

# A Rapid Health Impact Assessment of Powys Challenge



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## **AUTHORS**

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## **Acknowledgements**

**We would like to thank all the stakeholders and facilitators who gave their time to attend and contribute to the participatory stakeholder workshop.**

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## 1.0 INTRODUCTION

### 1.1 Health Impact Assessment

*"Health Impact Assessment is a combination of procedures, methods and tools by which a policy, programme or project may be judged as to its potential effects on the health of a population, and the distribution of those effects within the population."* <sup>1</sup>

Therefore health impact assessment (HIA) allows us to explore all the future potential health and well being impacts (both positive and negative) of a project or programme, identify affected parties, and modify and enhance project delivery in order to maximise the positive health and well being impacts and minimise or remove the harmful effects.

A recent guide to HIA published in Wales states that the Welsh Assembly Government is *"committed to developing the use of health impact assessment in Wales as part of its strategy to improve health and well-being and to reduce health inequalities."* <sup>2</sup>

For the purpose of health impact assessment, the term "health" must be considered in its broadest possible sense, with awareness given to the wider determinants of health, including environment, housing, income, employment, crime, and transport. Therefore, for the purpose of HIA it is usual to adopt the World Health Organization definition of health as *"a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."* <sup>3</sup>

HIA is an inclusive, participatory approach, involving key stakeholders at all stages in the process. These stakeholders range from key decision makers, to members of the community affected by the policy or programme.

In June 2005 it was decided to carry out a HIA on The Powys Challenge Literacy/Numeracy Mentoring Project, to support the continuing search for long term funding and look at improving the health and well-being of the beneficiaries, staff, volunteers and the local community.







<sup>1</sup> **Health Impact Assessment: Main concepts and suggested approach. World Health Organisation. December 1999**

<sup>2</sup> **Improving Health and Reducing Inequalities: A practical guide to health impact assessment. Welsh Assembly Government. September 2004**

<sup>3</sup> **Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July**




The Off-road Opportunities Programme has been established to provide training, recreational activity and the opportunity to develop interests and skills in off-road motorcycle activities, to young people within Powys.


The aims and objectives of the Programme are:


-  to promote lifelong learning, improve Basic Skills & provide formal qualifications
-  to reduce the risk of offending by providing a legal and safe environment
-  to develop young peoples' interests and skill thereby improving employability
-  to promote constructive use of young people's leisure time
-  to improve communication and social skills
-  to encourage young people to set and achieve goals

### **Encouraging young people to take 'positive risks'**

Involvement in this programme will benefit the young person by providing:

-  practical skills and knowledge
-  an opportunity to gain nationally recognised qualifications (OCN's)
-  continued learning and enhanced employment prospects

 increased self esteem, confidence and motivation to achieve aims

 Self development– learning to work as part of a team, expanding communication and social skills

 access to leisure activities

The programme is delivered on daily sessions of approximately 4 hours, other than Day 4 which involves a day at an event (this usually takes place on a Sunday).

### **Day 1**

Introduction to bike ownership and off-road motorcycling

**Purchasing a motorcycle:** identifying reputable dealer/what to look for

**The legalities of owning a motorcycle:** safe and legal riding

**Various types of motorcycle sports:**

SchoolBoy/MotoX/Enduro/Hare & Hounds/Trials/SuperX

**Group work on OCN Unit**

### **Day 2**

**Training Schools and Practice Tracks:** various activities within local areas – what is available and how much does it cost?

**Off-road Motorcycle Organisations:** AMCA/ACU/SBMX

**Clubs and Events:** why join a club?/how to get involved /cost of setting up and competing

**Group work on OCN Unit**

### **Day 3**

Workshop Health & Safety

**An introduction to the workshop:** Fire Points/Correct use of Fire Extinguishers/Fuel & Oil spillage/personal safety clothing & equipment/COSH /correct use of tools

**Completion of Health & Safety questionnaire**

**Group work on OCN Unit**

## **Day 4**

### **First Aid training**

**Group work on OCN Unit**

## **Day 5**

### ***Introduction to a Motorcycle***

*Identification and familiarisation with controls and components of motorcycle*

**Safety Check:** Brakes/Bearings/Spokes/Tyres/Cables

**Basic Motorcycle Maintenance & Servicing:** practical demonstration of motorcycle servicing and explanation of motorcycle maintenance

**Group work on OCN Unit**

## **Day 6**

### ***Attendance at a local Motorcycle event***

**Spectator Safety**

**Track Safety**

**Explanation of 'Flag System'**

**Group work on OCN Unit**

## ***Days 7***

**Safe Riding:** Tuition in riding skills Practical sessions on practice track

Following successful completion of OCN Units and, if demonstrating required standard of riding competence the young person and their parent(s)/carer(s), if they choose to, will be guided through the process of entering an event and will be provided with a motorbike, transport and support to participate.

