

## **Equality Impact Assessment (EIA)**

Legislation requires that our policy documents consider the potential to affect groups differently and eliminate or minimise this where possible. This process helps to address inequalities by identifying steps that can be taken to ensure equal access, experience and outcomes for all groups of people.

### **Step One – Policy Definition**

<b>Function/policy name and number:</b>	Medical Work Experience Policy
<b>Main aims and intended outcomes of the function/policy:</b>	The policy is designed to ensure that where the Trust offers work experience placements to individuals interested in a career within the medical profession, that they are considered in an effective and systematic way, ensuring a positive and safe placement, reducing risk to the Trust and the candidate.
<b>How will the function/policy be put into practice?</b>	This policy will identify the Trust's expectations for safe and effective placements as part of a Medical Work Experience Programme.
<b>Who will be affected/benefit from the policy?</b>	Organisers of Medical Work Experience (MWE), staff involved in MWE directly or indirectly. MWE candidates.
<b>State type of document</b>	Policy
<b>Is an EA required?</b> NB: Most policies/functions will require an EA with few exceptions such as routine procedures-see guidance attached	Yes
<b>Accountable Director:</b> (Job Title)	Medical Director
<b>Assessment Carried out by:</b>	Senior Clinical Educator
<b>Date Completed:</b>	21.2.25

To help you to determine the impact of a strategy or policy, think about how it relates to the Public Sector Equality Duty, the key questions as listed below and prompts for each protected characteristic are included Step 3:

- Eliminate unlawful discrimination, victimisation, and harassment**
- Advancing equality of opportunity**
- Fostering good community relations**

#### **KEY QUESTIONS**

- Are people with protected characteristics likely to be affected differently even though the policy is the same for everyone?
- Could there be issues around access, differences in how a policy is experienced and whether outcomes vary across groups?
- What information /data or experience can you draw on to indicate either positive or negative impact on different groups of people in relation to implementing this function policy?

### **Step Two – Evidence & Engagement**

What evidence have you identified and considered? This can include research ((national, regional, local) surveys, reports, NICE guidelines, focus groups, pilot activity evaluations, clinical experts or working groups, information about Dudley's demographics, The Dudley Group equality and diversity reports, Joint Strategic Needs Assessment (JSNA) or other equality analyses, Workforce Race and Disability Equality data, anecdotal evidence.		
<b><u>Research/Publications</u></b>	<b><u>Working Groups</u></b>	<b><u>Clinical Experts</u></b>
DGFT Quality Impact Policy		Consulted the Dudley Council Work Experience Officer
Health and Safety Executive (young people at work)		Consulted DGFT health and safety team
Health Education England (HEE) (date unknown) Work Experience in the NHS- a toolkit for secondary care providers.		
Engagement, Involvement and Consultation:  If relevant, please state what engagement activity has been undertaken and the date and with which protected groups:		
<b>Engagement Activity</b>	<b>Protected Characteristic/ Group/ Community</b>	<b>Date</b>
Discussed the MWE programme with the work experience officer for Dudley Council	Young vulnerable adults or children	2024
For each engagement activity, please state the key feedback you have received and then use this in step 3. List a summary of the Feedback in the 'list of feedback received' column, then add your mitigation and then your action to address.		

### Summary of the feedback:

All feedback from the meeting with the representative from Dudley Council was received prior to commencing the review.

## Step Three – Assessment of Impact

Complete **relevant** boxes below to help you record your assessment

Consider information and evidence from previous section covering:

- Engagement activities
- Equalities monitoring data
- Wider research

**Also, consider due regard under the general equality duty, NHS Constitution and Human Rights.**

Positive Impact HIGH MEDIUM LOW	Negative Impact HIGH MEDIUM LOW	Neutral Impact Cross in the box if no impact is identified	<ul style="list-style-type: none"> <li>List concerns raised for possible negative impact</li> <li>OR</li> <li>List beneficial impact</li> </ul> (utilise information gathered during assessment)	Mitigation  List actions to redress concerns raised if a negative impact has been identified in the previous column	Lead [Job title]	Time-scale	How are actions going to be monitored/reviewed / reported? (incl. after implementation)
Positive OR Negative Impact (not both)							
<b>1) Age</b> Describe age related impact and evidence. This can include safeguarding, consent and welfare issues:							
	Low		Under 16 years old cannot apply due to National Legislation due to the nature of the placements	Advertisement of MWE will include age restrictions information and eligibility criteria.	MWE coordinat or	Annually	Annually as part of the MWE advertisement process
<b>2) Disability</b> Describe disability related impact and evidence. This can include attitudinal, physical, communication and social barriers as well as mental health/ learning disabilities, cognitive impairments:							
		X					
<b>3) Gender re-assignment</b> Describe any impact and evidence on transgender people. This can include issues such as privacy of data and harassment:							
		X					

<b>4) Marriage and civil partnership</b>							
Describe any impact and evidence in relation to marriage and civil partnership. This can include working arrangements, part-time working, and caring responsibilities:							
		X					
<b>5) Pregnancy &amp; Maternity</b>							
Describe any impact and evidence on pregnancy and maternity. This can include working arrangements, part-time working, and caring responsibilities:							
		X					
<b>6) Race</b>							
Describe race related impact and evidence. This can include information on different ethnic groups, Roma gypsies, Irish travellers, nationalities, cultures, and language barriers:							
		X					
<b>7) Religion or Belief</b>							
Describe any religion, belief or no belief impact and evidence. This can include dietary needs, consent and end of life issues:							
		X					
<b>8) Sex</b>							
Describe any impact and evidence on men and women. This could include access to services and employment:							
		X					
<b>9) Sexual Orientation</b>							
Describe any impact and evidence on heterosexual people as well as lesbian, gay and bisexual people. This could include access to services and employment, attitudinal and social barriers:							
		X					
<b>10) Other marginalised groups e.g. Homeless people</b>							
Describe any impact and evidence on groups experiencing disadvantage and barriers to access and outcomes. This can include lower socio-economic status, resident status (migrants, asylum seekers), homeless, looked after children, single parent households, victims of domestic abuse, victims of drugs / alcohol abuse: (This list is not exhaustive)							
		X					
<b>11) Privacy, dignity, respect, fairness etc.</b>							
		X					

