

EQUALITY AND DIVERSITY IMPACT ASSESSMENT FORM

Please refer to the guidance prompts in Appendix 1 before completing this form

Name of Service or Policy Patient Feeding Meal Time Experience	Department Hotel Service –Catering Department
Manager Facilities Catering Manager Date 16 th December 2009	Contact Telephone Number

Part 1	GENERAL
1	Provide a brief description of the main service or policy for assessment including its aims and objectives
	Providing patients with an efficient nutritious Meal Time Experience
2	List the main stakeholders/beneficiaries in terms of the recipients of the service or the target group at whom the service/policy is aimed
	Patients
3	What data, evidence, studies, reports, audits, surveys or feedback have you researched, with particular regard to equality groups? Roughly how many/what proportion of staff or patients will be affected? (Data available under 8. of the Toolkit - Census Profiles for Devon and Cornwall)
	Meal tasting sessions with patients including, Paediatrics, PALS, PPI forum group, Nurses, Dieticians, Catering, House Keepers. Food menus discussed at the Trust Nutritional Steering Group
4	Who have you consulted with: e.g. staff, patients, service users? What consultation methods did you use e.g. satisfaction surveys, focus groups or patient observations, meetings, or networking, and any alternative arrangements you have made or are planning for consulting with hard-to-reach groups? When did you carry out this consultation and how were the results publicised?
	Monthly patient surveys, also refer to answer 3

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Part 2 Equality Group	Positive Impact	Negative Impact	Neutral Impact	Reasons for Impact
Age	✓			Positive impacts are employment of school children for work experience opportunities and adults over 65 .To enhance the catering questionnaires an equality monitoring form will be devised to go with the surveys
Disability	✓			Positive impacts are opportunities for learning disabilities/work experience, menus in different formats including large print, Braille and CD ROM, recording update of use of different formats, specialised menus, e.g. diabetes. Specialised equipment to eat with. Investigating into providing menus in 5 languages and on audio tape.
Faith and Belief/Non Belief	✓			Positive impacts are menus available for different cultures and religions,
Gender			✓	
Race	✓			Positive impacts are menus available for different cultures and religions To incorporate the Trust accessibility strap line on menus
Sexual Orientation			✓	
Transgender			✓	Trust to develop a transgender fact sheet

Outcomes

What changes will you make to remove or reduce any negative impact? Any action points should be included in Departmental action plans, with monitoring and review processes.

Equality monitoring form for catering questionnaire survey, Staff to attend E&D induction training , and accessibility strap line to be put on patient menu books.

Facilities Catering Manager	Date 05/01/10
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Appendix 1 Guidance Prompts

Guidance prompts to assist with Full Equality Impact Assessment. Some questions may not be applicable to all services.

Age	Yes	No	N/A	To Action
Is it easy for a person of any age to find out about and to use your service?	✓			
Does your service make assumptions about people simply because of their age?		✓		
Does your service give out positive messages about all ages in the leaflets and posters that it uses?			✓	
When you are recruiting staff, have you thought about age and how you can recruit people of all ages?	✓			
Could younger and older people in your staff team feel equally valued?	✓			
Do you monitor age to make sure that you are serving a representative sample of the population?				✓
Do any eligibility criteria for your service discriminate against older or younger people without just cause?	✓			
Do your staff treat people of all ages with dignity and respect?	✓			
Have you considered including age equality into staff objectives and appraisal?	✓			
Disability	Yes	No	N/A	To Action
Is it easy for people with disabilities to find out about your service?	✓			
Does your printed information take account of the communication needs of people with various disabilities and is it easy to understand?	✓			
Have you decided what core information you need available in large print, audiotape or Braille?	✓			
Is your service physically accessible to people with mobility problems or who use a wheelchair?			✓	
Do your staff members know how to access a sign language interpreter or an interpreting service for deaf and hearing impaired people, how to use an induction loop and where to get advice on material in different formats?			✓	
Do you routinely record the communication needs of patients with a disability when sending out appointments etc?			✓	
Have you put in place a procedure to record the uptake for sign language interpreters, appointment letters/leaflets in Braille etc?	✓			
Do you currently monitor whether or not patients have a disability so that you know how well your service is being used by people with a disability?	✓			
Do your staff members treat people with disabilities with respect and dignity?	✓			
Have you thought about your assessment materials and methods and made sure that they are relevant to people with disabilities?			✓	
Have you considered incorporating disability equality objectives into staff appraisals?	✓			

