

## NHS Greater Glasgow and Clyde Equality Impact Assessment Tool

Equality Impact Assessment is a legal requirement as set out in the Equality Act (2010) and 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 Equality@ggc.scot.nhs.uk for further details or call 0141 2014560.

Name of Policy/Service Review/Service Development/Service Redesign/New Service:

Support Service for Recently Arrived Young Unaccompanied Asylum Seekers (UASC) aged 16 and over.

Is this a: Current Service  Service Development  Service Redesign  New Service  New Policy  Policy Review

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

The Glasgow City HSCP has approved the decision to award a contract by open competitive tender for a Support Service providing Accommodation with Housing Support for Recently Arrived Young Unaccompanied Asylum Seekers (UASC) aged 16 and over. The new service will play a key role in Glasgow's response to delivering an environment where every child will be supported to achieve their full potential, and to contribute positively to their communities throughout their lives.

The service provides Assessment and Orientation, in the form of 24 hour supported accommodation, and light touch transition support to move on, for young unaccompanied asylum seekers who are new arrivals in the city, either self-presenting or via a Home Office Resettlement Programme. All referrals will come through GCHSCP Young Asylum Seekers (YAS) Team. The length of stay will vary according to the needs of each young person and availability of "move-on" accommodation. A key aim of the service will be to assist young people to move on to longer term accommodation of their own, as quickly as possible. This will be driven through the care planning process, led by the allocated worker from the YAS team'

The service is delivered from a Council leased modern tenemental property consisting of 19 x 2 bedroom flats in the northeast of the City.

The Support Service is explicit in its promotion of equality. Service requirements clearly stipulate that: The Provider must have an understanding of the complex needs associated with the majority of service users who will present with a range

of issues and varying levels of support needs, such as:

- have experienced significant trauma
- being vulnerable to social isolation, harm or exploitation
- issues around gender or sexual orientation
- suffering effects of religious, racial, gender based or other discrimination
- language support and communication support needs due to literacy or language barriers
- Mental Health needs

In particular, in respect of Equalities, the Service Specification specifies that: The Services will be inclusive, culturally appropriate and accessible. Care should be anticipatory to meet the needs of those with protected characteristics (defined within the Equality Act 2010) rather than reactive. There will be clear processes outlining how the Services will be delivered to service users with additional needs, such as, physical, sensory or learning disabilities and service users who do not speak or read English, including access to interpreting services when required.

Activity and materials used to promote the Services will be appropriate for those from protected characteristic groups. Specific needs due to protected characteristics will be identified by the Provider and they will make appropriate adjustments to the delivery of the Services. This will include developing strategies to engage the very specific groups of service users. Monitoring of the access of specific groups of service users will be in line with the requirements of the Equality Act 2010.

**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)**

<b>Name: Natasha McNaught, Service Manager, Commissioning, Children and Families and Women's Services, Glasgow City HSCP</b>	<b>Date of Lead Reviewer Training:</b>
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**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):**

<b>Jim Barr, Senior Officer, Commissioning, Children and Families and Women's Services, Glasgow City HSCP</b>
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		<i>Example</i>	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required
1.	<p>What equalities information is routinely collected from people currently using the service or affected by the policy? If this is a new service proposal what data do you have on proposed service user groups. Please note any barriers to collecting this data in your submitted evidence and an explanation for any protected characteristic data omitted.</p>	<p><i>A sexual health service collects service user data covering all 9 protected characteristics to enable them to monitor patterns of use.</i></p>	<p>The service will receive/will collect on admission, equalities data for those who access it's provision. This will include:</p> <p>Country of Origin</p> <ul style="list-style-type: none"> <li>• Languages Spoken</li> <li>• Current Asylum Status</li> <li>• Age</li> <li>• Any Health Issues.</li> <li>• Disability (including mental health)</li> <li>• Sex</li> <li>• Sexual Orientation</li> <li>• Race</li> <li>• Religion</li> </ul> <p>The data will be recorded in Care First and can be used for reporting.</p>	<p>The Invitation To Tender, and the scoring will reflect the need for those agencies providing the service to actively address equalities issues, have an ethos that shows understanding of and empathises with, the circumstances and experiences of service users.</p>
		<i>Example</i>	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required
2.	<p>Please provide details of how data captured has been/will be used to inform policy content or service design.</p> <p>Your evidence should show which of the 3 parts of the General Duty have been</p>	<p><i>A physical activity programme for people with long term conditions reviewed service user data and found very low uptake by BME (Black and Minority Ethnic) people. Engagement</i></p>	<p>The service is specifically designed to meet the needs of young unaccompanied asylum seekers. The service was formerly described as Low Support.</p> <p>Consultation with former service users identified a number of areas for consideration</p>	<p>Potential for the service to focus on being a housing support service, rather than as a short stay housing support service for young asylum seekers.</p>

