

Inequalities Impact Assessment

Update as at August 2019



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Section 1 : General Information

		Guidance
1	Name of policy: Driving at Work Policy & Procedure	The word policy is used throughout this document for ease but it could also be a strategy, plan, project or budget option (saving or income generation).
2	Is this policy: <input type="checkbox"/> new <input checked="" type="checkbox"/> reviewed	
2	Lead Service(s) involved in the delivery of this policy: NHS D&G Transport Services	
3	Who else is involved in the implementation of this policy: NHS D&G Health & Safety department NHS National Fleet Services Department managers of NHS D&G where applicable.	e.g. other Services or partner agencies
4	Lead person: Lee Collins – NHS D&G Transport Manager	The lead person should be someone who has a good knowledge of the policy to be assessed and has been trained in the toolkit.
5	Names and organisations of those involved in the process : Ingrid Wilson – Investigations and Policy Manager Lynsey Fitzpatrick – Equality & Diversity Lead Mairi Johnstone – HR Advisor Lois Crofts – HR support Officer Vicky Keir – RCN Representative Craig Nicol – Workforce Sustainability Manager Alice Walker – Assistant HR Advisor Andy Howat – Health & Safety lead D&G Shelley Mckay – National Fleet Manager	The tool should be completed by no fewer than two people. It is good practice to involve stakeholders and in particular the relevant Equality and Diversity Group(s) must be involved.
6	Date of Impact Assessment (IIA): 11/12/2019	

8 Do all participants understand the Guidance?

Yes

The lead person should check all attending have read and understood the purpose or process of IIA

Section 2 : Aims of the policy

		Guidance
<p>9 What are the main aims of the policy? Please list</p> <p>To ensure that the Board has a policy regarding the staff use of all types of vehicles and to ensure that staff vehicles are considered in the same terms of safety as other places of work.</p> <ul style="list-style-type: none"> • Increase staff awareness on the safety issues associated with work related driving risks; • Ensure that risk, in relation to work-related driving, is assessed in a systematic way and that safe systems and methods of work are implemented to reduce the risk so far as is reasonably practicable; • Ensure that appropriate information, instruction and training is provided for staff which equips them with the knowledge to recognise risk and provides practical advice on the prevention and management of occupational road risks; • Ensure all staff with specific access needs have appropriate support; • support is available for staff involved in work-related driving incidents; • Encourage full reporting and recording of all incidents arising in the course of work-related driving, including near misses; • Reduce the number of incidents and injuries to staff resulting from work related driving. 	<p>This should describe the policy and what you are trying to do. Think about:</p> <ul style="list-style-type: none"> • Why is it needed? • What outcomes does the organisation hope to achieve by it? • In particular will the policy contribute to the organisations' Objectives/Priorities, the Single Outcome Agreement and/or Health and Social Care Integration? 	

10 Will the policy assist in meeting the aims of legislation?

Yes No

Give details (a) The Equality Act 2010

This policy has been Equality Impact Assessed to ensure it has considered all of the protected characteristics. One of the main policy aims is to ensure all staff with specific access needs have appropriate support.

(b) Human Rights Act 1998

(c) Climate Change Scotland Act 2009

(d) Environmental Assessment
(Scotland) Act 2005

- **This policy places more focus on departmental pool car managers and the utilisation of their pool cars. It prompts managers to questions if journeys are necessary and asks if video conferencing could be used.**
- **Electric / Hybrid vehicles are covered in this policy which is being introduced to all staff with training and tutorials offered. These types of vehicles are on the increase and will be replacing some petrol / diesel vehicles long term.**
- **Fleet size and vehicle utilisation as a board is reviewed regularly to see if there are actual needs for pool vehicles in certain areas.**
- **Pool Electric bikes have been added to the Transport requisition list where staff can now request electric bikes to commute from sites in the Dumfries town area.**
- **There is also a car share option on pool car requisitions to save multiple vehicles going to the same destination.**

The purpose of IIA is to assess which individuals or groups will be most affected and how. Think also about how the policy will be delivered (e.g. through existing outlets?) and how it will be communicated to clients