Faith and Belief/Non Belief	Yes	No	N/A	To Action
Is it easy for people from different religious backgrounds to find out about your service? Is your printed information religiously appropriate/sensitive?	✓			
Do you currently record patients' religion in order to assist you in identifying users and non-users of your service from various religious backgrounds?				✓
Are your staff members treating people from different religions/beliefs/non belief with respect and dignity?	✓			
Do your staff know how to access the Trust's Religious and Cultural Handbook?				✓
Have your staff members received training on religion and belief?	✓			
Is your service religiously and culturally sensitive to meet the needs of people from various religious backgrounds?	✓			
Have you identified any specific dietary or other needs related to a person's religion which you need to be sensitive to?	✓			
Some religious and cultural traditions require particular dress e.g. wearing head coverings such as hijabs or turbans or modes of clothing which covers the body. Have you demonstrated flexibility and sensitivity to accommodate the wearing of religious dress safely?			✓	
If you are running inpatient or residential services have you thought about prayer needs or the need for a quiet space for your patients/residents?			✓	
Have you considered obtaining a list of various festivals to use to avoid arranging appointment/visits etc on any particular religious festivals, days or times?				✓
Have you considered incorporating religion and belief equality objectives in staff appraisal?	✓			
Gender	Yes	No	N/A	To Action
If your service is for men and women, do you routinely monitor the uptake of your service with gender breakdowns and take appropriate action?				✓
Does your service/policy affect men and women differently - is this equal?	✓			
Do more women/men use your service? Do you need to consider positive action to get the gender balance even?		✓		
Do you need to review your service and accommodation with regard to dignity and respect i.e. with regard to bed, toilet and bathroom space?			✓	
Have your staff members received Gender Equality Training?	✓			✓
Have you considered incorporating gender equality objectives in your staff appraisals?	✓			
Race	Yes	No	N/A	To Action
Have you decided what core information you need available in other languages?				✓

Do your staff members know how to access an interpreter for booking appointments or how to access telephone interpreting (in situations where it may not be possible to arrange an appropriate interpreter)? Do your staff members know where to get advice on material in other languages and formats?			✓	
Do you currently record the ethnicity of patients so that you know how well your service is being used by people from minority ethnic backgrounds?				✓
Are your staff members treating patients from a minority ethnic background with respect and dignity?	✓			
Have you identified any specific dietary or any religious needs of patients or any other specific requirements which you need to be sensitive to?	✓			
Have your staff members received Equality Impact Assessment training as well Diversity Training?	✓			
Have you considered incorporating race equality objectives in staff appraisal?	✓			
Sexual Orientation	Yes	No	N/A	To Action
Do you and your team give positive messages and a positive reception to gay men, lesbians, or bisexual people?	✓			
Does information about your service use visual images that depict mainly heterosexual couples?			✓	
When carrying out assessments, do you make it easy for someone to talk about their sexuality if it is relevant or do you assume that they are heterosexual?			✓	
Would staff in your workplace feel comfortable about being 'out' or would the office culture make them feel that this might not be a good idea?	✓			
Have your staff had training on sexual orientation and equality?	✓			✓
Do you make sure that staff treat lesbian, gay and bisexual people with dignity and respect?				
Have you considered incorporating sexual orientation equality objectives in staff appraisal?	✓			
Transgender	Yes	No	N/A	To Action
Is your service sensitive to transgender individuals or those undergoing gender reassignment?			✓	
Do your staff understand transgender terminology?				✓
Have your staff had transgender training?				✓
Do your staff treat transgender individuals with dignity and respect?	✓			
Have you considered incorporating transgender equality objectives in staff appraisal?	✓			