

INDUCTION

POLICY AND PROCEDURE

Policy Type:	Induction Policy and Procedure
Directorate Area:	Organisational
Policy Responsible Officer/ EMT Accountable Group:	Amanda Jackson/ TBC
Date(s) Equality Screened:	TBC
Date(s) Approved by Executive Team:	TBC
Date(s) Approved by Authority:	TBC
Date of Issue to RQIA Staff:	TBC
Date(s) of Review:	1 year from procedure implementation
Date(s) of Re issue to RQIA Staff	TBC

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1.0 Introduction

RQIA's core purpose is "Working together to improve safety and quality in health and social care services." Building relationships is a strong element of RQIA's vision as set out in our Strategic Plan.

We value our staff and recognise that an employee's first impression of an organisation has a significant impact on their integration. Equality and diversity of all our staff is supported and hence they are enabled to carry out their roles effectively.

Effective and person centred Induction aims to foster a positive working relationship between employer and employee and is of fundamental importance with regard to establishing the shared standards, values and behaviours that are expected from both parties. A successful induction is fundamental to staff well-being as well as promoting good practice.

All RQIA staff who are asked to support the induction process should ensure that their contribution is delivered in a structured and focused manner involving clear learning goals for the Inductee; this will help to maximize the effectiveness of the Induction process and overall positive experience of the new staff member.

An effective induction will support staff to:

- Develop a professional impression of RQIA;
- Have a clear understanding of their new role and responsibilities;
- Understand RQIA's –
 - Values namely: Working Together, Excellence, Openness & Honesty and Compassion;
 - Policies and Procedures;
 - Organisational structure;
 - Strategic Plan and Objectives.

- 1.1 The Regulation and Quality Improvement Authority (RQIA) recognise the importance of ensuring all employees who commence a new post or return from an extended break are welcomed and supported, so that they can begin their work in a positive environment.
- 1.2 This policy outlines the support provided and the responsibility of all parties in ensuring induction is job relevant, captures relevant directorate and corporate level information and is completed satisfactorily. If an induction is not deemed satisfactory by the inductee they should feel confident to raise this with their manager undertaking the induction, otherwise with the inducting managers line manager. Where the inductee does not engage in the induction process it must be raised immediately and will be dealt with in line with appropriate policies and procedures.
- 1.3 RQIA acknowledges its responsibility to encourage and support continuous professional development for all employees, articulated in its Strategic Plan/Management Plan. The provision of an appropriate induction is the first in a programme of opportunities for staff.

- 1.4 Staff new to RQIA must be given the opportunity to receive appropriate guidance on key systems, policies and procedures, and be given time to adapt to their new working environment, and be provided with adequate opportunities to ask questions.
- 1.5 Induction is the process by which an employee is integrated into the organisation and ensures they have the knowledge, skills and competencies to perform their role safely and have an understanding of the values and principles of the organisation. Induction should be viewed as a continuous process starting with the first contact with the employee following the completion of the selection process. The length of the programme will vary according to the complexity of the job and the employee's previous experience; however, for the purposes of the Induction, the necessary information and activities outlined below ought to be completed within 6 – 8 weeks from date of commencement. Extension to this timeframe may be considered by the Line Manager in exceptional circumstances i.e. inductee sickness during induction.
- 1.6 The Induction process should assist the employee to perform their role effectively, achieve job satisfaction and provide a platform to facilitate them to demonstrate their competencies during the probationary period.

2.0 Scope

- 2.1 This policy applies to all new employees working in RQIA, existing employees who return to work after an extended break from employment or move to a different role/Directorate within the Authority.
- 2.2 Some employees may need additional support to meet their individual learning needs.
- 2.3 To support the integration of new staff into the RQIA and to help them perform effectively.
- 2.4 To foster an early appreciation and understanding of the RQIA's role, functions and vision.
- 2.5 To provide information on the HSC values, policies and procedures, practices and strategic objectives.
- 2.6 To help define performance expectations, maintain motivation and foster good working relationships.
- 2.7 To provide staff with learning, development and training opportunities which will support them in performing their duties effectively.
- 2.8 To identify and find solutions to any difficulties encountered by new, existing or returning staff.