Section 3 : Evidence

	Guidance
<p>11 What evidence has or will be used to identify any potential positive or negative impacts?</p> <p>Insert details in the boxes below (a) to (e):</p>	<p>Evidence could be based on a specific geographical area or a community of interest and could include consultations, surveys, focus groups, interviews, pilot projects, user feedback (inc. complaints made), officer knowledge and experience, equalities monitoring data, academic publications, consultants' reports, etc. Also identify where there are gaps in the evidence and set out how these will be filled.</p>
<p>(a) Involvement in development/ review</p> <p>Ingrid Wilson (Investigations and Policy Manager) – Policy implementation Lynsey Fitzpatrick (Equality & Diversity Lead) – Equality Impact assessment/ Review</p> <p>Development and Review: Mairi Johnstone – HR Advisor Lois Crofts – HR support Officer Vicky Keir – RCN Representative Craig Nicol – Workforce Sustainability Manager Alice Walker – Assistant HR Advisor Andy Howat – Health & Safety lead D&G Shelley McKay – National Fleet Manager David Bryson – General Manager Facilities and Clinical Support Services</p> <p>Directors and General Managers for comment and review: Jeff Ace, Caroline Cooksey, Kenneth Donaldson, Katy Lewis, Vicky Freeman, Julie White, Eddie Docherty, Graham Abrines, Linda Williamson, Graham Gault, Nicole Hamlet, Carole Morton, Denise Moffat.</p>	<p>Who has been involved in the development so far of your policy?</p>

<p>(b) Research</p> <ul style="list-style-type: none"> • This policy and procedure was based around the amalgamation of the original Drivers policy and the new National Fleet Services driver's handbook template that was drafted this year. The original was drafted and researched by Andy Howat (Health & Safety lead) which had consultation with the Transport department and General Manager of Operations during the initial development of this policy with Corporate health & Safety Committee and staff side reps thereafter. • The National Fleet template had been developed nationally from stakeholders from each board at several Senior National Management team meetings. • Due to operating with vehicles above 3.5ton Operator Licence rules and regulations have to be adhered to and this policy was made to incorporate this. • The policy was created to cover all safe, secure and legal aspects in relation to the Road Traffic Act 1991 and the Transport Act 2010. 	<p>Have you conducted any research or what research are you using?</p>
<p>(c) Officer/Practitioner knowledge and experience</p> <ul style="list-style-type: none"> • Lee Collins (NHS D&G Transport Manager) – Transport Manager CPC qualification which is a legal requirement for any Transport Department operating with vehicles above 3.5ton gross weight. • Garry Rippingale (Travel & Car Leasing Manager) • Andy Howat (Health & Safety Manager) • National Fleet Services – Senior Fleet management meetings on information gathering from a wide variety of boards, qualifications and levels. 	<p>What expertise or individual information are the group using to inform their judgements?</p>
<p>(c) Monitoring data (Nationally and locally)</p> <ul style="list-style-type: none"> • Tranman database - Database containing all D&G vehicles, drivers and auxiliary equipment. This gives access to monitoring of vehicle utilisation, mileages, fuel card use, accidents, lease renewal, Driver convictions, medical conditions and MOT and servicing. 	<p>What data is available locally or nationally to inform the group?</p>

<p>Locally</p> <ul style="list-style-type: none"> • Driver licence checks and LearnPro modules. 15 Driver licences per month will be checked at Random with 3 high risks as a priority. • Drivers walk around check sheets in vehicle and are performed and signed by each driver on every use. This is to check vehicle are safe, secure and legal for travel. • Monthly mileage / Driver check sheets are handed into Transport each month so a mileage and utilisation check can be completed and uploaded to Tranman for reporting and monitoring purposes in the future. • Departmental check checks. Department line managers or staff member who are in charge of departmental pool cars need to perform one random check of their vehicle each month and send it to the Transport Department for filing. This is to ensure checks are being done on vehicles by staff. • The Transport Supervisor will perform department vehicle checks at random throughout the year to ensure vehicles are safe, secure and legal. 	
<p>(e) Feedback</p> <p>Version 3.0 was found to be too repetitive and contained an information overload in certain areas for the reader. Policy was reviewed by panel with the repetitive information and other items not required removed creating a more efficient document for driving information.</p>	<p>What feedback is available to inform the IIA? e.g. both positive and negative users experiences of the policy – surveys, Board or Elected Members enquiries and comments etc</p>

This section covers the Protected Characteristics, Human Rights, health, climate change and sustainable development.

12 AGE

This refers to children and adults of a particular age or age range.

