



Equality Impact: Screening and Assessment Form

Section 1: Policy details - policy is shorthand for any activity of the organisation and could include strategies, criteria, provisions, functions, practices and activities including the delivery of our service.	
a. Name of policy or practice (list also any linked policies or decisions)	Scottish Ambulance Service First responder Training Course (SAS FRTC)
b. Name of department	Community Resilience Division
c. Name of Lead	Antony Devine
d. Equality Impact Assessment Team [names, job roles]	Antony Devine, Area Service Manager, Community Resilience Alan Knox, Area Service Manager, North Division (interim ASM Community Resilience)
e. Date of assessment	1 st April 2015
f. Who are the main target groups / who will be affected by the policy?	All Community First Responder (CFR) Volunteers, Community Resilience staff, and any operational staff involved in providing the training programme
g. What are the intended outcomes / purpose of the policy?	To furnish CFRs with the pre-requisite knowledge to attend specifically coded emergency calls on behalf of the Scottish Ambulance Service
h. Is the policy relevant to the General Duty to eliminate discrimination? advance equality of opportunity? foster good relations?	The new course is available to all persons irrespective of their background provided they are physically able to undertake the duties of a First Responder. Each person will be assessed individually with regard to specific requirements to undertake the course e.g. any communication support needs. The course covers the differing needs of patients and members of the public and how CFR need to respond.
If yes to any of the three needs complete all sections of the form (2- 7) If no to all of the three needs provide brief detail as to why this is the case and complete only section 7 If don't know: complete sections 2 and 3 to help	

assess relevance	
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Section 2: Evidence, consultation and involvement			
Please list the available evidence used to assess the impact of this policy, including the sources listed below. Please also identify any gaps in evidence and what will be done to address this.			
a. Previous consultation / involvement with community, including individuals or groups or staff as relevant. Please outline details of any involvement / consultation, including dates carried out and protected characteristics			
Details of consultations - where, who was involved	Date	Key findings	Protected characteristics
Focus Groups with CR staff and representatives from CFR groups	2013 – October 2015	All CFRs have to be at least 18 years of age to be a Community First Responder. As such, they require to be 18 years of age before commencing the training course.	Age
Volunteer Scotland “Investors in Volunteers” re-assessment	November 2014 – April 2015	All applicants to be a Community First Responder will be considered, however, there is a requirement that the applicant is physically able to perform satisfactory CPR, and in most cases drive. All course material can be produced to suit a dyslexic applicant if required.	Disability
Education and Professional department	2013 – October 2015	There were no issues found with regard to an applicants planning/undergoing/completed gender reassignment.	Gender reassignment
		There were no issues found with regard to an applicant’s gender/sex.	Gender / sex
		There were no issues found with regard to applicants being single, married or in a civil partnership.	Marriage / civil partnership *
		A risk assessment will require to be conducted with a	Pregnancy / maternity

		volunteer who informs the service they are pregnant. This will follow procedures already in place for the SAS.	
		There were no issues found with regard to an applicant's race.	Race
		There were no issues found with regard to an applicant's religion or beliefs.	Religion / belief
		There were no issues found with regard to an applicant's sexual orientation.	Sexual orientation
		<p>People with low mental health will be assessed to ensure they can understand the course material, the patient assessment requirements, the application of clinical procedures, confidentiality issues etc.</p> <p>There were no issues found with regard to an applicant being on low income.</p> <p>All applicants must undergo a satisfactory PVG check, so there may be previous criminal convictions which exclude applicants.</p> <p>Those with poor literacy will be individually assessed to ensure capability of patient information recording.</p> <p>Homeless individuals may have difficulty due to the call out procedure and being contactable.</p> <p>There were no issues found with regard to an applicant being located in a rural area. This is generally where the majority of CFRs are required.</p>	<p>Cross cutting - e.g. health inequalities - people with poor mental health, low incomes, involved in the criminal justice system, those with poor literacy, are homeless or those who live in rural areas.</p> <p>Other?</p>

	Available evidence
b. Research and relevant information	
c. Knowledge of policy lead	
d. Equality monitoring information -- including service and employee information	
e. Feedback from service users, partner or other organisations as relevant	
f. Other	
g. Are there any gaps in evidence? Please indicate how these will be addressed	
Gaps identified	
Measure to address these; give brief details. Further research? Consultation? Other	
Note: specific actions relating to these measures can be listed at section 5	

Section 3: Analysis of positive and negative impacts			
Please detail impacts in relation to the three needs specifying where the impact is in relation to a particular need - eliminating discrimination, advancing equality of opportunity and fostering good relations			
Protected characteristics	i. Eliminating discrimination	ii. Advancing equality of opportunity	iii. Fostering good relations
Age			
Positive impacts	Opportunity available to all over the age of 18 due to the requirement to be able to drive, and for Patient access/Confidentiality		
Negative impacts	No one under 18		
Opportunities to enhance equality	None identified		
Disability			
Positive impacts	Volunteer admin, trainer and assessor roles introduced for those unable to fulfil a CFR role. All course materials can be produced to accommodate particular disabilities i.e. electronic or hard copy, paper colour, font adjustment etc.		
Negative impacts	Only those physically capable of performing CPR for long periods, and communicating effectively with patients, are eligible		
Opportunities to enhance equality	Increase focus on non-patient contact roles. Raise awareness of patients from different communities and their needs.		
Gender reassignment			
Positive impacts	None identified		
Negative impacts	None identified		
Opportunities to enhance equality	None identified		