	<p>considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p><i>activity found promotional material for the interventions was not representative. As a result an adapted range of materials were introduced with ongoing monitoring of uptake. (Due regard promoting equality of opportunity)</i></p>	<p>in the reconfiguration of the service. These included:</p> <p>Practical independence e.g.:</p> <ul style="list-style-type: none"> <li>• budgeting</li> <li>• shopping</li> <li>• cooking</li> <li>• English for Speakers of Other Languages (ESOL)</li> </ul> <p>As a consequence of the review, the service being tendered is removing the “Low” from Support and emphasising a requirement for the service to include the above practical skills as part of the service activities.</p>	<p>The Invitation To Tender, and the scoring will reflect the need for those agencies providing the service to actively address equalities issues, have an ethos that shows understanding of and empathises with, the circumstances and experiences of service users.</p>
	<p><i>Example</i></p>	<p><b>Service Evidence Provided</b></p>	<p><b>Possible negative impact and Additional Mitigating Action Required</b></p>	
<p>3.</p>	<p>How have you applied learning from research evidence about the experience of equality groups to the service or Policy?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p>	<p><i>Looked after and accommodated care services reviewed a range of research evidence to help promote a more inclusive care environment. Research suggested that young LGBT+ people had a disproportionately difficult time through exposure to bullying and harassment. As a result staff were trained in LGBT+ issues and were more confident in asking related questions to</i></p>	<p>Experience has been the primary driver of the service design.</p> <p>The following specific legislations and policy drivers are relevant:</p> <ul style="list-style-type: none"> <li>• The Equality Act 2010 (General Duties)</li> <li>• Human Rights Act 1998 and the Equality and Human Rights Commission</li> <li>• Procurement and the public sector equality duty: A guide for public authorities (Scotland) 2013</li> <li>• Children and Young People (Scotland) Act 2014 incorporating Getting it right for every child (GIRFEC)</li> <li>• Children (Scotland) Act 1995</li> </ul>	<p>The Invitation To Tender, and the scoring will reflect the need for those agencies providing the service to actively address equalities issues, have an ethos that shows understanding of and empathises with, the circumstances and experiences of service users.</p> <p>Requirement that the provider staff recruitment</p>

	<p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p><i>young people. (Due regard to removing discrimination, harassment and victimisation and fostering good relations).</i></p>	<ul style="list-style-type: none"> <li>•The Child Poverty (Scotland) Act 2017</li> <li>• The Immigration and Asylum Act 1999.</li> </ul> <p>The new service will play a key role in Glasgow's response to delivering an environment where every child will be supported to achieve their full potential, and to contribute positively to their communities throughout their lives.</p>	<p>and training reflect an understanding of and a commitment to the above.</p>
	<p><i>Example</i></p>	<p><b>Service Evidence Provided</b></p>	<p><b>Possible negative impact and Additional Mitigating Action Required</b></p>	
<p>4.</p>	<p>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.</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p>	<p><i>A money advice service spoke to lone parents (predominantly women) to better understand barriers to accessing the service. Feedback included concerns about waiting times at the drop in service, made more difficult due to child care issues. As a result the service introduced a home visit and telephone service which significantly increased uptake.</i></p> <p><i>(Due regard to promoting equality of opportunity)</i></p> <p><i>* The Child Poverty (Scotland) Act 2017 requires organisations</i></p>	<p>The Service Review has engaged with service users, Care Managers and other stakeholder agencies e.g. Scottish Guardianship Service, housing support agencies etc. to gain a greater knowledge of user experience and identify gaps in service delivery.</p> <p>Operational colleagues undertook a consultation process in conjunction with the Scottish Refugee Council and the Scottish Guardianship Service. Some of the issues raised in the consultation, have been addressed e.g. installation of Wifi, and others are being prioritised or introduced as part of the tender independence and life skills e.g. cooking, budgeting etc.; immersion in ESOL, assisting young people to integrate into local community. This information has been used to develop the specification of the service</p>	<p>There could be a lack of take up of activities designed to provide young people with the skills and experiences identified. This will be monitored.</p> <p>The service specification and ITT, along with the scoring process will require providers to evidence how this will be undertaken. Monitoring and reviews will measure individual progress in aspects of independent living.</p>