Young people who demonstrate commitment on this programme and express an interest in off-road activities will be encouraged to become 'Peer led Coaches' to less experienced participants.

### ***Further Off-Road Opportunities include:***

#### **Environmental/Countryside Awareness:**

Further practical skills can be developed and qualifications gained by continuing to work with the *OOPs!* Project by undertaking practical tasks and completing Open College Network Units in subjects such as:

Countryside Codes  
Footpath Maintenance

### **Employment Opportunities:**

By completing the *OOPs!* Project and gaining OCN qualifications young people can enhance their employment prospects, for example by gaining a Woodland Management Apprenticeship

## **1.3 Welsh Health Impact Assessment Support Unit**

Welsh Health Impact Assessment Support Unit (WHIASU) is funded by the Welsh Assembly Government, through the Wales Centre for Health. WHIASU is based in the Cardiff Institute of Society, Health and Ethics, which is part of Cardiff University's School of Health Sciences, and is funded to cover North and South Wales.

### **The key roles of WHIASU are:**

- **To support the development and effective use of the health impact assessment approach in Wales through building partnerships and collaborations with key statutory, voluntary, community and private organisations in Wales.**
- **To provide direct information and advice to those who are in the process of conducting health impact assessments.**
- **To contribute to the provision of new research, and provide access to existing evidence, that will inform and improve judgements about the potential impacts of policies, programmes and projects.**

### **The WHIASU can be contacted at:**

**Liz Green**



Welsh Health Impact Assessment Support Unit, Croesnewydd Hall, Wrexham  
Technology Park, Wrexham

Tel: 01978 313664

E-mail: [liz.green@wch.wales.nhs.uk](mailto:liz.green@wch.wales.nhs.uk)

**Dr Alison Golby**

Welsh Health Impact Assessment Support Unit, CISHE, School of Social  
Sciences, 53 Park Place, Cardiff

Tel: 02920 879161

E-mail: [golbya@cf.ac.uk](mailto:golbya@cf.ac.uk)

## **2.0 METHODOLOGY**

### **2.1 Why a “rapid” HIA?**

HIAs can be categorised in two ways. Firstly, “in-depth” HIAs, which are conducted over a matter of weeks or months, and secondly “rapid” HIAs, which are completed in hours or days.

Rapid HIA is clearly useful where a short period of time is available. A key element of rapid HIA is usually a participatory stakeholder workshop where key individuals are brought together to examine the proposal.

### **2.2 Participatory stakeholder workshop**

#### **2.2.1 The workshop**

The rapid HIA was undertaken over a period of time between 01 June and 07 September 2006. A half-day scoping meeting was held between Deborah Gerrard and Liz Green on 11<sup>th</sup> July 2006 and a half-day participatory stakeholder workshop was held on Tuesday, 11<sup>th</sup> June 2006 at Powys Challenge Head Office, Trafford House, Temple Street, Llandrindod Wells, Powys.

**Stakeholders were sent individual invitations, which included an Agenda for the meeting and information about the Health Impact Assessment process and a Summary of the Screening exercise. See Appendix 1.**

#### **2.2.2 Participants**

There were 11 participants at the stakeholder meeting, invited from amongst those involved with the project. They included a representative from Powys Youth Offending Team, Parents of young people receiving support from the Project, Volunteers providing support, Powys County Council Social Inclusion Unit, Powys Challenge Board of Trustees and an independent private consultant working for Powys Challenge and having some responsibility for funding applications.

Feedback gathered from young people via regular review and ‘Leaver’ questionnaires was presented during the stakeholder meeting.

Input was also received from some invitees who were unable to attend.

**A full list of participants and all those who were invited can be found in Appendix 2.**

#### **2.2.3 The format of the meeting**

The meeting began at 9:15am and concluded at 1pm. The meeting opened with a presentation on health impact assessment, then a presentation of the Project and the workshop screening exercise. During the afternoon the evidence was appraised and recommendations were made.

**The full programme can be found in Appendix 4.**

The workshop was facilitated by Liz Green (Welsh Health Impact Assessment Support Unit).

## **2.3 Producing the report**

Information was gathered from the workshop to compile this comprehensive report.

## **3.0 THE RAPID HEALTH IMPACT ASSESSMENT**

### **3.1 Identifying potentially affected groups.**

During the screening session, vulnerable and/or disadvantaged groups who may be affected by The Powys Challenge Literacy/Numeracy Mentoring Project were considered. The groups identified were chosen from a list of population groups particularly vulnerable to the causes of ill health.