- 2.9 The induction should generally be completed during the first 6-8 weeks of employment or equivalent if part time. The duration of the programme is flexible and dependent upon the level of specialism and working patterns of the new staff which may result in a reduced induction timeframe. This document outlines a recommended guide of activities for the Line Manager who may delegate responsibility to other relevant staff.

3.0 Policy Statement

- 3.1 RQIA will ensure that staff induction is undertaken in accordance with this policy and associated procedures, guidance and protocols.
- 3.2 Induction will be undertaken in a manner which upholds the HSC values set out in RQIA's Corporate Strategy so as to promote a culture of health and well-being, best practice and to promote continuous learning and development.
- 3.3 As part of RQIA's governance arrangements, the induction programme will involve staff from across the organisation, directorates and teams to support a full and comprehensive process and ongoing review of this policy and procedure.

4.0 Legislative Framework

Whilst there is no definitive legislative basis for staff induction it is recognised that a well informed and comprehensive induction programme supports and enhances an organisation's induction to new employees.

5.0 Responsibilities

- 5.1 Human Resources (BSO)

For new employees BSO HR will: -

- Ensure the payroll administration details are completed;
 - Ensure all relevant documentation is copied to the personnel file;
 - Issue a contract of employment;
 - Provide HRPTS access and training (if employee is new to the HSC).
- 5.2 The induction process should begin before the person has started. This includes offer letters and information from Human Resources (HR) and RQIA (for example requesting a passport photo to progress ID in advance of start date), ensuring induction arrangements are in place in line with this policy and procedure.
- 5.3 The length of induction will depend upon the individual, the post and Directorate requirements. However, in order to satisfactorily complete the key activities outlined below, a period of 6-8 weeks is recommended. Consideration will need

to be given to the needs of the employee to determine the pace and level of the induction programme.

- 5.4 An Induction template, will be used to record key induction activities and to be completed by new/returning employee and their line manager. The line manager is responsible for saving the record to the personnel file and ensure the inductee receives a final copy for their own record, the induction programme covers the employees first day, first week and first month of employment.

5.5 Director/Assistant Director

The Director/Assistant Director will: -

- Confirm induction arrangements are in place with the appropriate Line Manager for the employee;
- Confirm induction has taken place in line with this policy and procedure;
- Ensure the induction process meets the business needs of their Directorate.

5.6 Line Manager

The Line Manager will: -

- Plan and implement the induction programme in accordance with this policy and procedure and ensure that it takes place;
- Ensure the new start form is completed on HRPTS or line management transferred via HRPTS;
- Ensure any reasonable adjustments are explored i.e. for those with a disability or any condition that does not necessarily meet the legal definition of a disability, those with caring responsibilities who may require flexible working arrangements and/or any other required adjustments in supporting the inductee at the point of entry to RQIA;
- Ensure the opportunity is given to discuss any other equality related needs and issues, and agree appropriate support measures, including relating to Religion, Political Opinion, Marital Status, Ethnicity, Sexual Orientation, Gender (including transgender) and Age;
- Ensure any personal emergency evacuation requirements are discussed and agreed;
- Ensuring that all staff new to their area receives an appropriate and effective induction to aid their smooth integration into RQIA;
- Ensure the new employee is aware of the programme for their first day, first week and first month of induction that the Induction template is kept under regular review;
- Provide support, guidance and information pertinent to the staff role and responsibility within their area of work. It should include a formal welcome, a tour of the office, information on travel and parking and offer an overview of the organisational structure, objectives and functions of RQIA and the particular Directorate;
- Ensure that information offered to employees is up-to-date and presented in a timely and suitable format;

- Ensure that employees are informed about relevant health and safety legislation and are informed how to access all the corporate policies and procedures relevant to their work;
- Provide the new start with opportunities to shadow other members of staff, appropriate to their role;
- Ensure that employees receive appropriate training to enable them to fulfil the responsibilities of their job, including mandatory training and any other relevant training/support;
- Ensure induction meetings are set up with Chief Executive and Head of Business Services (where appropriate);
- Maintain an agreed PCS 1:1 record which demonstrates progress through induction and the outcomes at the end of the probationary period in order to inform further PCS 1:1 and appraisal arrangements.
- Complete all documentation and ensure final signed record is saved to staff personnel folder and shared with inductee;

Whilst the Line Manager is responsible for an employee's overall induction review and sign off, it would not be the expectation that they would cover all elements personally; individual tasks may be allocated to other appropriate persons.