	<p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p><i>to take actions to reduce poverty for children in households at risk of low incomes.</i></p>	<p>being tendered. 9 young people were involved in the engagement from the Scottish Guardianship Service and either currently live, or have lived, at Campus.</p> <p>Prior to the tender, a further consultation of care managers and support workers was also carried out. The learning from this consultation have largely informed the Service Specification of the re-imagined service being tendered. There were 11 responses and this included; Team leaders, Social Workers, Senior Officers, Social Care Workers, Housing Support Practitioner and Project Worker.</p>	
	<p><i>Example</i></p>	<p><b>Service Evidence Provided</b></p>	<p><b>Possible negative impact and Additional Mitigating Action Required</b></p>	
<p>5.</p>	<p>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?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and</p>	<p><i>An access audit of an outpatient physiotherapy department found that users were required to negotiate 2 sets of heavy manual pull doors to access the service. A request was placed to have the doors retained by magnets that could deactivate in the event of a fire. (Due regard to remove discrimination, harassment and victimisation).</i></p>	<p>The service uses accommodation in a four-storey tenement building. There are no lifts, therefore service users need to be able to negotiate stairwells. Alternative accommodation would need to be sought for service users unable to do so.</p>	<p>The building will not meet the needs of service users unable to negotiate stairways.</p> <p>Alternative accommodation, with outreach support would need to be sought for service users unable to do so.</p>



	<p>victimisation</p> <p>2) Promote equality of opportunity <input type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input checked="" type="checkbox"/></p>			
	<i>Example</i>	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>	
6.	<p>How will the service change or policy development ensure it does not discriminate in the way it communicates with service users and staff?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected</p>	<p><i>Following a service review, an information video to explain new procedures was hosted on the organisation's YouTube site. This was accompanied by a BSL signer to explain service changes to Deaf service users.</i></p> <p><i>Written materials were offered in other languages and formats.</i></p> <p><i>(Due regard to remove discrimination, harassment and victimisation and promote equality of opportunity).</i></p>	<p>The Service Specification is explicit in the need for clear communication between the various stakeholders involved. Interpreters are a key partner in service delivery, particularly where an interpreter is probably essential e.g. one to one keyworker time, visits to housing, leisure or recreational resource providers.</p> <p>There will be clear processes outlining how the Services will be delivered to service users with additional needs, such as, physical, sensory or learning disabilities and service users who do not speak or read English, including access to interpreting services when required. The Service Specification clearly advocates the use of interpreters as being essential in certain circumstances, and arrangements for easy access to</p>	<p>Potential providers for the Tender will be encouraged to seek to recruit people from marginalised protected characteristic groups.</p>

	<p>characteristics <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p> <p>The British Sign Language (Scotland) Act 2017 aims to raise awareness of British Sign Language and improve access to services for those using the language. Specific attention should be paid in your evidence to show how the service review or policy has taken note of this.</p>		<p>interpretation has been built in. This may also extend to translation and use of Technology Enabled Care, e.g. use of Teams for Interpreter sessions.</p>	
7	Protected Characteristic	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required	
(a)	<p>Age</p> <p>Could the service design or policy content have a disproportionate impact on people due to differences in age? (Consider any age cut-offs that exist in the service design or policy content. You will need to objectively justify in the evidence section any segregation on the grounds of age promoted by the policy or included in the service design).</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p>	<p>The Service is for children and young people. The service is delivered under the provisions of the following legislative drivers:</p> <ul style="list-style-type: none"> <li>• The Equality Act 2010 (General Duties)</li> <li>• Human Rights Act 1998 and the Equality and Human Rights Commission</li> <li>• Procurement and the public sector equality duty: A guide for public authorities (Scotland) 2013</li> <li>• Children and Young People (Scotland) Act 2014 incorporating Getting it right for every child (GIRFEC)</li> <li>• Children (Scotland) Act 1995</li> <li>• The Child Poverty (Scotland) Act 2017</li> <li>• The Immigration and Asylum Act 1999.</li> </ul>	<p>The Invitation To Tender, and the scoring will reflect the need for those agencies providing the service to actively address equalities issues, have an ethos that shows understanding of and empathises with, the circumstances and experiences of service users.</p> <p>Potential providers for the Tender will be</p>	