Groups that participants felt may be affected by The Powys Challenge OOP's project were:

- Children and young people
- People on low incomes
- Those who are economically inactive
- Those who are unemployed
- Single parent families
- Stepfamilies
- Those in isolated areas

### **3.2 Impacts upon health of the local population**

The vulnerable and/or disadvantaged groups identified would be considered in terms of positive or negative health-related impacts upon their:

- Lifestyles
- Social and community influences on health
- Living/environmental conditions affecting health
- Economic conditions affecting health
- Access to, and quality of, services
- Other direct or indirect effects on health

A health and well-being determinants checklist ([see Appendix 6](#)) was used to assist in focusing thought, and to help make a judgement as to the likely impacts of the project upon the different health determinants.

### **3.3 Summary of impacts**

The following tables describe the potential impacts of elements of The Powys Challenge Literacy/Numeracy Mentoring Project, the adverse effects, the positive effects and the recommendations, which emerged following discussions of the issues.

Issue	Potential health impacts		Recommendations
	Positive impacts – Beneficial effects	Negative impacts – Adverse effects	

## LIFESTYLES

	Healthy eating for performance	Not stated in the proposal	Extend this message to parents
	Re-educate eating habits	Not stated in the proposal	This is not just about the young person, but other stakeholders
	Encourage Physical Fitness	Not stated in the proposal	Welsh!!
	Need to do gym work	Not stated in the proposal	
	Can't drink and drive	Not stated in the proposal	
	Discourage smoking	Not stated in the proposal	
	Reason to stop bad habits	Not stated in the proposal	
	Channels risky activities to positive events	Not stated in the proposal	
	May prevent joyriding	Sustainability of project / young persons involvement	
	Promotes social networking via events and clubs		
	Trade-off "Bike time" in exchange for "Work" in the countryside		

## SOCIAL AND COMMUNITY INFLUENCES ON HEALTH

	Bonding within the family	12-week limit, what next?	Possible bursary to support bike purchase, travel costs, clothing. The Bursary into a funding bid
	Education and training accreditation	OOP's! Needs to point client to a continuation	Increase income by hiring bikes out when not in use
	More to riding a bike than simply riding a bike - Washing, Maintenance	Initial six bikes only, limits the number of youngsters	1:5 ration for tutoring
	Promotes bike ownership and keeping them in good order	Is the follow-on going to be too expensive, for parents to support	
	Encourages responsible bike ownership	Are six bikes enough	

	Sense of belonging – Pride, Social Support	Some might offend in order to get onto the project	
	Positive peer pressures – Giving up smoking, Risk taking behaviour	Need for a leaflet pointing to local clubs	
	Encourage financial responsibility		
	Is OOP's more than a project – Is it also a club? (Bring your own bike)		
	Associates – Work, finance and the ability to support a bike		
	Reduce re-offending by preserving reputation of the off-road community		
	Increase neighbourliness by reducing joy riding		
<b>LIVING/ENVIRONMENTAL CONDITIONS AFFECTING HEALTH</b>			
	Encourages legal and proper use of off-road bikes	Loss of land because of illegal and irresponsible use	
	Trials are preferable to motocross	Noise!! Not stated in the proposal	
	Make youngsters aware of environmental impact		
	Positive aspects associated with environmental maintenance		
	Trial bikes are significantly quieter than off road bikes		
	Noise meter tests – Make aware of how silencers work	Not stated in the proposal. Test every six months	
	Positive impact on community safety/community generally		
	Reduce risk of accident on estates and personal injury		
	Awareness of oil disposal	Not stated in the proposal	
	Promotes recycling of oil and waste		
	Health and safety of event areas	Not stated in the proposal	

## ECONOMIC CONDITIONS AFFECTING HEALTH

	Project could provide a reference for a youngster to get employment	Insufficient employment opportunities for youngsters especially young offenders	Referring agency needs to support with an adult
	Graduates of OOP's could possibly be employed on the project	Lack of finance for parents to support bike activity	Support by adults generally
	Peer mentoring by graduates (graduates will run the project)		
	OOP's could open doors to a variety of employment – Not just motor sport but possible environmental		
	Encourages family to get involved and promotes family activity		
	Project actually creates employment		