5.7 Employee

Employees will: -

- Ensure any reasonable adjustments are discussed with the Inductor/Line Manager i.e. for those with a disability or any condition that does not necessarily meet the legal definition of a disability, those with caring responsibilities who may require flexible working arrangements and/or any other required adjustments in supporting the inductee at the point of entry to RQIA;
- Ensure they discuss any other equality related needs, which they wish the inductor/Line Manager to take into consideration;
- Make Line manager aware of any changes to personal emergency evacuation requirements;
- Attend the office and participate in RQIA Induction, ensuring that they familiarise themselves with the content of any induction material provided to them;
- Complete DSE assessment;
- Ensure their personal and section 75 details are correct on HRPTS;
- Ensure they read and adhere to relevant health and safety legislation, all corporate RQIA policies and procedures relevant to their work, where appropriate, their own professional Codes of Conduct, and, undertake their duties in a safe manner without endangering themselves or others;
- Participate in induction, and complete mandatory training during the induction period;
- Be pro-active in ensuring that their induction is effective to allow them to undertake their role competently;
- Attend probationary meetings with their Line manager to review their progress through the probationary period (length of time will vary depending on the employee's specific role/responsibility);

- With the assistance of their Line manager identify development and training needs and agree objectives for their initial 6 months in post (probationary period);
- Discuss any questions or concerns that they may have about their progress with their Line Manager.

5.8 Appraisal - Each member of staff receives an annual appraisal in Quarter 1/2 of each business year. However, formal objective setting and periodic reviews form part of the induction process and should be seen as a pre cursor to PCS 1:1 and appraisal.

5.9 Confidentiality - The induction process may have constraints on confidentiality e.g. if personal information on private & family life, home and correspondence is disclosed or impacts the induction process. Strict confidentiality relating to personal equality data which requires consideration for wider sharing will be discussed with the inductee and advice sought from RQIA's SIRO and Data Guardian. There may be a legal justification or it is considered in the public interest, to prevent serious harm, injury or damage. Induction records may require to be shared with others e.g., where there are grievances or disciplinary proceedings, without the consent of the parties involved.

6.0 Training

Training will be provided to support all staff in the knowledge, skills and experience necessary to implement and operate this policy.

7.0 Equality

7.1 The Authority is an employer committed to Equal Opportunities. All employees must adhere to the Authority's policy on Equality. This policy has been produced with the aim of supporting the RQIA's overall strategy to embrace diversity and welcome individuals from all backgrounds. When using this policy, all staff have a responsibility to help maintain a working environment in which the dignity of all employees is respected, and behaviour not considered offensive.

7.2 Individuals will vary in their learning style and it is important to bear this in mind when developing their induction programme. A mixture of methods utilised in the induction process will facilitate greater learning and development.

8.0 Monitoring/Evaluation

8.1 The effectiveness of this policy will be monitored by the directors within RQIA. The implementation of the policy and procedure and any deficiencies within the policy will be noted by the Chief Executive and any proposed amendments will require approval by the policy group, the Chief Executive, BARC and Authority Board.

8.2 New employees will be requested at the end of their induction to share their experience of the induction process which they must complete and return to their line manager or inducting managers line manager.

9.0 Review of Policy

This Policy will be reviewed in response to the monitoring and evaluation 12 months following implementation and three yearly thereafter.

10.0 Development of Stakeholder Engagement

This policy has been reviewed within RQIA in consultation with senior members of staff including the RQIA Authority and Executive Management Team.

11.0 Procedure

- 11.1 Pre-employment or return to work template communications are essential, please ensure all necessary paperwork is completed.
- 11.2 Complete the relevant induction programme template, the template contains essential actions and information to cover throughout the induction process. Items on the template are not listed in any order of importance as priorities may differ between areas of work/teams.
- 11.3 Use different methods when compiling the induction programme to create a supportive learning environment, which enables a better understanding of RQIA's role and function, such methods include: -
 - Face to face meet and greet session;
 - 1:1 sessions with identified staff where information is shared and discussion is generated;
 - Face to face training sessions;
 - E-learning;
 - Shadowing with a range of staff and roles (to gain a better understanding of RQIA's role and function).
- 11.4 A buddy system should be encouraged; this system supports the new employee to feel less intimidated. In a buddy system a new employee is paired up with an existing employee who supports them by taking breaks together, introducing them to other employees and providing guidance on areas of work. The buddy should also be given guidance by the inductee's line manager on what their role is with the new employee.
- 11.5 As each activity is completed the induction items should be marked with an X and dated. When all items are completed it should be signed off (electronically or in wet signature) by the line manager and the employee with the appropriate date added. It should be noted however that the list is not exhaustive and line managers may wish to adapt this further to meet the needs of their business area and requirement of an individual post.