	<p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input checked="" type="checkbox"/></p> <p>4) Not applicable</p>	<p>Young asylum seekers may not know their age or date of birth, in some places birthdays are not celebrated.</p>	<p>encouraged to seek to recruit people from marginalised protected characteristic groups.</p> <p>The service specification and ITT, along with the scoring process will require providers to evidence how this will be undertaken. Monitoring and reviews will measure individual progress in aspects of independent living.</p>
(b)	<p><b>Disability</b></p> <p>Could the service design or policy content have a disproportionate impact on people due to the protected characteristic of disability?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p>This service will include developing strategies to engage specific groups of service users, such as individuals with disabilities. Support and signposting into generic and specialist health services. E.g Mental health services.</p>	<p>As above.</p>

	Protected Characteristic	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required
(c)	<p><b>Gender Reassignment</b></p> <p>Could the service change or policy have a disproportionate impact on people with the protected characteristic of Gender Reassignment?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p>Currently the HSCP does not have access to any data on discrimination experienced by Young Unaccompanied Asylum Seekers on the grounds of Gender Reassignment.</p>	<p>As above.</p>
	Protected Characteristic	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required
(d)	<p><b>Marriage and Civil Partnership</b></p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristics of Marriage and Civil Partnership?</p>	<p>The shared nature of the accommodation within the service is not ideally suited to couples, but if the service was able to meet needs, accommodation and support could be considered.</p>	<p>As above.</p>

	<p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>		
(e)	<p><b>Pregnancy and Maternity</b></p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristics of Pregnancy and Maternity?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p>The shared nature of the accommodation within the service is not ideally suited for new mothers and young babies. However if the service is able to meet the needs of this user group, then they can be accommodated and supported.</p>	<p>As above.</p>

	Protected Characteristic	Service Evidence Provided	Possible negative impact and Additional Mitigating Action Required
(f)	<p><b>Race</b></p> <p>Could the service change or policy have a disproportionate impact on people with the protected characteristics of Race?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p>This service is specifically aimed at Young Unaccompanied Asylum-Seeking Children aged 16 and over. Currently, the top 5 countries of origin of Asylum Seekers are Iran, Iraq, Eritrea, Albania and Syria.</p> <p>As at 06/02/2023 Service user origin was as follows; Afghani 2; Iranian 2; Iraqi 1; Kuwaiti 1; Sudanese 14</p> <p>The Service Specification has clearly outlined that: There will be clear processes outlining how the Services will be delivered to service users with additional needs, such as, physical, sensory or learning disabilities and service users who do not speak or read English, including access to interpreting services when required.</p> <p>This service will engage with specific groups that will include people from BME backgrounds.</p>	As above.
(g)	<p><b>Religion and Belief</b></p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Religion and Belief?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant</p>	<p>This service has been designed to meet the needs of all, regardless of faith and/or belief. Within the Service Specification, there is the requirement to orientate service users to Religious communities, community groups etc. Joint activities will be culturally sensitive.</p>	As above.

