

Equality, Diversity, Cohesion and Integration Screening



As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Directorate: Public Health	Service area: Long Term Conditions – Self Management
Lead person: Diane Burke	Contact number: 07712214804

1. Title: Provision of a 9 month pilot bespoke flexible Structured Education programme

Is this a:

Strategy / Policy

Service / Function

Other

If other, please specify

2. Please provide a brief description of what you are screening

The vision is that people in Leeds will be involved in decisions made about them through supportive self-management. They will be encouraged, supported and enabled to self- manage when they feel able to do so. This model fits with the philosophy of the House of Care which aims to provide personalised care planning for people with long term conditions by working in partnership with patients and care professionals.

Therefore as a result from extensive consultation with people in Leeds across the health system in Leeds resulting in the proposal that a bespoke menu based programme could offer something more flexible which would increase accessibility while maintaining outcomes and patient satisfaction.

It is proposed this programme will provide a core/foundation programme for LTC and run as a rolling programme. People can then attend at any stage after diagnosis to be given valuable information in relation to lifestyle, emotional wellbeing, mental health, goal setting, social support, benefits, support networks and signpost to additional educational materials. Disease specific programme (Intermediate level). This is a one off session that the people can access to understand more about their LTC but are not ready to go to a more in-depth weekly programme.

3. Relevance to equality, diversity, cohesion and integration

All the council's strategies/policies, services/functions affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?	X	
Have there been or likely to be any public concerns about the policy or proposal?	X	
Could the proposal affect how our services, commissioning or procurement activities are organised, provided, located and by whom?	X	
Could the proposal affect our workforce or employment practices?		X
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 	X	

If you have answered **no** to the questions above please complete **sections 6 and 7**

If you have answered **yes** to any of the above and;

- Believe you have already considered the impact on equality, diversity, cohesion and integration within your proposal please go to **section 4**.
- Are not already considering the impact on equality, diversity, cohesion and integration within your proposal please go to **section 5**.

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?** (think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

The pilot programme is proposing a service that will be developed to test out a menu based innovative, holistic approach to providing support to people with long term conditions taking into account age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

It has been noted by the commissioners that certain BME groups have a higher prevalence in some instances for certain long term conditions therefore the pilot aims to address and target these groups.

The pilot project hopes to provide structured education in community based settings delivered by a multi-agency approach including third sector to meet the needs of specific communities offering suitability for their families and carers to attend where appropriate

Demographic information will be collected by the commissioner to allow the equality of the targeted interventions to be monitored and addressed should any gaps be identified.

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

Anecdotal evidence suggests that the current structured education programmes are inflexible and run during the day and therefore reduce levels of accessibility and attendance. The proposed bespoke pilot model will aim to address this and offer a flexible menu based approach to be accessed by a wide range of diverse populations taking into account individual need.

This will offer groups and varied communities an opportunity to come together and engage with one another, providing the potential to form ongoing support groups following the structured education.

There is acknowledgment that the intermediate level structured education pilot will focus on one LTC and therefore for some people there will be no intermediate level structured

education available. However, if the pilot is successful it is expected that an intermediate level will be available for other LTCs including diabetes, respiratory, CVD.

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact)

The specification will be developed to reflect different equality characteristics removing the potential for any negative impact. The specification will require providers to follow the national Qismet standards which outlines that access to the programme should meet the requirements of the Equality and Disability Acts.

Through procurement the design, delivery and evaluation of the programme will need to address the needs of potential participants from a wide ranging diverse communities. The provider will need to understand and respond to the target population.

Programme information is produced in formats that reflect the needs of all participants

All records will be kept of demographic data relating to participants which will be used to assess the appropriate equality of access to the programme

Monitoring data will be obtained and reviewed on a regular basis to ensure the programme is reaching the target populations and resulting in any negative impact. Action will be taken to improve access if required through review of the data.

5. If you are **not already considering the impact on equality, diversity, cohesion and integration you **will need to carry out an impact assessment.****

Date to scope and plan your impact assessment:	N/A
Date to complete your impact assessment	N/A
Lead person for your impact assessment (Include name and job title)	N/A

6. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Lucy Jackson	Consultant in Public Health	28 th October 2014

7. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given. If you are not carrying out an independent impact assessment the screening document will need to be published.

If this screening relates to a **Key Delegated Decision, Executive Board, full Council** or a **Significant Operational Decision** a copy should be emailed to Corporate Governance and will be published along with the relevant report.

A copy of **all other** screening's should be sent to equalityteam@leeds.gov.uk. For record keeping purposes it will be kept on file (but not published).

Date screening completed	28 th October 2014
If relates to a Key Decision - date sent to Corporate Governance	
Any other decision – date sent to Equality Team (equalityteam@leeds.gov.uk)	