12.0 Appendices

Health and Well-being

- [Supporting a Healthy Work/Life Balance Checklist](#)
- [Human Resources Customer Portal - hw \(hscni.net\)](#)

Desk booking

- <https://dtadmin.public.nics.gov.uk/RQIADB/DeskBooking#/MakeABooking/WizardStep>

Room booking

- <https://dtadmin.public.nics.gov.uk/AutoEnrolment/JHFMU/RoomBooking>

HRPTS

- [SAP NetWeaver Portal \(hscni.net\)](#)

Registering Car

- <https://payrollquery.hscni.net/payroll-query-form/>

Hybrid Working

- [RQIA Pilot Hybrid Working Scheme.pdf \(hscni.net\)](#)

Human Resources

- [Human Resources Customer Portal - Home \(hscni.net\)](#)
- [BSO HR Contact Card \(hscni.net\)](#)

Learning and Development

- [LearnHSCNI | Sign in \(portal-agylia.com\)](#)

13.0 Equality Screening



Equality and Human Rights Screening Template

The Regulation and Quality Improvement Authority 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 advice and support on screening contact:
Equality Unit
Business Services Organisation
2 Franklin Street
Belfast, BT2 8DQ

Tel: 028 9536 3961

Email: equality.unit@hscni.net

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 (follow the links).

(1) INFORMATION ABOUT THE POLICY OR DECISION

1.1 Title of policy or decision

Induction Policy and Procedure

1.2 Description of policy or decision

RQIA provides independent assurance about the quality, safety and availability of Health and Social Care (HSC) services, including independent sector services in Northern Ireland, while encouraging continuous improvements in these services and assisting with safeguarding the rights of services users.

To be an effective regulator it is essential that RQIA provides appropriate induction, support, guidance and continuous learning and development, to all staff in order to effectively maintain staff health and well-being, encourage an open and supportive learning culture and maintain appropriate management governance and oversight.

The purpose of this policy is to set out RQIA’s arrangements for the induction of staff into the organisation.

1.3 Main stakeholders affected (internal and external)

Internal Stakeholders

- RQIA Employees
- RQIA Chief Executive and Senior Management Team
- RQIA Chair and Authority Members
- RQIA Committees and Groups

External Stakeholders

- Current Service Users and their relatives

- Providers
- HSC Trusts and health and social care organisations
- Voluntary sector
- Trade Unions

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

- **What are they?**

1. Equality of Opportunity Policy October 2010
2. PCS1:1 Policy
3. Performance Appraisal and Development Review (PADR) Policy and Procedure
4. Attendance at Work Procedure August 2015
5. Leave Pack September 2017
6. Conflict, Bullying and Harassment in the Workplace January 2019
7. Whistleblowing Policy and Associated Procedure March 2023
8. Regional Grievance Policy and Procedure October 2022

- **Who owns them?**

1. RQIA
2. RQIA
3. RQIA
4. BSO
5. BSO
6. BSO
7. RQIA
8. BSO

(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.

Other sources of equality data include:

- Section 75 RQIA equality staff profile (September 2024)
- Census 2021 data for the General Population as a whole (NI)
<https://hscni.sharepoint.com/:w:/s/HSCNI-BSO-EqualityUnit/ES6uqr0um6tPtsOdTeHxgBgBVz5ABAaNXkO3JIVtQGI2Eg?e=9yY5mG>
- Department for Communities 2019/2020

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	What is the makeup of the affected group? (%) Are there any issue or problems? For example, a lower uptake that needs to be addressed or greater involvement of a particular group?				
Gender	<div>RQIA staff data as of September 2024:</div> <table><tr><td>Male</td><td>23.63%</td></tr><tr><td>Female</td><td>76.37%</td></tr></table> <p>The Census 2021 data for the General Population as a whole (NI) demonstrated the proportion of females in 2021 was 50.8% (967,043) and of males was 49.2% (936,132) (total population of 1,903,175), this data hence demonstrates under representation of male employees in RQIA which requires future consideration. GIRES 2014 estimate the number of gender nonconforming employees is not yet considered but needs to be in the future, when this data is captured within Section 75.</p>	Male	23.63%	Female	76.37%
Male	23.63%				
Female	76.37%				