	<p>boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>		
	<p><b>Protected Characteristic</b></p>	<p><b>Service Evidence Provided</b></p>	<p><b>Possible negative impact and Additional Mitigating Action Required</b></p>
<p>(h)</p>	<p><b>Sex</b></p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Sex?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p>The Support Service for Recently Arrived Young Unaccompanied Asylum Seekers (UASC) aged 16 and over has been designed to meet the needs of young people, no one will be refused access to assistance or support based on their sex.</p> <p>Residents will be of all genders and procedures and practices must ensure that there is safe and equal access to the facility. Individual flats will not be mixed sex except under exceptional or unavoidable circumstances. Those residents who wish or require to be in a single sex flat should be given the right to do so.</p>	<p>As above.</p>

(i)	<p><b>Sexual Orientation</b></p> <p>Could the service change or policy have a disproportionate impact on the people with the protected characteristic of Sexual Orientation?</p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input checked="" type="checkbox"/></p> <p>2) Promote equality of opportunity <input checked="" type="checkbox"/></p> <p>3) Foster good relations between protected characteristics. <input checked="" type="checkbox"/></p> <p>4) Not applicable <input type="checkbox"/></p>	<p>There were 415 asylum applications lodged in the UK in 2021, where sexual orientation formed part of the basis for the claim (LGB asylum applications), representing 1% of all asylum applications. This is a significant reduction in numbers from 1,341 in 2020. The figures do come with a number of <a href="#">caveats</a></p> <p>There are 69 UN member states that criminalise same-sex relations, including 3 of the top 5 countries of origin for Asylum Seekers. Six countries have the death penalty for consenting same-sex sexual acts.</p>	<p>As above.</p> <p>Monitoring access and delivery for LGBT service users will be in line with the requirements of the Equality Act 2010.</p>
	<b>Protected Characteristic</b>	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>
(j)	<p><b>Socio – Economic Status &amp; Social Class</b></p> <p>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?</p> <p>The Fairer Scotland Duty (2018) places a duty on public bodies in Scotland to actively consider how they can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions. If relevant, you should evidence here what</p>	<p>Service users will undoubtedly be affected by poverty. The majority of asylum-seekers do not have the right to work in the United Kingdom and so must rely on state support.</p> <p>Housing is provided, but asylum-seekers cannot choose where it is, and it is often ‘hard to let’ properties which Council tenants do not want to live in.</p>	<p>As above.</p> <p>The service will assist service users to maximise income and link in with relevant support groups.</p>

**steps have been taken to assess and mitigate risk of exacerbating inequality on the ground of socio-economic status. Additional information available here: [Fairer Scotland Duty: guidance for public bodies - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2020/04/Fairer_Scotland_Duty_guidance_for_public_bodies_-_gov.scot)**

Seven useful questions to consider when seeking to demonstrate ‘due regard’ in relation to the Duty:

1. What evidence has been considered in preparing for the decision, and are there any gaps in the evidence?
2. What are the voices of people and communities telling us, and how has this been determined (particularly those with lived experience of socio-economic disadvantage)?
3. What does the evidence suggest about the actual or likely impacts of different options or measures on inequalities of outcome that are associated with socio-economic disadvantage?
4. Are some communities of interest or communities of place more affected by disadvantage in this case than others?
5. What does our Duty assessment tell us about socio-economic disadvantage experienced disproportionately according to sex, race, disability and other protected characteristics that we may need to factor into our decisions?
6. How has the evidence been weighed up in reaching our final decision?
7. What plans are in place to monitor or evaluate the impact of the proposals on inequalities of outcome that are associated with socio-economic disadvantage? ‘Making Fair Financial Decisions’ (EHRC, 2019)<sup>21</sup> provides useful information about the ‘Brown Principles’ which can be used to determine whether due regard has been given. When engaging with communities the National Standards

Cash support is available, and is currently set at £40.85 per person, per week, which makes it £5.84 a day for food, sanitation and clothing.

	<p>for Community Engagement<sup>22</sup> should be followed. Those engaged with should also be advised subsequently on how their contributions were factored into the final decision.</p>		
(k)	<p><b>Other marginalised groups</b></p> <p>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 &amp; refugees and travellers?</p>	<p>The service is explicitly for Asylum Seekers and Refugees.</p> <p>The Provider's staff will be appropriately registered; SSSC and PVG membership, suitably experienced and will have the appropriate training and skills and competencies to provide a trauma informed response approach to work with young unaccompanied asylum seekers aged 16 and over who will have varying degrees of care and support needs and unique and potentially complex histories. Staff will require regular training in Equalities.</p>	<p>The Invitation To Tender, and the scoring will reflect the need for those agencies providing the service to actively address equalities issues, have an ethos that shows understanding of and empathises with, the circumstances and experiences of service users.</p>
8.	<p><b>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?</b></p> <p>Your evidence should show which of the 3 parts of the General Duty have been considered (tick relevant boxes).</p> <p>1) Remove discrimination, harassment and victimisation <input type="checkbox"/></p> <p>2) Promote equality of opportunity <input type="checkbox"/></p>	<p>No</p>	