Remember different age groups have different concerns e.g.

- violence is more likely to happen to you if you are a young man but the fear of crime can be debilitating if you are an older or lone woman.
- can all age groups access your service even on a dark winter night?
- children (people under 18) have a right to advice and information but this may need to be in a different format from the same information directed at adults
- when considering age/ children remember that some children are more vulnerable or have particular issues that may need additional consideration, for example children in poverty or Looked After Children (LAC).

Useful website: [UN Convention on the Rights of the Child](#) [Age UK](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>			✓	<ul style="list-style-type: none"> • Drivers over 70 years old will have to reapply for licence at 70 and then every 3 years thereafter declaring they are fit to drive. • Drivers. (This is to comply with the DVLA legislation and law) • You can only start to drive when you are 17 years old but can only drive NHS vehicles when you have the relevant drivers licence for the vehicle required. (This is to comply with DVLA legislation and law) • A LGV driver will have to take a medical when he/she first applies for the licence, and then every time they renew that licence from the age of 45. Then every year after they are 65. (To comply with DVLA Legislation and law)

13 DISABILITY

A person has a disability if they have a physical or mental impairment (including learning disabilities) which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

- How does this policy affect disabled people in Dumfries and Galloway?
- Is there any reason to believe that disabled people are being, or could be, adversely affected by this policy?
- Are there any impairment groups who are particularly adversely affected by the policy?
- Could your policy adversely affect individuals as a result of something arising from their disability?
- Does your policy ensure that the rights of people with learning disabilities to dignity, equality and non-discrimination are respected and upheld?

Useful websites and publications: [Disability Rights](#) [Equality and Human Rights Commission](#) [DGVoice](#)
[Keys to Life Report- Improving Quality of Life for People with Learning Disabilities](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>	✓		✓	<ul style="list-style-type: none"> • One of the main policy aims is to “Ensure all staff with specific access needs have appropriate support” – Which means Transport will support any specific needs of staff in relation to driving, pool car checks and maintenance. • Policy states that staff should not drive if informed by their doctor that they should not drive or are on any medication that could affect their driving ability. • The Transport manager will consider all needs of departments who require specialist vehicles to perform their daily duties when placing an order for their lease vehicle. For example departments who require more space for wheelchairs or mobility equipment.

14 SEX (GENDER)

This covers biological sex - whether you are a man, a woman or non-binary. Non-binary is used for people who don't feel male or female; they may feel like both, or something in between, or they may not relate to gender at all. Some prefer to use the pronoun "they" rather than he or she.

- e.g. does the function or policy take account of different roles and responsibilities?
 does it assume, perhaps wrongly, that men for example, have no caring responsibilities?
 is the function or policy flexible enough to provide a service that everyone can access?

Useful websites: [Scottish Women's Convention](#) [Fawcett Society](#) [Engender](#) [Equality and Human Rights](#) [A Voice for Men](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>	✓			<p>No significant impact changes, however it has been noted that breakdown companies attempt to respond quicker to any breakdowns involving a female who is on their own.</p>

15 GENDER REASSIGNMENT (TRANSGENDER IDENTITY)

This covers both:

- **Gender reassignment**, which is the process of transitioning from one gender to another. Individuals in this category are often termed transsexual. Gender reassignment does not need to involve any medical supervision or surgical procedures; it could simply involve a permanent change of the social gender role in which the person lives their life, (for example through a permanent change of name and the way they dress).
- **Other transgender identities** - such as polygender, androgyne, intersex and cross-dressing people. The terms **transgender** and **trans** are both widely used by equality organisations to refer to a diverse range of people who find their gender identity does not fully correspond with the sex they were “assigned” at birth. Although the term transgender does refer in part to transsexual people (see above), not all transgender people will undergo the process of gender reassignment, but may face similar barriers to access.
- e.g. does your policy, function or service include people of different gender identities? Will your facilities impede transgender individuals in any way?

Useful websites: [Equality and Human Rights](#) [Transgender Equality and Rights](#) [Equality Network](#) [LGBT Youth](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>		✓		<p>Any changes to driver licences must go through the standard process of the NHS D&G New/Change driver application.</p>

16 MARRIAGE AND CIVIL PARTNERSHIP

The rights and responsibilities that come with marriage and civil partnership are almost identical although civil partnerships in Scotland are currently only available to same-sex couples.