Age	RQIA staff data as of September 2024: <table border="1" data-bbox="328 266 847 667"> <tr><td>16-24</td><td>0.55%</td></tr> <tr><td>25-29</td><td>6.04%</td></tr> <tr><td>30-34</td><td>4.95%</td></tr> <tr><td>35-39</td><td>8.24%</td></tr> <tr><td>40-44</td><td>10.99%</td></tr> <tr><td>45-49</td><td>13.19%</td></tr> <tr><td>50-54</td><td>18.13%</td></tr> <tr><td>55-59</td><td>15.93%</td></tr> <tr><td>60-64</td><td>15.38%</td></tr> <tr><td>>=65</td><td>6.59%</td></tr> </table>	16-24	0.55%	25-29	6.04%	30-34	4.95%	35-39	8.24%	40-44	10.99%	45-49	13.19%	50-54	18.13%	55-59	15.93%	60-64	15.38%	>=65	6.59%
16-24	0.55%																				
25-29	6.04%																				
30-34	4.95%																				
35-39	8.24%																				
40-44	10.99%																				
45-49	13.19%																				
50-54	18.13%																				
55-59	15.93%																				
60-64	15.38%																				
>=65	6.59%																				
Community Background	RQIA staff data as of September 2024: <table border="1" data-bbox="328 815 847 1131"> <tr><td>Perceived Protestant</td><td>0.00%</td></tr> <tr><td>Protestant</td><td>32.42%</td></tr> <tr><td>Perceived Roman Catholic</td><td>1.65%</td></tr> <tr><td>Roman Catholic</td><td>33.520%</td></tr> <tr><td>Neither</td><td>5.49%</td></tr> <tr><td>Perceived Neither</td><td>0.00%</td></tr> <tr><td>Not assigned</td><td>26.92%</td></tr> </table>	Perceived Protestant	0.00%	Protestant	32.42%	Perceived Roman Catholic	1.65%	Roman Catholic	33.520%	Neither	5.49%	Perceived Neither	0.00%	Not assigned	26.92%						
Perceived Protestant	0.00%																				
Protestant	32.42%																				
Perceived Roman Catholic	1.65%																				
Roman Catholic	33.520%																				
Neither	5.49%																				
Perceived Neither	0.00%																				
Not assigned	26.92%																				
Political Opinion	RQIA staff data as of September 2024: <table border="1" data-bbox="328 1218 847 1420"> <tr><td>Broadly Nationalist</td><td>4.40%</td></tr> <tr><td>Other</td><td>3.85%</td></tr> <tr><td>Broadly Unionist</td><td>1.10%</td></tr> <tr><td>Not assigned</td><td>81.87%</td></tr> <tr><td>Do not wish to answer</td><td>8.79%</td></tr> </table>	Broadly Nationalist	4.40%	Other	3.85%	Broadly Unionist	1.10%	Not assigned	81.87%	Do not wish to answer	8.79%										
Broadly Nationalist	4.40%																				
Other	3.85%																				
Broadly Unionist	1.10%																				
Not assigned	81.87%																				
Do not wish to answer	8.79%																				
Marital Status	RQIA staff data as of September 2024: <table border="1" data-bbox="328 1514 847 1834"> <tr><td>Divorced</td><td>2.20%</td></tr> <tr><td>Mar/CP</td><td>34.62%</td></tr> <tr><td>Other</td><td>0.00%</td></tr> <tr><td>Separated</td><td>0.55%</td></tr> <tr><td>Single</td><td>7.14%</td></tr> <tr><td>Unknown</td><td>54.40%</td></tr> <tr><td>Widow/R</td><td>0.00%</td></tr> <tr><td>Not assigned</td><td>1.10%</td></tr> </table>	Divorced	2.20%	Mar/CP	34.62%	Other	0.00%	Separated	0.55%	Single	7.14%	Unknown	54.40%	Widow/R	0.00%	Not assigned	1.10%				
Divorced	2.20%																				
Mar/CP	34.62%																				
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Separated	0.55%																				
Single	7.14%																				
Unknown	54.40%																				
Widow/R	0.00%																				
Not assigned	1.10%																				

