

Equality and Human Rights Screening Template

The Business Services Organisation is required to address the 4 questions below in relation to all its policies.

What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? (minor/major/none)

Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?

To what extent is the policy likely to impact on good relations between people of a different religious belief, political opinion or racial group? (minor/major/none)

Are there opportunities to better promote good relations between people of a different religious belief, political opinion or racial group?

As part of the audit trail documentation needs to be made available for all policies and decisions examined for equality and human rights implications. The screening template is a pro forma to document consideration of each screening question.

For information (evidence, data, research etc.) on the Section 75 equality groups see the Equality Portal - [Screening Resources & Evidence](#).

SCREENING TEMPLATE

See [Guidance Notes](#) 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 or decision

HSC Clinical Education Centre Education Code of Dress Policy (2020)

1.2 Description of policy or decision

- **what is it trying to achieve? (aims and objectives)**
- **how will this be achieved? (key elements)**
- **what are the key constraints? (for example financial, legislative or other)**

The objective of this policy will be attained by teaching staff wearing a CEC uniform during the delivery of education and clinical skills training programmes. The policy states its purpose is to provide a standard Code of Dress Policy for CEC teaching staff who deliver face to face clinical skills programmes via the class room or practice simulation and to provide all teaching staff with the opportunity to wear a CEC uniform by choice when delivering non-clinical skills programmes.

It offers commitments to ensure that the provision of a CEC uniform is in keeping with current guidelines on infection prevention and control which are highlighted in the policy.

Staff and class participants will benefit from the measures taken to reduce the risk of contamination and possible infection. The policy offers a commitment as to the standard of dress class participants can expect from CEC teachers during the delivery of Clinical Skills Programmes.

HSC Clinical Education Centre Education Code of Dress Policy seeks to add to the safe working practices of CEC teaching staff and the safety of participants who will attend face to face classes where nursing clinical skills are taught.

This screening reflects Section 75 considerations for the wearing of a CEC uniform while delivering clinical skills programmes.

Examples of CEC clinical skills programmes include the following

Basic Life Support
Infection Prevention & Control
Verification Of Life Extinct
Vital Signs - Undertaking & Recording (Adult)
AIRVO: Care and Management of the Adult Receiving Airvo Therapy
Deteriorating patient Assessment, Intervention & Management

ECG - Recording a 12 Lead ECG on the Adult Patient	
ECG Rhythm Recognition & Interpretation	
Intramuscular Injection Administration: An Update	
Intravenous Administration of Medicines	
Medicines Management (Adult)	
Oxygen Use in the Adult	
Male Catheterisation	
Digital Rectal Examination	
Tracheostomy Care of the Adult Patient	
Venepuncture (Adult)	
Intravenous cannulation	

1.3 Main stakeholders affected (internal and external)

For example staff, actual or potential service users, other public sector organisations, voluntary and community groups, trade unions or professional organisations or private sector organisations or others

Clinical Education Centre staff

Service Level Agreement clients are:

- Belfast HSC Trust
- Western HSC Trust
- South Eastern HSC Trust
- Northern HSC Trust
- Southern HSC Trust
- Northern Ireland Hospice
- Southern Area Hospice

Department of Health

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

- **what are they?**
- **who owns them?**

CEC Strategy 2018 – 2023

BSO Business Plan 2020/21

Standard Operating Procedure for the Delivery of Clinical Education Centre Face to Face Teaching during the COVID-19 Pandemic August 2020

(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.

Stakeholders and colleagues are engaged in a number of ways:

- CEC Draft policies and documents are disseminated to staff to invite comment and or review, the policy is presented to the Senior Leadership Team for ratification. If required policies are reviewed at the Clinical Education Advisory Group (CEAG).

Census data

Data from HRPTS relating to Section 75 breakdown of NHSCT, BHSCT, SHSCT, SEHSCT AND WHSCT, and BSO staff

2017/18 NI Health Survey

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. Also give consideration to multiple identities.

Composition of HSC Workforce – table below includes aggregated data for NHSCT, BHSCT, SHSCT, SEHSCT AND WHSCT, and BSO.