Under the Equality Act 2010 it is unlawful discrimination for people who are married or in a civil partnership to be treated less favourably in employment than people who are not married or in a civil partnership.

Equality legislation also protects people in relation to sexual orientation, which means that you cannot be treated less fairly as a same-sex couple than a mixed-sex couple would be treated.

Useful websites:

[Registration – Getting Married or Registering a Civil Partnership in Scotland](#)
[Marriage and Civil Partnership in Scotland](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>		✓		

17 PREGNANCY AND MATERNITY

Pregnancy is the condition of being pregnant/expecting a baby. Maternity refers to the period after the birth. Protection against maternity discrimination covers 26 weeks after giving birth, and this includes treating someone unfavourably because they are breastfeeding.

e.g. Do you provide facilities for breastfeeding?

Useful websites:

[Maternity Pay and Leave](#)

[Maternity Leave and Pay – ACAS](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>	✓			<p>Section 6.10.11 Covers new and expectant mothers. It states:</p> <p>The Board must perform a risk assessment (using the Pregnant Workers Risk Assessment Form available on Beacon) to identify hazards in the workplace that could pose a health and safety risk to the new or expectant mothers who are due to drive and/or transport goods and take appropriate action.</p>

18 RACE

This refers to a group of people defined by their ethnic or national origins, race, colour, and nationality (including citizenship). All minority race and ethnic groups are covered including, for example, gypsies and travellers, Jews, English as well as visible minority groups like African, Caribbean and Asian.

Consider the impact your function or policy has on someone from a minority ethnic group. Remember the impact may differ depending on the gender, disability, faith, sexual orientation or age of the person as different cultures have different views on what is acceptable.

e.g. What about language and information? Is it in the right format?

Useful websites: [Equality and Human Rights](#) [BEMIS – Scotland’s Ethnic & Cultural Minority Communities](#) [CEMVO](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>		✓		<ul style="list-style-type: none"> • Every staff member has to complete the same process, whether it is new driver application forms, driver checks, and accident reporting or safety checks. <ul style="list-style-type: none"> • If staff member arrives from an EU or European Economic Area and becomes a resident or is classed as a student they can drive on their EU licence until they are 70. <ul style="list-style-type: none"> • If a staff member arrives from any other country they can drive on their licence for up to 12 months, after this they will need to apply for a UK driving licence.

19 RELIGION OR BELIEF

Religion is the worship or faith in a God or Gods but belief is wider and includes religious, spiritual and philosophical beliefs. It also includes lack of belief or no belief in religion (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

e.g. Does the function or policy take into account different festivals, holidays, religious days and traditions? Will the different faith beliefs impact on, for example, women from that group and exclude or prevent them from using the service?

Useful website: [Interfaith Scotland](#) [National Secular Society](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>		✓		

20 SEXUAL ORIENTATION

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. This includes people who are heterosexual, lesbian, gay or bisexual.

e.g. What are the issues for this group in terms of your function or policy? Are the needs of this group being met?

Useful website: [LGBT Youth](#) [Stonewall Scotland](#) [Equality Network](#)

How does your policy affect this protected characteristic?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance equality of opportunity by having due regard to:</p> <ul style="list-style-type: none"> • removing or minimising disadvantage • meeting the needs of particular groups that are different from the needs of others • encouraging participation in public life <p>Foster good relations – tackle prejudice, promote understanding</p>		✓		

21 HUMAN RIGHTS

This is about protecting and promoting individuals' rights and freedoms in relation the Human Rights Act 1998. The UN Convention on the Rights of the Child has a much broader approach that may be of interest and reference although the focus of the Impact Assessment is the UK legislation, linked below.

1	The right to life – protects your life, by law. The state is required to investigate suspicious deaths and deaths in custody;
2	The prohibition of torture and inhuman treatment – you should never be tortured or treated in an inhuman or degrading way, no matter what the situation
3	The right to liberty and freedom – you have the right to be free and the state can only imprison you with very good reason – for example, if you are convicted of a crime
4	Protection against slavery and forced labour – you should not be treated like a slave or subjected to forced labour;
5 and 6	The right to a fair trial and no punishment without law - you are innocent until proven guilty. If accused of a crime, you have the right to hear the evidence against you, in a court of law
7	Respect for privacy and family life – protects against unnecessary surveillance or intrusion into your life
8	Freedom of thought, religion and belief – you can believe what you like and practise your religion or beliefs
9 and 10	Free speech and peaceful protest – you have a right to speak freely and join with others peacefully, to express your views
11	The right to marry - you have the right to marry and raise a family
12	No discrimination – everyone's rights are equal. You should not be treated unfairly – because, for example, of your gender, race, sexuality, religion or age
13,14 and 15	Protection of property, the right to an education and the right to free elections – protects against state interference with your possessions; means that no child can be denied an education and that elections must be free and fair

Please refer to the Guidance for more information.

