **Facts:** What is the experience of the individuals involved and what are the important facts to understand?
- **Analyse rights:** Develop an analysis of the human rights at stake
- **Identify responsibilities:** Identify what needs to be done and who is responsible for doing it
- **Review actions:** Make recommendations for action and later recall and evaluate what has happened as a result.

N/A

[11.](#) The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024 came into force on the 16th July 2024. All public bodies may choose to evidence consideration of the possible impact of decisions on the rights of children (up to the age of 18). Evidence should be included below in relation to the General Principles of the Act. Go to the [full list of articles](#) to be considered for further information.

No Discrimination: Where the decision may have an impact, explain how the EQIA has considered discrimination on the grounds of protected characteristics for children. You may have considered children in each of the EQIA sections and returned relevant evidence.

Best Interests of the child: Where the decision may have an impact, explain how the EQIA has evaluated possible negative, positive or neutral impacts on children. You may find that options considered need to be reframed against the best possible outcome for children.

Life, survival and development: Where the decision may have an impact, explain how the EQIA has considered a child's right to health and more holistic development opportunities.

Respect of children's views: Where the decision may have an impact, explain how the views of children have been sought and responded to. You need to consider what steps were taken in Q4 in relation to this.

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Having completed the EQIA template, please tick the relevant box that you, the Lead Reviewer, perceive best reflects the [findings of the assessment](#). This can be cross-checked via the Quality Assurance process:

Option 1: No major change (where no impact or potential for improvement is found, no action is required) ☒

Option 2: Adjust (where a potential or actual negative impact or potential for a more positive impact is found, make changes to mitigate risks or make improvements) ☐

Option 3: Continue (where a potential or actual negative impact or potential for a more positive impact is found but a decision not to make a change can be objectively justified, continue without making changes) ☐

Option 4: Full mitigation of identified risk not made, decision to continue without objective justification (Lead Reviewer to provide explanatory note here) ☐

Option 5: Stop and remove (where a serious risk of negative impact is found, the plans, policies etc. being assessed should be halted until these issues can be addressed) ☐

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If you believe your service is doing something that 'stands out' as an [example of good practice](#) - for instance you are routinely collecting patient data on sexual orientation, faith etc. - please use the space below to describe the activity and the benefits this has brought to the service. This information will help others consider opportunities for developments in their own services.

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Actions.

From the additional mitigating action requirements sections completed above, please summarise the actions this service will be taking forward or tick the box next to 'No Actions Identified'

No actions identified ☐

Date for completion

Who is responsible? (initials)

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Ongoing 6 Monthly Review: please write your 6 monthly EQIA review date:
February 2027

Lead Reviewer:

Name: Gareth Greenaway
Job Title Planning Manager
Signature: *ggreenaway*
Date: 23th July 2026

Service Sign Off:

Name: Stephen Leighton
Job Title: Operations Manager
Signature: *Stephen Leighton*
Date: 1st September 2026

Quality Assurance Sign Off:

Name Noreen Shields
Job Title Planning and Development Manager
Signature: 
Date 17/8/26

Where unmitigated risk has been identified in this assessment, responsibility for appropriate follow-up actions sits with the Lead Reviewer and the associated delivery partner.

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NHS Greater Glasgow & Clyde Equality Impact Assessment Tool
Meeting the Needs of Diverse Communities
[6 monthly review sheet](#)

Name of Policy/Current Service/Service Development/Service Redesign:

Please detail activity undertaken with regard to actions highlighted in the original EQIA for this Service/Policy

Action:

Status:

Completed

Date

Initials

Action:

Status:

Completed

Date

Initials

Action:

Status:

Completed

Date

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Action:

Status:

Completed

Date

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Please detail any outstanding activity with regard to required actions highlighted in the original EQIA process for this Service/Policy and reason for non-completion

Action:

Reason:

To be completed by

Date

Initials

Action:

Reason:

To be completed by

Date

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Please detail any new actions required since completing the original EQIA and reasons:

Action:

Reason:

To be completed by

Date

Initials

Action:

Reason:

To be completed by

Date

Initials

Please detail any discontinued actions that were originally planned and reasons:

Action:

Reason:

Action:

Reason:

Please write your next 6-month review date

Name of completing officer:

Date submitted:

If you would like to have your 6 month report reviewed by a Quality Assuror please e-mail to: Alastair.Low@nhs.scot

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