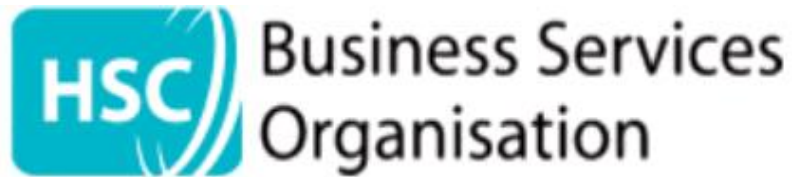


Chapter 6: Mitigation Report



Equality and Human Rights Mitigation Report

April 2021 – March 2022

Annual Leave Policy

<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>
<p>Disability: Given the additional needs of those with a Learning Disability in relation to those employees with sensory problems, the policy states that managers should make their staff aware of the procedure, and what it contains. The procedure can also be provided in different formats</p> <p>There are strict guidelines as to when this policy applies and on what bases disciplinary action would be taken.</p> <p>The policy is intended to balance the rights of all.</p>	<p>N/A</p>

CEC – Peer review of teaching policy (May 2021) V1

<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>
<p>Dependent status: Those with caring responsibilities, either for children and young people under 18 years, or someone with a disability or an elderly person, are more likely to need flexibility in terms of the timing of peer reviews. If necessary reviews can be cancelled and rearranged by the teacher and or reviewer due to illness or child care arrangements.</p>	

<p>Also, those who are out of the workplace for prolonged periods of time due to maternity/ adoption leave may find it difficult to complete peer reviews within the timescale. To mitigate for this, the CEC will work flexibly to ensure that any member of staff is supported in the completion of the required amount of peer reviews. This may be managed by counting the time spent in the workplace as opposed to calendar years.</p> <p>Disability: Staff with a recurrent illness or a disability may be off for extended periods of time, and may find it hard to complete 2 reviews within 3 years. To mitigate for this, the CEC will work flexibly to ensure that any member of staff is supported in the completion of the required amount of peer reviews. This may be managed by counting the time spent in the workplace as opposed to calendar years.</p>	
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Digital Identity Programme

<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>
<p>Gender:</p> <p>In order to encourage service users to provide information, informed consent will be sought, with a clear rationale provided as to what will be done with the information and who will have access to this.</p>	<p>Ensure all of the population is represented by incorporating the extra datasets such as ethnicity, disability and gender to be known as. Equality issues will be addressed through the DIG. Groups will be organised to represent each trust where the outcome will be develop regional data quality and standards to manage electronic sharing of</p>

<p>Ethnicity:</p> <p>In order to allow HSC professionals to provide a better service to ethnic minority individuals, a second field will be added to the dataset looking at the main language spoken by the individual. This will allow healthcare staff to ensure that translation services are available for appointments, and that written information is translated appropriately.</p> <p>Disability:</p> <p>Fields will be added to the Digital Identity service in order to capture what disabilities an individual experiences, and any reasonable adjustments they may need (e.g. sign language interpreter/ braille/ easy read etc. This will support healthcare providers to ensure disabled patients' needs are met with regards to healthcare.</p> <p>These fields can be updated in recognition that patients can develop new disabilities over time.</p>	<p>information. Equality issues raised were concerning the consent and collection of extra data, how can DIS justify the purpose of collecting this information and some may feel this is discriminatory.</p>
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**HSC Clinical Education Centre Education Delivery Plan 2021/22
(Adult Acute Programmes)**

<p><i>In developing the policy or decision what did you do or change to address the equality issues you identified?</i></p>	<p><i>What do you intend to do in future to address the equality issues you identified?</i></p>
<p>Gender: Females are more likely to have caring responsibilities than males, and are more likely to work part time. This may have an impact of the timing and duration of programmes, as well where they are delivered</p>	<p>All CEC are required to undertake 'Equality & Human Rights Awareness: Making a Difference' e-learning and to adhere to the HSC Values.</p>

It is acknowledged that research demonstrates that health care providers receive little formal training in caring for transgender people

Dependents: Staff who are carers of an individual with a longstanding health issue or who are parents may find it more difficult to attend training outside their local area, due to their caring responsibilities. They may also be restricted as to times when they can attend training.

