



EQUALITY SCREENING TEMPLATE

See [Guidance Notes](#) (POL:PP:032) for further information on the 'why' 'what' 'when', and 'who' in relation to screening, for background information on the relevant legislation and for help in answering the questions on this template .

(1) INFORMATION ABOUT THE POLICY OR DECISION

1.1 Title of policy (incl. doc. reference number) or decision :

Validation of PULSE Software Policy, POL VP004

1.2 Description of policy or decision

PULSE is a large and complex software system validated for use by the NBS. NIBTS has a responsibility to validate PULSE in its own environment prior to its use. The purpose of the Validation of PULSE Software Policy is to set out how NIBTS approaches the validation of PULSE given the NBS pre-validation and its responsibilities.

It does this by summarising the documentation utilised during the process, the responsibilities of staff and the supplier, and the validation process itself.

1.3 Main stakeholders affected (internal and external)

The Stakeholders are the Senior Managers of all PULSE users in NIBTS, PULSE Users, and the system developer Savant.

1.4 Other policies or decisions with a bearing on this policy or decision

VP:001, NIBTS Validation Process describes in detail the policy of Validation within NIBTS. This is owned by the Quality and Regulatory Compliance Manager



(2) CONSIDERATION OF EQUALITY AND GOOD RELATIONS ISSUES AND EVIDENCE USED

2.1 Data gathering

What information did you use to inform this equality screening? For example previous consultations, statistics, research, Equality Impact Assessments (EQIAs), complaints. Provide details of how you involved stakeholders, views of colleagues, service users, staff side or other stakeholders.

NIBTS Staff data.

2.2 Quantitative Data

Who is affected by the policy or decision? Please provide a statistical profile. Note if policy affects both staff and service users, please provide profile for both.

Category	<i>What is the makeup of the affected group? (%) Are there any issues or problems? For example, a lower uptake that needs to be addressed or greater involvement of a particular group?</i>
Gender	NIBTS Staff Data: 70% female, 30% male
Age	NIBTS Staff Data: 42% of employees are 44 years or under 58% are 45 years and over
Religion	NIBTS Staff Data: 37% Catholic 44% Protestant 5% Neither 14% Not determined
Political Opinion	NIBST Staff Data: 7% Broadly Nationalist 7% Broadly Unionist 14% Other 72% No answer
Marital Status	NIBTS Staff Data: 8% Unknown 28% Single 59% Married / Civil Partnership



	1.5 % Divorced 2% Widowed 1.5% Separated
Dependent Status	NIBTS Staff Data: 28% Staff with dependents 24% Staff without dependants 48% Not assigned
Disability	NIBTS Staff Data: 54% No Disability 3% With Disability 45% Not Assigned
Ethnicity	NIBTS Staff Data: 73% White Less than 1% Pakistani 1 % Other 25% Not Assigned
Sexual Orientation	NIBTS Staff Data: 47% Someone of the opposite sex 2% Someone of the same sex 7% Do not wish to answer 44% Not assigned

2.3 Qualitative Data

What are the different needs, experiences and priorities of each of the categories in relation to this policy or decision and what equality issues emerge from this? Note if policy affects both staff and service users, please discuss issues for both.



Category	Needs and Experiences
Gender	No equality issues in regards to this policy have been identified.
Age	No equality issues in regards to this policy have been identified.
Religion	No equality issues in regards to this policy have been identified.
Political Opinion	No equality issues in regards to this policy have been identified.
Marital Status	No equality issues in regards to this policy have been identified.
Dependent Status	No equality issues in regards to this policy have been identified.
Disability	Issues relating to accessibility information for people with disabilities are considered in our Accessible Formats Policy.
Ethnicity	Issues relating to accessible information for people whose first language is not English are considered in our Accessible Formats Policy.
Sexual Orientation	No equality issues in regards to this policy have been identified.

2.4 Multiple Identities

Are there any potential impacts of the policy or decision on people with multiple identities? For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people.

N/A



2.5 Making Changes

Based on the equality issues you identified in 2.2 and 2.3, what changes did you make or do you intend to make in relation to the policy or decision in order to promote equality of opportunity?