## ACCESS AND QUALITY OF SERVICES

	First aid cover	Not stated in the proposal	
	Engage with a mentor	Not stated in the proposal	
	Link potential to other motor projects e.g. wheels to work	Not stated in the proposal	
	Improving access to transport		
	Promotion of use of IT to research information, also to check club info	Not stated in the proposal	
	Maybe a rolling 20 week programme	? – Is 12-week enough to impact all necessary inputs	
	With trials maintenance is fairly rough and ready	? – Session length and structure	
	Project can be tailored to each group	? – Venues need to be appropriate – workshops, industrial unit.	
	Referral criteria? Need for support from home	? – Get on the bike earlier – 1 <sup>st</sup> or 2 <sup>nd</sup> week	
		Some lads could already be experienced riders	

		Referring services could overwhelm the project	
		To limit numbers	
<b>OTHER DIRECT OR INDIRECT EFFECTS ON HEALTH AND WELL-BEING</b>			
	Complies with 5 – 7 of YP’s entitlements	This existing concern about motor bikes	
	Complies with play strategy		
	Utilises our natural heritage		
	If you provide recognised area’s then you will lesson the abuse of other area’s		
	All year round activity		





## **3.4 Summary of recommendations**

### **3.4.1. Lifestyles**

- Extend this message to parents.
- This is not just about the young person, but other stakeholders
- Welsh!

### **3.4.2. Social and Community influences on health**

- Possible bursary to support bike purchase, travel costs, clothing. The Bursary into a funding bid.
- Increase income by hiring bikes out when not in use.
- 1:5 ration for tutoring

### **3.4.3. Living/environmental Conditions that effect health**

- No recommendations.

### **3.4.4. Economic conditions effecting health**

- Referring agency needs to support with an adult
- Support by adults generally

### **3.4.5. Access and quality of services**

- No recommendations.

### **3.4.6. Other direct or indirect effects on health and well-being**

- No recommendations.

## **4.0 Evaluation**

**Draw up an action plan based on the recommendations, which will include targets and timescales for some of the recommendations. To be reviewed in 12 months.**

## **5.0 Appendices**

### **1 Example - Stakeholder meeting Invitation**

### **2 List of Invitees to Stakeholder meeting - Attendees are highlighted Input received by post from non-attendees.**

### **3 Programme of Health Impact Assessment**

### **4 Health and well being determinants checklist**

## **Appendix 1**

### **Example – Stakeholder meeting Invitation**



**Trafford House**  
**Temple Street**  
**LLANDRINDOD WELLS**  
**Powys, LD1 5HG**

☎ 01597 822 400  
☎ 01597 829 389  
✉ office@powyschallenge.org.uk  
☎ 0845 370 7 370

**Ty Trafford**  
**Stryd y Demi**  
**LLANDRINDOD**  
**Powys, LD1 5HG**

**Patrons/Noddwyr**

The Hon Mrs Legge-Bourke LVO Lord Lieutenant of Powys  
The Right Reverend A E Pierce The Lord Bishop of Swansea and Brecon

27 June 2006

Dear \*\*\*\*\*

**Re: OOP's! Project**

Please find enclosed information regarding the OOP's! Project that Powys Challenge are developing. Powys Challenge have commissioned the Institute of Rural Health to undertake a rapid Health Impact Assessment of the OOP's! Project.

Health Impact Assessment seeks to explore all the future potential impacts of a particular project on peoples' health and well-being, and to modify and enhance project delivery. A key element of the Health Impact Assessment will be a participatory stakeholder workshop, where key individuals will be brought together to examine the proposal for the project. You have been identified as a key stakeholder in this process and we would like to invite you to join us at the participatory stakeholder workshop, which will take place on Tuesday, 11 July 2006 at Cartrefi Cymru offices (Unit 27 Ddole Road Industrial Estate, Llandrindod Wells: 01597 825566) from 9.15am to 1.30pm.

Your involvement would be much appreciated as I understand that you have experience of off-road motorcycling and your input would be highly valuable for the development of this project. I would be grateful if you could contact me on 01597 822400 to confirm whether you are able to attend the workshop. If you are able to attend, please could you also confirm whether you will wish to contribute through the medium of Welsh.

In the meantime if you have any queries please do not hesitate to contact me. Otherwise I look forward to seeing you at the workshop.

Yours sincerely

Deborah Gerrard  
Chief Officer

Enc.