Religion/ political opinion:

CEC strives to ensure that programme delivery is inclusive of the needs of the entire population and opportunities are taken to educate healthcare staff who attend these programmes on specific population needs.

CEC will continue to offer half day / short duration programmes. This will address the needs of carers, and those who work part time. A small number of courses last more than 30 hours but these do not run on consecutive days.

Where reasonably possible, during programme planning attention is given to ensure that individual programmes are available across the calendar year and also that they are provided on different weekdays to improve opportunity to access.

Courses are delivered from four hospital based sites or via virtual platforms and are delivered in mornings or afternoons. CEC will continue to provide programmes outside normal working hours where appropriate. Courses are now also delivered via e-learning which is available for a number of subjects. Consideration is being given to increasing the availability of e-learning programmes subject to suitability for this platform.

CEC have four locations based on HSC sites. These are neutral venues. The majority of programmes are now offered via an online platform. E-

	<p>All CEC programmes are delivered sensitively and all CEC staff are required to complete mandatory training on equality (Equality & Human Rights Awareness: Making a Difference programme).</p>
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**HSC Clinical Education Centre Education Delivery Plan 2021/
(Primary care and older peoples Programmes)**

<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>
<p>Gender: Females are more likely to have caring responsibilities than males, and are more likely to work part time. This may have an impact of the timing and duration of programmes, as well where they are delivered. CEC will continue to offer half day / short duration programmes. This will address the needs of carers, and those who work part time. Courses are delivered from four hospital based sites and are delivered in mornings or afternoons.</p> <p>Dependents: Staff who are carers of an individual with a longstanding health issue may find it more difficult to attend training outside their local area, due to their caring responsibilities. They may also be restricted as to times when they can attend training. CEC will consider offering programmes outside normal working hours. Courses are now also delivered online and e-learning is available for a number of subjects.</p>	<p>All CEC are required to undertake 'Equality & Human Rights Awareness: Making a Difference' e-learning and to adhere to the HSC Values.</p>

Religion/ political opinion:

Programmes, the content of which may be uncomfortable for some participants (e.g. HIV Awareness, Digital rectal interventions and catheterisation) are not mandatory programmes. It will be the choice of the individual whether or not to attend.

CEC have four locations based on HSC sites. These are neutral venues. The majority of programmes are now offered via an online platform. E-learning is also available for a number of subjects.

Disability:

It is recognised that the needs of elderly service users will vary greatly, and that people will develop disabilities as they age. Programmes reflect the physical and cognitive variations across the elderly population.

When applying for a CEC programme via www.cec.hscni.net, an applicant identifies if they have a disability. This is then highlighted to the teacher and administrator so adjustments can be made in discussion with the participant. For example:

- a participant with dyslexia would be provided with materials in an appropriate format.
- programme location and requirements would take account of any participants identifying as having a physical disability.
- loop facilities are available across CEC to assist participants with hearing impairment.

<p>-Closed caption facility is available for participants on zoom with hearing impairment but can lip read.</p> <p>Sexual orientation: All CEC programmes are delivered sensitively and all CEC staff are required to complete mandatory training on equality (Equality & Human Rights Awareness: Making a Difference programme).</p> <p>Ethnicity The HIV Awareness Workshop provides participants with information and statistics which highlights specific issues of ethnicity. CEC will issue all teaching staff with key contacts (i.e. the Translation Service) to share with participants who may come in to contact with their service area.</p>	
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**HSC Clinical Education Centre Education Delivery Plan 2021/22
(Women, children and public health Programmes)**

<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>
<p>Gender: Females are more likely to have caring responsibilities than males, and are more likely to work part time. This may have an impact of the</p>	<p>All CEC are required to undertake 'Equality & Human Rights Awareness: Making a Difference' e-learning and to adhere to the HSC Values.</p>

timing and duration of programmes, as well where they are delivered

Dependents: Staff who are carers of an individual with a longstanding health issue or who are parents may find it more difficult to attend training outside their local area, due to their caring responsibilities. They may also be restricted as to times when they can attend training. CEC will continue to offer half day / short duration programmes. This will address the needs of carers, and those who work part time.