<i>In developing the policy or decision what did you do or change to address the equality issues you identified?</i>	<i>What do you intend to do in future to address the equality issues you identified?</i>

2.6 Good Relations

What changes to the policy or decision – if any – or what additional measures would you suggest to ensure that it promotes good relations? (refer to guidance notes for guidance on impact)

<i>Group</i>	<i>Impact</i>	<i>Suggestions</i>
Religion		
Political Opinion		
Ethnicity		



(3) SHOULD THE POLICY OR DECISION BE SUBJECT TO A FULL EQUALITY IMPACT ASSESSMENT?

A full equality impact assessment (EQIA) is usually confined to those policies or decisions considered to have major implications for equality of opportunity.

**How would you categorise the impacts of this decision or policy?
(refer to guidance notes for guidance on impact)**

Please tick:

Major impact	<input type="checkbox"/>
Minor impact	<input type="checkbox"/>
No further impact	<input checked="" type="checkbox"/>

Do you consider that this policy or decision needs to be subjected to a full equality impact assessment?

Please tick:

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>



Please give reasons for your decisions.

This is a technical policy; no equality impacts have been identified for any of the Section 75 groups.



(4) CONSIDERATION OF DISABILITY DUTIES

4.1 In what ways does the policy or decision encourage disabled people to participate in public life and what else could you do to do so?

<i>How does the policy or decision currently encourage disabled people to participate in public life?</i>	<i>What else could you do to encourage disabled people to participate in public life?</i>

4.2 In what ways does the policy or decision promote positive attitudes towards disabled people and what else could you do to do so?

<i>How does the policy or decision currently promote positive attitudes towards disabled people?</i>	<i>What else could you do to promote positive attitudes towards disabled people?</i>



(5) CONSIDERATION OF HUMAN RIGHTS

5.1 Does the policy or decision affect anyone's Human Rights? Complete for each of the articles

ARTICLE	Yes/No
Article 2 – Right to life	No
Article 3 – Right to freedom from torture, inhuman or degrading treatment or punishment	No
Article 4 – Right to freedom from slavery, servitude & forced or compulsory labour	No
Article 5 – Right to liberty & security of person	No
Article 6 – Right to a fair & public trial within a reasonable time	No
Article 7 – Right to freedom from retrospective criminal law & no punishment without law	No
Article 8 – Right to respect for private & family life, home and correspondence.	No
Article 9 – Right to freedom of thought, conscience & religion	No
Article 10 – Right to freedom of expression	No
Article 11 – Right to freedom of assembly & association	No
Article 12 – Right to marry & found a family	No
Article 14 – Prohibition of discrimination in the enjoyment of the convention rights	No
1 st protocol Article 1 – Right to a peaceful enjoyment of possessions & protection of property	No
1 st protocol Article 2 – Right of access to education	No

*If you have answered no to all of the above please move on to **Question 6** on monitoring*



5.2 If you have answered yes to any of the Articles in 5.1, does the policy or decision interfere with any of these rights? If so, what is the interference and who does it impact upon?

List the Article Number	Interfered with? Yes/No	What is the interference and who does it impact upon?	Does this raise legal issues?*
			Yes/No
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** It is important to speak to your line manager on this and if necessary seek legal opinion to clarify this*

5.3 Outline any actions which could be taken to promote or raise awareness of human rights or to ensure compliance with the legislation in relation to the policy or decision.



(6) MONITORING

6.1 What data will you collect in the future in order to monitor the effect of the policy or decision on any of the categories (for equality of opportunity and good relations, disability duties and human rights)?

Equality & Good Relations	Disability Duties	Human Rights
/	/	/

Approved Lead Officer: Colin Johnston

Position: IS Validation Officer

Date: 6th June 2017

Policy/Decision Screened by: Colin Johnston

Please note that having completed the screening you are required by statute to publish the completed screening template, as per NIBTS equality scheme. If a consultee, including the Equality Commission, raises a concern about a screening decision based on supporting evidence, you will need to review the screening decision.

Please forward a copy of the completed screening template and policy/strategy to the HR Office for publishing.

If you require this document in an alternative format (such as large print, Braille, disk, audio file, audio cassette, Easy Read or in minority languages to meet the needs of those not fluent in English) please contact a member of the HR department.