Useful Websites and documents: [Scottish Human Rights Commission](#), [Equality and Human Rights Commission](#)
[A Guide to the Human Rights Act for Public Authorities](#)
[UN Convention on the Rights of the Child](#)

How does your policy affect people's human rights?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate discrimination, harassment, victimisation or any other prohibited conduct</p> <p>Advance the aims of the Human Rights Act</p> <ul style="list-style-type: none"> • Prevent breaches of human rights • Respect people's rights • Foster good relations – tackle prejudice, promote understanding 	✓			<p><u>No discrimination</u> – everyone's rights are equal. You should not be treated unfairly – for example, because of your gender, race, sexuality, religion or age</p>

22 HEALTH & WELLBEING and HEALTH INEQUALITIES

This is about physical and mental health and wellbeing and includes e.g. feelings of safety and security, leisure activity, participation, creativity, affection and developing/achieving your potential. It also covers all aspects of poverty including income and fuel poverty, lack of confidence and self-esteem. The Fairer Scotland Duty places a requirement on public bodies to actively consider how they can reduce inequalities of outcome in any major decision they make.

Think about the determinants of health and the different causes of health inequalities:

- **fundamental causes** like macro-economic position, societal values about fairness and equity
- **wider environmental influences** like availability of jobs; physical environment e.g. pollution, housing, food production, learning, availability services, democratic engagement
- **individual experiences** like mental health and wellbeing, family income, home and heating, diet and nutrition, exercise and physical activity, substance use, learning, readiness for school, ability to navigate services, connectedness, community involvement and personal resilience
- **socio-economic disadvantage** like low income, low wealth, material deprivation and area deprivation

Think about the different causes and types of poverty:

- Will this policy give people and families experiencing poverty the opportunity to make sure that their **voice is heard**?
- Will the policy support people experiencing poverty to **move from dependence to independence**?
- Will the **information and services be easy to access**?
- Will the policy **provide services that meet the needs of people** experiencing poverty?

Think about how this policy will impact on increasing opportunities for:

- Participation in physical activity
- Accessing healthy food choices
- Promoting positive mental health and wellbeing

Useful websites and publications: [Health Services](#) [Health Inequalities in Scotland](#) [Joseph Rowntree Foundation](#) [Dumfries and Galloway Council Tackling Poverty](#) [Fairer Scotland Duty](#)

How does your policy impact on health and wellbeing and health inequalities?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate inequalities and increase access to opportunities for improving health and wellbeing</p> <p>Advance opportunities for increasing health and wellbeing across the whole population</p> <p>Foster good practice for population wide health and wellbeing</p>	✓			<p>The policy covers a wide range of health and safety procedures that protect the health and wellbeing of all staff affected by the policy and they are covered in the policies main aims.</p> <ul style="list-style-type: none"> • Increase staff awareness on the safety issues associated with work related driving risks; • Ensure that risk, in relation to work-related driving, is assessed in a systematic way and that safe systems and methods of work are implemented to reduce the risk so far as is reasonably practicable; • Ensure that appropriate information, instruction and training is provided for staff which equips them with the knowledge to recognise risk and provides practical advice on the prevention and management of occupational road risks; • Ensure all staff with specific access needs have appropriate support; • Ensure that appropriate support is available for staff involved in work-related driving incidents; • Encourage full reporting and recording of all incidents arising in the course of work-related driving, including near misses; • Reduce the number of incidents and injuries to staff resulting from work related driving.