Courses are delivered from four hospital based sites and are delivered in mornings or afternoons. CEC will consider offering programmes outside normal working hours. Courses are now also delivered online and e-learning is available for a number of subjects.

Some programmes such as Palliative and End of Life Care in Children, may impact on participants who have experienced death of a child in their family or in practice. All HSC staff have access to counselling services, such as Inspire or Lifeline. Support sources are referenced in courses which may raise negative feelings in participants.

Religion/ political opinion:

CEC have four locations based on HSC sites. These are neutral venues. The majority of programmes are now offered via an online platform. E-learning is also available for a number of subjects.

CEC have four locations based on HSC sites. These are neutral venues. The majority of programmes are now offered via an online platform. E-learning is also available for a number of subjects.

Programmes, the content of which may be uncomfortable for some participants (e.g. HIV & STI Awareness) are not mandatory programmes. It will be the choice of the individual whether or not to attend.

Disability:

When applying for a CEC programme via www.cec.hscni.net, an applicant identifies if they have a disability. This is then highlighted to the teacher and administrator so adjustments can be made in discussion with the participant. For example:

- a participant with dyslexic would be provided with materials in an appropriate format.
- programme location and requirements would take account of any participants identifying as having a physical disability.
- loop facilities are available across CEC to assist participants with hearing impairment.

We have been able to develop text communication via the virtual environment which has been helpful in relation to hearing difficulties and also Dyslexia

Ethnicity: CEC will issue all teaching staff with key contacts (i.e. the Translation Service) to share with participants who may come in to contact with their service area. As detailed in 2.3, The FGM programme highlights specific issues of ethnicity

<p>Sexual orientation: All CEC programmes are delivered sensitively and all CEC staff are required to complete mandatory training on equality (Equality & Human Rights Awareness: Making a Difference programme).</p>	
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Information Security Policy

<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>
<p>Gender / Marital Status / Dependants / Disability</p> <p>The policy and standards explicitly sets out measures that are in place to minimise the impact on staff including:</p> <ul style="list-style-type: none"> • Only assigned staff, usually line managers will have access to an individual's email during absence • All those with access to BSO email will be informed that such access may occur, and that they can take steps to move any emails of a personal/private nature to a folder marked 'Personal'. 	<p>A change has been made to section 5.1.1 in the Clear Screen and Desk standard in relation to the issue identified around screen reading software.</p>

Menopause at Work Policy

<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>

Gender

Whilst menopause occurs in women, it was important to highlight how it can affect different genders both directly and indirectly. This policy and supporting guidance are intended to provide clarity and direction on how BSO should deal with menopause related issues, for all individuals irrespective of their perceived gender who are experiencing difficulties associated with the menopause.

Age

Although menopause is part of the natural ageing process, medical conditions or surgical intervention can bring on menopause irrespective of age. This policy and supporting guidance highlights how variance exists in age and will raise wider awareness and understanding of menopause. In many cases it is an individual experience, not comparable with colleagues of the same age or stage of menopause.