Section 75 Group	HSC Workforce Profile	Percentage
Gender	Female	79.9
	Male	20.1
Religion	Protestant	40.4
	Roman Catholic	46.4
	Neither	13.2
Political Opinion	Broadly Unionist	9.0
	Broadly Nationalist	7.6
	Other	8.4
	Do Not Wish To Answer/Not Known	75.0
	Given the large volume of HSC missing data,	

	<p>population level information (using the Northern Ireland Life and Times survey, 2018) suggests the NI population are:</p> <p>Broadly Unionist Broadly Nationalist Neither Other/ Don't know</p>	<p>26% 21% 50% 3%</p>
Age	<p>16-24 25-34 35-44 45-54 55-64 65+</p>	<p>4.1 23.3 24.8 27.2 18.0 2.6</p>
Marital Status	<p>Single Married Not Known</p>	<p>30.2 59.7 10.1</p>
Dependent Status	<p>Caring for a Child/Children / Dependant Older Person / Person With a Disability None Not Known</p> <p>Given the large volume of missing HSC staff data relating to dependent status, official statistics were also used. The Health Survey NI suggests that 13% of the Northern Ireland population have caring responsibilities. More females (14%) than males (10%) have caring responsibilities.</p> <p>Census data suggests that 33.9% of all NI Households have dependent children. (Census 2011),</p>	<p>24.4 20.0 55.6</p>
Disability	<p>Yes No Not Known</p> <p>Census (2011) data reveals that 20.69% of the NI population (374, 668) regard themselves as having a disability or long – term health problem, which has an impact on their day to day activities. This includes:</p> <ul style="list-style-type: none"> • Deafness or partial hearing loss 5.14% (93,078) • Blindness or partial sight loss 1.7% (30,785) • Communication Difficulty 1.65% (29,879) 	<p>2.2 64.0 33.8</p>

	<ul style="list-style-type: none"> • Mobility or Dexterity Difficulty 11.44% (207,163) • A learning, intellectual, social or behavioural difficulty 2.22% (40,201) • An emotional, psychological or mental health condition 5.83% (105,573) • Long-term pain or discomfort 10.10% (182,897) • Shortness of breath or difficulty breathing 8.72% (157,907) • Frequent confusion or memory loss 1.97% (35,674) • A chronic illness (such as cancer, HIV, diabetes, heart disease or epilepsy 6.55% (118,612) • Other condition 5.22% (94,527) • No condition 68.57% (1, 241, 709) <p>Findings from the 2017/18 Health Survey show that the prevalence of disability increases with age. Findings also show that females are more likely to have a limiting long-standing illness compared to males (34% compared to 29% respectively).</p>	
Ethnicity	Bangladeshi Black African Black Caribbean Black Other Chinese Filipino Indian Irish Traveller Mixed Ethnic Pakistani Other White Not Known	0.01 0.11 0.01 0.02 0.14 0.53 0.86 0.02 0.14 0.12 0.14 70.18 27.72
Sexual Orientation towards:	Opposite Sex Same Sex Same and Opposite Sex Do Not Wish To Answer/Not Known <p>There are no accurate statistics on sexual orientation in the population as a whole, it is however estimated that between 5% and 10% of the population would identify as lesbian, gay or bisexual.</p>	44.9 1.0 0.1 54.0

	<p>A report published by the Rainbow Project (O'Hara, 2013), based on research conducted with more than 500 individuals reported common experiences of invisibility, homophobia/transphobia, and a range of violence from threats to physical violence, whether direct or indirect. As a result of their actual or perceived sexual orientation and/or gender identity:</p> <ul style="list-style-type: none"> - 65.8% had been verbally assaulted at least once; - 43.3% had been threatened with physical violence at least once; - 33% had been threatened to be 'outed' at least once; - 34.7% had experienced discrimination in accessing goods, facilities or services at least once. 	
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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. Also give consideration to multiple identities (such as single parents for example).