	✓			<ul style="list-style-type: none">• Gives staff access to vehicle travel options throughout the whole of the D&G Region that can help with poverty concerns when it comes to vehicle usage and fuel. Therefore not impacting on their physical or mental health as well as their job role.
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23 ECONOMIC AND SOCIIAL SUSTAINABILITY

This is about e.g. pay, employment opportunities, assisting businesses to develop or grow, welfare to work schemes and disadvantaged groups, local self-help schemes, and valuing and supporting voluntary work. It also covers issues around aspects of poverty including individual and community resilience. The Fairer Scotland Duty places a requirement on public bodies to actively consider how they can reduce inequalities of outcome in any major decision they make.

How will your policy impact on e.g. social status, employment (paid or unpaid), opportunities to expand on learning experiences, opportunities for volunteering, encourage investment in skills and training, assist people on low incomes or support other disadvantaged groups in any way, help people access advice on financial inclusion, availability or delivery of services for people living rurally, and increase access to facilities for arts, cultural and leisure pursuits.

How will the policy work in rural areas where the existing infrastructure is typically less developed or where infrastructure does not exist (e.g. mains gas, fast broadband connections)?

Does your policy encourage the payment of the Living Wage?

Useful websites and publications: [Poverty Alliance](#) [Scottish Living Wage](#)

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate disadvantage or inequality</p> <p>Advance opportunities for individuals</p> <p>Foster good relations and sustainability of communities</p>	✓			<p>Gives staff access to vehicle travel options throughout the whole of the D&G Region.</p> <ul style="list-style-type: none"> • Due to the regions vast and geographical area, travel is essential in various departments to complete main aspects of their job. For example, it can help departments get to remote locations to visit patients who may not have travel options themselves. • Assists staff members with no personal car of their own get positions within the

				<p>board that require travelling within their job role.</p> <ul style="list-style-type: none">• Helps staff expand learning and training by being able to travel to courses in and out of the region.
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24 ENVIRONMENTAL SUSTAINABILITY, CLIMATE CHANGE AND ENERGY MANAGEMENT

This is about enhancing the built environment, preserving local heritage, reducing the need to travel by improving or adding to local facilities, conditions for pedestrians and cyclists and promote public transport, living conditions such as housing and green spaces, biodiversity, the amount of emissions, fuel consumption, fuel use, renewable energy technologies,

If the effect or possible effect is minimal, no action is required under the requirements of Strategic Environmental Assessment (SEA) but there is a duty under the Environmental Assessment Scotland Act 2005 to notify the SEA authorities. There are templates available to help this process. This should be noted on the summary sheet.

If there is any likely positive or negative environmental effect, a full SEA may be required.

In order to comply with the Climate Change (Scotland) Act and [Carbon Reduction Commitment Energy Efficiency Scheme](#) organisations must maintain accurate records and data with regard to its Emissions. If your policy may lead to a change in levels of emissions, has account been taken of the need to accurately record this data?

Will your policy affect infrastructure, land or buildings?

Indicate if the impact is positive or negative or if there is no impact	Positive Impact	No Impact	Negative Impact	Comments
<p>Eliminate bad practice particularly in waste and carbon usage</p> <p>Advance good practice, particularly the use of innovative technology</p> <p>Foster a culture of personal responsibility</p>	✓			<p>Committed and working towards the Scottish government's target of net zero emissions by 2045.</p> <ul style="list-style-type: none"> • This policy places more focus on departmental pool car managers and the utilisation of their pool cars. It prompts managers to questions if journeys are necessary and asks if video conferencing could be used. • Electric / Hybrid vehicles are covered in this policy which is being introduced to all staff with training and tutorials offered. These types of vehicles are on the increase and will be replacing some petrol / diesel vehicles long term. • Fleet size and vehicle utilisation as a

				<p>board is reviewed regularly to see if there are actual needs for pool vehicles in certain areas.</p> <ul style="list-style-type: none">• Pool Electric bikes have been added to the Transport requisition list where staff can now request electric bikes to commute from sites in the Dumfries town area. <p>There is also a car share option on pool car requisitions to save multiple vehicles going to the same destination.</p>
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25 SUMMARY OF IMPACT

Summarise your results from section 12 to 24 in the table below:

<u>Impact Area</u>	<u>Positive Impact</u>	<u>No Impact</u>	<u>Negative Impact</u>
Age			✓
Disability	✓		✓
Sex	✓		
Gender reassignment and Transgender		✓	
Marriage and Civil Partnership		✓	
Pregnancy and Maternity	✓		
Race		✓	
Religion or belief		✓	
Sexual orientation		✓	
Human Rights	✓		
Health & Wellbeing & Health Inequalities	✓		
Economic & Social Sustainability	✓		
Environmental Sustainability, Climate Change and Energy Management	✓		
	Total Positive Impacts = 7	Total No Impacts = 5	Total Negative Impacts = 2

Positive and No Impact(s) - the Policy needs no further IIA at this stage. Transfer the totals to the Summary Sheet for publication

Negative Impact(s) - please complete section 26

26 If Negative Impact(s) have been identified choose the most appropriate option below (a, b or c). Once you have identified your option, record your decision in the table below highlighting the Impact Area and action to be taken.