Disability

Menopause of itself is not a disability, however, depending on the severity and longevity of menopause related symptoms experienced by the individual it may be classified as such. Davies -v- Scottish Courts & Tribunal Service in May 2018, an employee's menopausal symptoms were deemed to be a disability for the purposes of the Disability Discrimination Act 1995. Therefore when dealing with employees who have menopausal symptoms, BSO will be mindful of the need to consider if an employee is disabled as a result of those

This policy shall be reviewed:

- Every 2 years or;
- following receipt of new information;
- upon implementation of new agreements which may affect the procedure
- Regular communication to staff on awareness/education on menopause
- Consultation with appropriate groups from the voluntary sector via Employment Equality Network Group
- Ensure appropriate language is used and update where necessary
- Provide awareness sessions on Menopause on a regular basis
- Update Health and Wellbeing SharePoint site with up to date information, webinars, infographics, toolkits where appropriate

symptoms and if it is concluded that they are - reasonable adjustment(s) will be considered in line with relevant policies and related legislative provisions such as the DDA 1995. Case law has also recognised the importance of putting in place 'timely' reasonable adjustments for staff with a disability.

Marital Status/Ethnicity/Sexual Orientation

Menopause Assessment and Action Plan: Guidance for managers and employees included in appendices to support the policy outlining how the menopause can have an effect on marital status, and how the menopause can affect people differently depending on their ethnicity and sexual orientation. This policy covers the impact of the menopause on employees working within HSC organisations recognising that severe menopausal symptoms can adversely affect health and wellbeing, work performance, absenteeism, presenteeism, staff retention and/or health and safety at work.

The policy sets out the key principles to which BSO should adhere to, to ensure that individuals affected by the menopause or perimenopause are treated fairly and given the appropriate support and any reasonable adjustments if applicable.

Regional Off Cycle Policy

<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>
<p>The policy describes a number of scenarios where off cycle payments will be made automatically.</p> <p>If the reason for non-payment sits outside these scenarios a requirement for the underpayment to be above 10% of gross pay, will apply. However, the policy does allow for the ADHR or Finance to approve payment for reasons related to financial hardship. This will allow for the personal circumstances, e.g. single income households with dependents to receive payment due to financial hardship. In extreme cases of hardship, same day money transfers can be approved.</p>	<p>As part of the review process, regional Finance, HR & PSC colleagues will continue to discuss the impact of the policy, and review the circumstances in which off cycle payments that have been made to inform any potential equality issues.</p> <p>Trade union colleagues may also wish to bring any issues, including equality issues to the attention of the employer.</p>

Social Media Policy

<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>
<p>Disability: Given the additional needs of those with a Learning Disability in relation to internet safety and social media, the policy states that managers should make their staff aware of the policy, and what it contains.</p>	<p>Not applicable</p>

<p>Consideration will be given to highlighting the main points/ safety issues from the policy on the front page of the BSO intranet and pop-ups to help raise awareness.</p> <p>There are strict guidelines as to when this policy applies and on what bases disciplinary action would be taken.</p>	
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Use of Hirelab to facilitate pre-recorded video interviews as part of our Recruitment & Selection process

<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>
<p><u>Disability</u> Where requests arise, if they cannot be accommodated through the system then an alternative standard interview format can be considered in line with our standard process. It is recognised that individuals who have different disabilities will have different needs with regards to information materials and access to support than those without – All requests for materials in an accessible format such as easy-read for people with an intellectual disability or braille for someone who is blind will be considered in accordance with our accessible formats policy.</p> <p><u>Age</u> BSO operate an online only recruitment process and have done for a number of years. Therefore applicants are required to have a basic</p>	<p>Following use of the system, a further review will be undertaken in terms of applicant experience with learning incorporated into any future usage. This has already been factored into the process through the initial pilot and the learning from this. Improvements in the process have already been implemented.</p>

<p>level of IT literacy to register with the recruitment system and submit an application form. A similar level of IT competency is also required for Hirelab. However, should an older person not feel confident or comfortable using the Hirelab pre-recorded video interviews, an alternative using zoom or Face to face interviews can be offered.</p> <p>Ethnicity</p> <p>All requests for materials in an accessible format such as in a different language for those whose first language is not English will be considered in accordance with our accessible formats policy. Interpreters are also available through our interpreting and translations service.</p>	
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