## Appendix 2

### Evaluation feedback

#### Rapid Assessment on Off Road Opportunities Programme (OOPs) Project, Powys Challenge

Date: 11<sup>th</sup> July 2006

Venue: Cartrefi Cymru, Llandrindod Wells, Powys

#### Attendees:

Deborah Gerrard – Chief Officer, Powys Challenge  
Linda Coker – Restorative Justice Co-ordinator, Powys Youth Offending Service  
Derek Gerrard – Volunteer/OOP's Working Party Member  
David Peter – Volunteer/OOP's Working Party Member  
Ben Smith – Young Person  
Karen Smith – Parent  
Victoria Ashby - Restorative Justice Support Worker, Powys Youth Offending Service  
Graham Evans – David Jones Motorbikes, Newtown and Qualified Tutor  
Christopher Geake – Powys Challenge Trustee/Volunteer and OOP's Working Party Member  
Nigel Dyer – Child Welfare Officer, Powys Young People's Partnership, PCC

#### Expectations/Comments on workshop and rating (1=poor, 10=excellent):

- To look at the project objectively, looking at both the positive and negative aspects. To come up with recommendations to take the project forward. I hope that the recommendations will be taken forward into the project and not just used as a funding tool. (10)
- To establish negatives and positives of the project and to agree recommendations for implementing the project. Excellent recommendations were received from the group – all participated fully. Many thanks!!! (10)
- Completely unknown expectations. I'm particularly impressed with the structure and the process. A positive tool that has been extremely useful (9)
- As I would expect as I haven't been to one of these before. It was interesting and I learned some very useful things (9)
- To identify and assess all the risks involved within the project (9)
- To provide a valuable service for young people, to prevent offending, re-offending and to assist young people to meet appropriate leisure activities (8)

## Appendix 3

# **POWYS CHALLENGE**

Registered Charity nb: 1091494 Company nb: 4350654

## **Rapid Health Impact Assessment of the Off-Road Opportunities Programme (Oop's!)**

### **Participatory Stakeholder Workshop**

**Tuesday, 11 July 2006 at 9.15am  
Cartrefi Cymru offices, Llandrindod Wells**

### **PROGRAMME**

<b>9.15am</b>	Arrival & Refreshments
<b>9.25am</b>	Welcome and Introduction Deborah Gerrard
<b>9.30am</b>	Introduction to Health Impact Assessment  Liz Green
<b>9.50am</b>	Introduction to Oop's! Project Derek Gerrard
<b>10.10am</b>	Screening Session
<b>11.15am</b>	Break
<b>11.30am</b>	Appraisal and Recommendations
<b>1.00pm</b>	Lunch & Refreshments

## Appendix 4

### HEALTH AND WELLBEING DETERMINANTS CHECKLIST

*(Please note that this list is a guide and is not exhaustive)*

<b>1. Lifestyles</b>	<ul style="list-style-type: none"> <li>• Diet</li> <li>• Physical exercise</li> <li>• Use of alcohol, cigarettes, non-prescribed drugs</li> <li>• Sexual activity</li> <li>• Other risk-taking activity</li> </ul>
<b>2. Social and community influences on health</b>	<ul style="list-style-type: none"> <li>• Family organisation and roles</li> <li>• Citizen power and influence</li> <li>• Social support and social networks</li> <li>• Neighbourliness</li> <li>• Sense of belonging</li> <li>• Local pride</li> <li>• Divisions in community</li> <li>• Social isolation</li> <li>• Peer pressure</li> <li>• Community identity</li> <li>• Cultural and spiritual ethos</li> <li>• Racism</li> <li>• Other social exclusion</li> </ul>
<b>3. Living/ environmental conditions affecting health</b>	<ul style="list-style-type: none"> <li>• Built environment</li> <li>• Neighbourhood design</li> <li>• Housing</li> <li>• Indoor environment</li> <li>• Noise</li> <li>• Air and water quality</li> <li>• Attractiveness of area</li> <li>• Community safety</li> <li>• Smell/odour</li> <li>• Waste disposal</li> <li>• Road hazards</li> <li>• Injury hazards</li> <li>• Quality and safety of play areas</li> </ul>
<b>4. Economic conditions affecting health</b>	<ul style="list-style-type: none"> <li>• Unemployment</li> <li>• Income</li> <li>• Economic inactivity</li> <li>• Type of employment</li> <li>• Workplace conditions</li> </ul>
<b>5. Access and quality of services</b>	<ul style="list-style-type: none"> <li>• Medical services</li> <li>• Other caring services</li> <li>• Careers advice</li> <li>• Shops and commercial services</li> <li>• Public amenities</li> <li>• Transport</li> <li>• Education and training</li> <li>• Information technology</li> </ul>
<b>6. Macro-economic, environmental and sustainability factors</b>	<ul style="list-style-type: none"> <li>• Government policies</li> <li>• Gross Domestic Product</li> <li>• Economic development</li> <li>• Biological diversity</li> <li>• Climate</li> </ul>

**Source: -**

**Improving Health and Reducing Inequalities: A practical guide to health impact assessment. Welsh Assembly Government. September 2004.**