	<p>3) Foster good relations between protected characteristics. <input type="checkbox"/></p> <p>4) Not applicable <input checked="" type="checkbox"/></p>		
	<b>Service Evidence Provided</b>	<b>Possible negative impact and Additional Mitigating Action Required</b>	
9.	<p>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 recorded completion rates of statutory and mandatory learning programmes (or local equivalent) covering equality, diversity and human rights.</p>	<p>The Invitation To Tender, and the scoring will reflect the need for those agencies providing the service to actively address equalities issues, have an ethos that shows understanding of and empathises with, the circumstances and experiences of service users.</p> <p>Requirement that the provider staff recruitment and training reflect an understanding of and a commitment to the above.</p>	

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 in the field 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.

Please explain in the field 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\* .

The primary objective of the service is the provision of a welcoming and safe living environment coupled with the ability of the successful tender to provide a trauma informed response approach to work with Young Unaccompanied Asylum Seekers aged 16 and over who will have varying degrees of care and support needs and unique and potentially complex histories. The service is specifically engaged in the promotion of human rights, in particular Article 14 of the UN universal Declaration of Human Rights.

The provision of this service brings together a number of stakeholders: Glasgow City Health and Social Care Partnership, Service Provider, Scottish Refugee Council, Scottish Guardianship Service, amongst others with the task of delivering a support service that delivers outcomes for service users that enable them to overcome the adversity they have faced and develop the necessary skills to move on from the service to independently live in their new community. In some instances, the service will need to provide advice and support to young people whose asylum applications have failed.

The service is part of the HSCP's wider Asylum and Refugee strategy.

\*

- **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.

Having completed the EQIA template, please tick which option you (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: 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)

11. 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 box 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.

**Actions – from the additional mitigating action requirements boxes completed above, please summarise the actions this service will be taking forward.**

	Date for completion	Who is responsible?(initials)
<ol style="list-style-type: none"> <li>1. Tender quality scoring reflects to actively address equalities issues, have an ethos that shows understanding of and empathises with, the circumstances and experiences of service users.</li> <li>2. Requirement that the provider staff recruitment and training reflect an understanding of and a commitment to the above.</li> <li>3. Monitor take up of activities designed to provide young people with the skills and experiences identified.</li> <li>4. The service specification and ITT, along with the scoring process will require providers to evidence how equality issues are addressed for those with protected characteristics.</li> <li>5. Monitoring and reviews will measure individual progress in aspects of independent living.</li> </ol>	19/06/2023	Jim Barr

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

22<sup>nd</sup> January 2024

**Lead Reviewer:  
EQIA Sign Off:**

**Name:** Jim Barr  
**Job Title** Senior Officer, Commissioning and Contracting

**Signature** 

**Date** 18/05/2023

**Quality Assurance Sign Off:**

**Name** Noreen Shields

<b>Job Title</b>	<b>Planning and Development Manager, Equality and Human Rights</b>
<b>Signature</b>	
<b>Date</b>	<b>18/05/2023</b>

**NHS GREATER GLASGOW AND CLYDE EQUALITY IMPACT ASSESSMENT TOOL  
MEETING THE NEEDS OF DIVERSE COMMUNITIES  
6 MONTHLY REVIEW SHEET**

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

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

		Completed	
		Date	Initials
<b>Action:</b>			
<b>Status:</b>			
<b>Action:</b>			
<b>Status:</b>			
<b>Action:</b>			
<b>Status:</b>			
<b>Action:</b>			
<b>Status:</b>			

**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**

		To be Completed by	
		Date	Initials
<b>Action:</b>			
<b>Reason:</b>			
<b>Action:</b>			
<b>Reason:</b>			

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

		To be completed by	
		Date	Initials
Action:			
Reason:			
Action:			
Reason:			

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

Action:	
Reason:	
Action:	
Reason:	

Please write your next 6-month review date

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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@ggc.scot.nhs.uk](mailto:alastair.low@ggc.scot.nhs.uk)