

Equality Impact Assessment Tool

This Tool has been developed to ensure that equalities, human rights, economic, social factors and the Armed Forces Covenant Duty are being considered ahead of the implementation of any new or revised policies, provisions, criteria, functions, practices and activities, including the delivery of services. Please note for the purpose of this document these will be grouped together and simply referred to as 'activity'.

General Information			
Name of activity	Development of Pain Wise MDT, Modular education class for Chronic Pain		
Lead person and job title	Dr Ross Warwick – Consultant Clinical Psychologist		
Contact Information (<i>telephone and/ or email</i>)	ross.warwick@nhs.scot	Date of this assessment	Started 30/06/25
Names and roles of those involved in the impact assessment process	<p>Ross Warwick - Consultant Clinical Psychologist/Lead for Clinical Health Psychology Alison Wren – Clinical Psychologist Amy Sellors – Project Support Manager Nel Kaur – Assistant Psychologist</p> <p>Patient Information and/ Communications Team have been involved in developing the materials and resources as appropriate.</p> <p>Community Link colleagues will provide support around digital inclusion.</p>		
Describe the activity in no more than 200 words	<p>The virtual pain education class is designed to support individuals living with chronic pain by providing weekly online sessions focused on pain management, and multidisciplinary support. The class will be delivered via the NHS-approved Near Me digital platform and includes educational materials, interactive discussions, and self-assessment tools. 1:1 pre engagement and post engagement check ins will enable shared decision making and signposting to further community based supports.</p> <p>This assessment aims to identify and record any potential negative and positive impact(s) on protected characteristic groups from the class.</p> <p>Where possible negative impacts are identified, action will be taken to minimise or mitigate these.</p>		
How will people be affected by this activity?	Clinical staff (Public Health, Primary Care, Pharmacy, Primary Care physiotherapy, Psychology) will be involved		

	<p>with this class and will be expected to run, support/promote and implement the classes.</p> <p>Patients over 18 with chronic, non-malignant, non-palliative pain will be invited to attend the class. Families and carer information is included in the information provided on the website.</p>
<p>Who has been involved in the development of this activity and in what capacity?</p>	<p>Ross Warwick - Consultant Clinical Psychologist (Strategic Lead) Alison Wren – Clinical Psychologist (Operational Lead) Amy Sellors – Project Support Manager Nel Kaur – Assistant Psychologist (Lead Facilitator)</p>
<p>Please include any evidence or relevant information that has influenced the overall decision being considered within this impact assessment</p>	<p>Feedback was gathered from recent attendees of the Secondary Care Pain Education Class. This feedback has been used to support the creation of the new class.</p> <p>NHS D&G Chronic Pain Website Chronic Pain Team – Dumfries & Galloway Health & Social Care</p> <p>Near Me Website Video Appointments</p> <p>Near Me EQIA for NHS D&G</p> <p>Evidence of best practice to support the role of education in the management of chronic pain that needs to be multidisciplinary and biopsychosocial.</p> <p>Feedback was gathered from Primary Care Colleagues via survey with results showing that information about chronic pain was needed at an earlier stage of the patient journey.</p> <p>Wait times for the secondary care class are lengthy, the aim is to provide rapid access to support.</p>

Impact Assessment Questions

Please complete the table below and outline within the comments sections:

- any evidence, relevant information or involvement that has influenced the decision on impact (this may also include demographic profiles, audits, research, health needs assessment, work based on national guidance, findings from engagement and consultation). Prompts are available on **page 6** to support discussion around potential impacts.
- Mitigating measures that will be taken to ensure that no impact is negative

When assessing the impact on each protected characteristic, you should consider the following aims of the Public Sector Equality Duty:

- Does the proposed activity impact on the **elimination of discrimination**?
- Does the proposed activity contribute towards **advancing equality of opportunity** by removing or minimising disadvantages, meeting the needs of particular groups and encouraging participation in a particular activity?
- Does the proposed activity **foster good relations** between different groups?