Gender / sex	
Positive impacts	SAS FRTC CFR opportunity affords equal opportunity to male and female applicants for CFR role, and other roles listed above
Negative impacts	None identified
Opportunities to enhance equality	None identified
Marriage / civil partnership	
Positive impacts	None identified
Negative impacts	None identified
Opportunities to enhance equality	None identified
Pregnancy / maternity	
Positive impacts	Opportunity for pregnant CFRs to undertake other voluntary roles for duration of pregnancy term
Negative impacts	A risk assessment is required to ensure the safety and well being of mother and baby, whereby an alternative opportunity may have to be considered for the duration of the pregnancy
Opportunities to enhance equality	Increase focus on non-patient contact roles
Race	
Positive impacts	Opportunity to embrace the SAS multi cultural ethos, which some communities may be more comfortable with.
Negative impacts	None identified
Opportunities to enhance equality	None identified
Religion / belief	
Positive impacts	None identified
Negative impacts	None identified
Opportunities to enhance equality	None identified
Sexual orientation	

Positive impacts	None identified
Negative impacts	None identified
Opportunities to enhance equality	None identified
Cross cutting - e.g. health inequalities people with poor mental health, low incomes, involved in the criminal justice system, those with poor literacy, are homeless or those who live in rural areas. Other	Members of the travelling community could be offered the opportunity to participate.
Positive impacts	Will allow First Aid to be delivered to travellers by travellers, who ordinarily may have been reluctant to engage with the mainstream mode of service delivery.
Negative impacts	Should not be seen as an alternative to an ambulance in emergencies.
Opportunities to enhance equality	Engagement with leaders from the travelling communities.
Note: specific actions relating to these measures can be listed at section 5	

Section 4: Addressing impacts

Select which of the following apply to your policy and give a brief explanation - to be expanded in Section 5: Action plan

	Reasons
a. No major change - the EQIA shows that the policy is robust, there is no potential for discrimination or adverse impact and all opportunities to promote equality have been taken	
b. Adjust the policy – the EQIA identifies	

<p>potential problems or missed opportunities and you are making adjustments or introducing new measures to the policy to remove barriers or promote equality or foster good relations</p>	
<p>c. Continue the development and implementation of the policy without adjustments – the EQIA identifies potential for adverse impact or missed opportunity to promote equality. Justifications for continuing without making changes must be clearly set out, these should be compelling and in line with the duty to have due regard. See option d. if you find unlawful discrimination. Before choosing this option you must contact the Equalities Manager to discuss the implications.</p>	<p>The new course syllabus continues in the same vein as the Institute of Health Care Development (IHCD) First Person on Scene training course it replaces.</p>
<p>d. Stop and remove the policy - there is actual or potential unlawful discrimination and these cannot be mitigated. The policy must be stopped and removed or changed. Before choosing this option you must contact the Equalities Manager to discuss the implications.</p>	

Section 5: Action plan					
Please describe the action that will be taken following the assessment in order to reduce or remove any negative / adverse impacts, promote any positive impacts, or gather further information or evidence or further consultation					
Action	Output	Outcome	Lead responsible	Date	Protected characteristic / cross cutting issue*
All new CFR applicants to undergo this training.	All new CFRs will be trained to the new SAS First Responder Training Course syllabus from May 2015. All participants will complete an evaluation form.	CFRs holding only the IHCD FPOS qualification will naturally reduce, to be replaced by the new syllabus	Alan Knox, ASM	Effective from May 2015	Age, disability, gender reassignment, gender / sex, marriage and civil partnership, pregnancy and maternity, race, religion / belief, sexual orientation

					etc
All existing CFRs to undergo this training.	All existing CFRs to commence transition to the new syllabus by December 2015. All CFRs aware of this through communication to their group co-ordinators via CR newsletter, divisional co-ordinator meetings etc. All participants will complete an evaluation form at the end of the course.	All existing CFRs will be trained to the new SAS First Responder Training Course. Any existing CFRs who cannot complete undertake/complete the course will be individually supported.	Alan Knox, ASM	Effective October 2014	Age, disability
* list which characteristic is relevant - age, disability, gender reassignment, gender / sex, marriage and civil partnership, pregnancy and maternity, race, religion / belief, sexual orientation or cross cutting issue e.g. poor mental health, illiteracy etc					

Section 6: Monitoring and review

Please detail the arrangements for review and monitoring of the policy

	Details
a. How will the policy be monitored? Provide dates as appropriate	The course was accredited by the Scottish Ambulance Academy, and will be reviewed by the Education and Professional Department and the

	Community Resilience Division on an annual basis
b. What equalities monitoring will be put in place?	An anonymous equalities form will be issued to all participants on this course to gauge equalities effectiveness and understand the profile of those attending
c. When will the policy be reviewed? Provide a review date.	First review date: December 2015

Section 7: Sign off			
Please provide signatures as appropriate			
Name of Lead	Title	Signature	Date
Completed form: copy of completed form to be retained by department and copy forwarded to Equalities Manager for publication on Service website			
Provide date this was sent			