- a. **unjustifiable** - your policy must be revised and rewritten to remove the negative impact. This is the concept of 'treat' in risk management
- b. **can be justified** without further consultation. The justification is noted and recorded and the policy is signed off. This is the concept of 'managed' in risk management
- c. **may or may not be justifiable** - the proposed justification for the risk is noted and the policy is then consulted upon at the level that is appropriate. For instance, an employment policy may require only internal consultation where as a service delivery policy may require partner and external consultation.

Impact Area	Option (a), (b) or (c)	Explanation and action to be taken
Age	(a)	This is to comply with legislation and law.
Disability	(a)	This is to comply with legislation and law.

Once completed transfer the actions to the Summary Sheet for publication

Section 5 : Monitoring And Reviewing

	Guidance
<p>27 How will the implementation of the policy be monitored?</p> <p>Distributed to all line managers within NHS D&G who will then disseminate within their teams.</p> <p>Placed on Dg Communications and CORE briefing.</p>	<p>e.g. customer satisfaction questionnaires.</p>
<p>28 What (if any) environmental data is to be monitored and who is responsible for the collection of this data?</p> <p>Pool car utilisation figures and mileages travelled.</p> <p>Responsible person: Lee Collins Transport Manager.</p>	
<p>29 How will the results of the monitoring be used to develop the policy?</p> <p>This information will be useful as we strive to meet the Scottish government's targets on net zero emissions in 2045.</p> <p>Will help in achieving a more efficient pool car utilisation and set.</p> <p>Will help in removal of diesel/ petrol vehicles from the fleet and replace with a more eco friendly electric or hybrid vehicle.</p>	<p>This information will be useful when you review the policy</p>
<p>30 When and how is the policy due to be reviewed?</p> <p>Will be reviewed every 3 years, with any significant changes been implemented and changed when applicable.</p> <p>Responsible person: Lee Collins Transport Manager.</p>	<p>Detail who is responsible. If there are a significant number of negative impacts, then an earlier date may be recommended</p>

Section 6 : Quality Assurance and Public Reporting of Results

(Information required for the Summary Sheet)

The organisation is required to publish the findings and results of all IIAs conducted.

Monitoring of IIA returns will be carried out by expert advisors and may result in additional information being required or a revised assessment.

The lead person is responsible for collating the key comments and actions. All members of the group should receive a copy of the final impact assessment.

The impact assessment information should be reported as part of the approval process for the policy.

The lead person is responsible for sending a copy of this completed Inequalities Impact Assessment Toolkit form to the relevant service for the lead organisation where it will be quality assured and then part or all will be published on the public website.

For Dumfries and Galloway Council this is the Planning and Performance Unit - email it to ImpactAssessment@dumgal.gov.uk

For NHS Dumfries and Galloway email it to lynsey.fitzpatrick@nhs.net

Section 7 : Improving the Inequalities Impact Assessment Process

Feedback (optional) - Please use the space below to detail any matters arising from the Assessment which will help us improve the process

	Please tick (✓)					
Please score from 1 to 6 where 1 is low and 6 is high	1	2	3	4	5	6
1 How well did this toolkit help you understand the IIA process?					✓	
2 Did the toolkit assist you in improving your policy?					✓	
3 Was the language and format easy to follow?				✓		

4 Any other comments	
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Please send this form to:

Planning and Performance Unit, Dumfries and Galloway Council, Council Offices, Dumfries DG1 2DD Drop Point: 320
or email: ImpactAssessment@dumgal.gov.uk

Equality and Diversity Lead, NHS Dumfries and Galloway, High East, Crichton Hall, The Crichton, Dumfries DG1 4TG
or email: lynsey.fitzpatrick@nhs.net