Protected Characteristics/ Impact Areas	Are there any positive impacts?	Are there any negative impacts?	Rationale for decision and further comments	What measures will be put into place to mitigate any negative impacts?
<p>Age</p> <ul style="list-style-type: none"> • Early years, children and young people, including care experienced young people • Working aged people • Older People 	Yes	No	<p>The class is designed for adults aged 18+. Children under 18 are out with the scope of this project.</p> <p>There are a number of benefits for people of all ages to using a virtual delivery method. These include</p> <ul style="list-style-type: none"> • Enables delivery to patients across Dumfries & Galloway • Enables delivery in patients own home or closer to home • Reduces wait time for patients • Flexible, people can attend sessions in any order <p>While the majority of people are confident at using digital tools consideration needs to be given to those who don't use it. To ensure that people are enabled to use digital technology to achieve better outcomes for their health and wellbeing, there needs to be easy to access training to enable people to use this technology.</p> <p>This project will use Near Me (Attend Anywhere) software which is NHS approved and embedded across NHS D&G. This means that training</p>	

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			<p>tools and patient information are already in place to support patients using this technology.</p> <p>Where patients are not digitally enabled, consideration will be given to alternative options which better suit. Community Link Workers will be able to support patients in accessing more appropriate community supports.</p> <p>Our research suggests that the majority of people indicated they would prefer a virtual delivery model, broken down into sessions which would enable attendance from home (Secondary Care Pain Education Class survey).</p>	
<p>Disability (<i>This includes physical disability, learning disability, sensory impairment, long term medical conditions and</i></p>	<p>Yes</p>	<p>No</p>	<p>Research suggests that people with disabilities may be less likely to use technology.</p> <p>Our research suggests that people with disabilities are engaging with technology and are looking for digital options.</p>	

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<i>mental health conditions)</i>			<p>People with mental health conditions who are unable to participate in a group environment are not within scope for this project. They will be supported in other ways more appropriate for them.</p> <p>Local Near Me easy read materials to support people (including those who have an intellectual disability) have already been developed, to help ensure virtual consultations are accessible to all.</p> <p>Patients referred to the class will be contacted prior to attending the first session. This will provide patients with the opportunity to discuss any specific needs with the facilitator.</p> <p>Class materials include access to translations and alternative formats, where needed.</p>	
Sex/Gender	Yes	No	Research suggests women are more likely to be carer/single parent, and virtual consultations can offer easier access to appointments	
Gender reassignment and Transgender	No	No	It is not anticipated that there will be an impact in relation to gender reassignment and transgender.	

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Marriage and Civil Partnership	No	No	It is not anticipated that there will be an impact in relation to marriage and civil partnership.	
Pregnancy and Maternity	Yes	No	Schedule flexibility is more supportive of pregnant women or those with young children.	
Race (includes Gypsy/Travellers and those whose first language is not English)	Yes	No	<p>Gypsies and travelling people can have better access to the class as remote access has the potential to fit better with the demands of a nomadic way of life.</p> <p>People whose first language is not English may struggle to engage with the virtual group.</p> <p>Patients referred to the class will be contacted prior to attending the first session. This will provide patients with the opportunity to discuss any specific needs with the facilitator.</p> <p>Support will be provided in line with the NHS D&G Interpretation and Translation guidance. Class materials include access to translations and alternative formats, where needed.</p> <p>Community Link Workers will be able to support patients in accessing appropriate community supports.</p>	

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Religion or belief	Yes	No	Schedule flexibility ensures accommodation of religious observances.	
Sexual orientation	No	No	It is not anticipated that there will be an impact in relation to sexual orientation.	
Human Rights	Yes	No	The pre and post engagement conversations with the facilitator will involve shared decision making, which provides patients with the opportunity to share what matters to them.	
Carers	Yes	No	<p>The virtual format may support Carers who would otherwise need to provide/arrange transport for face to face sessions.</p> <p>Schedule flexibility ensures accommodation of caring responsibilities (people can attend the modules in any order over 12 weeks).</p> <p>Class guidance includes links to the local Chronic Pain website, which includes information specifically for Carers.</p>	
Staff: <ul style="list-style-type: none"> • Full time • Part time 	Yes	No	Near Me training will be provided as needed to support staff and the wider MDT attendees. There will also be the opportunity to shadow	