Category	Needs and Experiences
Gender	The CEC has ensured the uniform is gender neutral comprising of the polo shirt and trousers. It is recognised that pregnant people will have specific requirements with regards to wearing of the uniform. It is also recognised that transgender people may also wish to dress in the gender of their choice.
Age	Data suggests there are no issues regarding age within the skills based programme content or the wearing of a CEC uniform.
Religion	The CEC has considered the needs of staff who wear a head covering as part of their religious faith and identity.
Political Opinion	Data suggests there are no issues regarding political opinion within the clinical skills programme content and the wearing of a CEC uniform.
Marital Status	Data suggests there is no impact relating to marital status in any of the skill based programmes and the wearing of a CEC uniform regarding content or delivery.
Dependent Status	Data suggests there is no impact relating to dependent status on the delivery of a skills based program and the wearing of a CEC uniform.
Disability	CEC has considered the needs of staff with physical health problems e.g.

	diabetes, physical disability who may have a larger Body Mass Index or requirements that may necessitate a larger uniform size.
Ethnicity	Data suggests there are no issues with regards to ethnicity and the wearing of a CEC uniform in the delivery of clinical skilled based training programmes.
Sexual Orientation	There are no issues with regards to sexual orientation and the wearing of a CEC uniform in the delivery of clinical skills based programme.

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.

No impact noted.

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>
Gender: In order to meet the needs of transgender staff outlined above, the policy has been designed to be gender neutral, consisting of a polo shirt and trousers in order to avoid mis-gendering staff who are transitioning. This will promote mobility, safety and comfort of the wearer and provide an increased level of adherence to current infection prevention	Senior Education Managers will monitor compliance with this policy and provide feedback and assurance at CEC Senior Leadership Team Meetings. A Survey Monkey will be conducted with teaching staff on a six month basis to review the implementation of the Dress Code Policy

<p>and control guidelines.</p> <p>Also, garments will be available from the supplier in a larger size in order to ensure a comfortable and safe fit for pregnant staff delivering CEC programmes.</p> <p>Religion The policy takes account of the needs of those whose religion includes the wearing of a veil, head scarf etc. CEC teaching staff who wear head scarves/turbans for cultural or religious reasons, must ensure they are always in a clean tidy condition and well secured to ensure there are no difficulties when delivering clinical programmes</p> <p>Disability: Staff uniform will be available from the supplier in various sizes (including larger sizes) in order to ensure a comfortable and safe fit for staff with disabilities.</p>	<p>and review the equality implications highlighted in this screening.</p>
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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)

Group	Impact	Suggestions
Religion	No impact	Monitor garment adjustments in relation to religious belief
Political Opinion	No impact	
Ethnicity	No impact	

(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	
Minor impact	x
No further impact	

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

Please tick:

Yes	
No	x

Please give reasons for your decisions.

All areas of the population have been considered when developing the CEC Dress Code Policy. Having screened the policy it is not thought that subjecting the policy / decision to an EQIA will further identify opportunities to promote equality of opportunity.

(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>
	A Survey Monkey will be conducted with teaching staff on a six month basis to review the implementation of the Dress Code Policy and will provide staff with disabilities the opportunity to input.

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>
Not applicable	

(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*

** 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
<p>When applying for a CEC programme, applicants will be asked to complete a short questionnaire to gather Section 75 equality information.</p> <p>As mentioned above, a survey will be conducted with teaching staff on a six month basis to review the implementation of the Dress Code Policy and review any equality, disability and Human Rights implications highlighted in this screening.</p>		

Approved Lead Officer: Eilish Boyle

Position: Senior Education Manager CEC

Date: 18/12/2020

Policy/Decision Screened by: Siobhan Murphy / Eilish Boyle

Please note that having completed the screening you are required by statute to publish the completed screening template, as per your organisation's 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 completed template to:
Equality.Unit@hscni.net**

Equality Unit/ BSO /James House/ 2-4 Cromac Avenue/ Belfast/ BT7 2JA
Tel: 028 9536 3961

Any request for the document in another format or language will be considered.
Please contact:

Claire Smith, CEC Business Manager.