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<ul style="list-style-type: none"> • Shift workers • Staff with protected characteristics • Staff vulnerable to falling into poverty 			<p>other facilitators and ad hoc and structured MDT support will be provided.</p> <p>Provides staff with an evidence based alternative to prescribing. The hub aims to connect existing interventions and promote a joined up approach.</p>	
<p>Poverty 'at risk' groups</p> <ul style="list-style-type: none"> • Unemployed people • People on benefits • Pensioners • Care Experienced people • Those living in the most deprived communities • Remote rurality 	Yes	No	<p>Virtual format enables delivery to patients across Dumfries & Galloway.</p> <p>The Scottish Government are committed to ensuring that every area has access to mobile phone technology and broadband through their Digital Connectivity initiatives.</p> <p>We will monitor uptake of the class and take note of those who do not have the necessary skills/ technology to take part. We are aware that there is a project underway through the Right Care Right Place programme of work that is aiming to bring Near Me rooms back for patients who cannot or do not want to have a video call at home. We will continue to link with this work so that we can utilise these rooms moving forward.</p>	

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<p>People with low literacy/ numeracy, poorer skills and/ or attainment</p>	<p>Yes</p>	<p>No</p>	<p>This format breaks down the content of the current class into modular content that can be attended multiple times if needed to support literacy and comprehension.</p> <p>There will be a pain passport developed alongside which will help support people in achieving goals.</p> <p>While the resources designed for the modules (the leaflet and pain passport) are in a written format, resources will be shared that offer information in a variety of formats to support different learning styles. There are also resources in different formats on the Dumfries and Galloway Chronic Pain website.</p> <p>Easy read summary pages and a glossary have been created to sit alongside modules as advised by Patient Information colleagues.</p>	

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Those involved in the criminal justice system and their families	No	No	It is not anticipated that there will be an impact in relation to those involved in the criminal justice system and their families.	
Homelessness	Yes	No	<p>We are aware that there is a project underway through the Right Care Right Place programme of work that is aiming to bring Near Me rooms back which will enable people who cannot or do not want to have video calls at home to use these. We will make sure links are made so that we can utilise these as they become available.</p> <p>Individual needs will be assessed. It is recognised that a certain level of stability is needed to be able to attend sessions and fully benefit.</p>	
People who are displaced incl. refugees & asylum seekers	Yes	No	Patients referred to the class will be contacted prior to attending the first session. This will provide patients with the opportunity to discuss any specific needs with the facilitator.	
Economic & Social Sustainability	Yes	No	<p>People are less likely to have to take as much time off work to attend as classes are flexible and virtual.</p> <p>Costs associated with travel time can be reduced for some people who use virtual consultations.</p>	

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Environmental	Yes	No	Virtual format reduces need to travel	
Armed Forces Personnel and Veterans	No	No	It is not anticipated that there will be an impact in relation to Armed Forces personnel and veterans.	

<p>Does this activity require consideration of the Fairer Scotland Duty? If yes, please outline the steps taken to meet the needs of the duty.</p>	<p><i>This places a legal duty on public bodies to actively consider how they can reduce inequalities of outcomes because of socio-economic disadvantage, such as low income, area deprivation and material deprivation, and to produce a written assessment of the results. This duty only applies to strategic decisions or activity. More information can be found here.</i></p>	
<p>Please indicate how are you ensuring the information about the activity and around the proposed changes is accessible in terms of communication in the following formats, where relevant:</p>	Easy Read	Information is already available about Near Me Any other information will be available on request from Patient Information
	British Sign Language	Information will be available on request from Patient Information
	Alternative Languages	Information will be available on request from Patient Information
	Large Print	Information will be available on request from Patient Information
	Other (please specify)	Information will be available on request from Patient Information

Summary Sheet

Name of Activity	Development of a Primary Care virtual pain education class
Date of Impact Assessment	
Key Lead Contact	Dr Ross Warwick – Consultant Clinical Psychologist

Please summarise any identified negative impacts and associated mitigations/actions:

Negative Impact	Mitigation/Action	Responsibility/ Timescale

Monitoring

How will you monitor the ongoing impact of the activity on all population groups?	Pre and post engagement measures will be gathered, including patient feedback. This will be part of the ongoing review process around this class.
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Next Steps in the Impact Assessment Process

When complete, the lead person should send a copy of the full Impact Assessment Tool to the Equality and Diversity Lead by emailing it to dg.cbsteam@nhs.scot.

The impact assessment will then be published on the NHS Dumfries and Galloway public website at www.nhsdg.co.uk.

Please take 5 minutes to share your experience of completing this Impact Assessment by completing [this short survey](#)

Please note that this is a legal document stating that you have fully considered the impact on the protected characteristics and is open to scrutiny by service users/external partners/Equality and Human Rights Commission.