Disability	RQIA staff data as of September 2024: <table> <tr> <td>No</td><td>35.71%</td></tr> <tr> <td>Not assigned</td><td>62.64%</td></tr> <tr> <td>Yes</td><td>1.65%</td></tr> </table>	No	35.71%	Not assigned	62.64%	Yes	1.65%						
No	35.71%												
Not assigned	62.64%												
Yes	1.65%												
Dependent Status	RQIA staff data as of September 2024: <table> <tr> <td>Yes</td><td>15.38%</td></tr> <tr> <td>Not assigned</td><td>80.77%</td></tr> <tr> <td>No</td><td>3.85%</td></tr> </table>	Yes	15.38%	Not assigned	80.77%	No	3.85%						
Yes	15.38%												
Not assigned	80.77%												
No	3.85%												
Ethnicity	RQIA staff data as of September 2024: <table> <tr> <td>Not assigned</td><td>80.77%</td></tr> <tr> <td>White</td><td>19.23%</td></tr> <tr> <td>Other</td><td>0.00%</td></tr> <tr> <td>Black African</td><td>0.00%</td></tr> <tr> <td>Indian</td><td>0.00%</td></tr> <tr> <td>Chinese</td><td>0.00%</td></tr> </table>	Not assigned	80.77%	White	19.23%	Other	0.00%	Black African	0.00%	Indian	0.00%	Chinese	0.00%
Not assigned	80.77%												
White	19.23%												
Other	0.00%												
Black African	0.00%												
Indian	0.00%												
Chinese	0.00%												
Sexual Orientation	RQIA staff data as of September 2024: <table> <tr> <td>Do not wish to answer</td><td>0.00%</td></tr> <tr> <td>Not assigned</td><td>81.32%</td></tr> <tr> <td>Opposite sex</td><td>17.03%</td></tr> <tr> <td>Both Sexes</td><td>0.00%</td></tr> <tr> <td>same sex</td><td>1.65%</td></tr> </table>	Do not wish to answer	0.00%	Not assigned	81.32%	Opposite sex	17.03%	Both Sexes	0.00%	same sex	1.65%		
Do not wish to answer	0.00%												
Not assigned	81.32%												
Opposite sex	17.03%												
Both Sexes	0.00%												
same sex	1.65%												

2.2 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	<i>Needs and Experiences</i> Based on the Department for Communities 2019/2020 data those in the categories referenced in this section may identify an impact associated with their Line Manager and RQIA as an Organisation in applying this policy and procedure.
Religion	Where staff members hold different religious opinions these should be discussed professionally, recorded where necessary and mutually agreed outcomes actioned.

Political Opinion	Where staff members hold different political opinions these should be discussed professionally, recorded where necessary and mutually agreed outcomes actioned.
Marital Status	Where a staff member identifies an impact associated with their Line Manager in respect of their marital status this should be discussed professionally, recorded where necessary and mutually agreed outcomes actioned.
Dependent Status	Those with dependants are more likely to be carers and therefore work part-time, therefore these staff may require flexibility to the programme of induction to suit their working pattern.
Disability	Where an individual staff member has a disability, Line Manager consideration in operationalising this procedure needs to take cognisance of how the process, the approach to induction and variance to documentation is required. i.e. documentation in large font or easy read format and/or learning aids.
Ethnicity	Where staff members come from different ethnic groups, Line Manager consideration in operationalising this procedure needs to take cognisance of how the process and approach to induction may require variation i.e. language barriers.
Sexual Orientation	Where a staff member identifies an impact associated with their Line Manager in respect of their sexual orientation this should be discussed professionally, recorded where necessary and mutually agreed outcomes actioned.
Gender	As above, where a staff member identifies an impact associated with their Line Manager in respect of their gender/transgender this should be discussed professionally, recorded where necessary and mutually agreed outcomes actioned.
Age	Where a staff member identifies an impact associated with their Line Manager in respect of their age this should be discussed professionally, recorded where necessary and mutually agreed outcomes actioned.

2.3 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.

As per section 2.2

There is opportunity during induction for the inductor/Line Manager to discuss with the inductee any potential impacts relating to, for example: If the individual staff member has requirements for any reasonable adjustments such as, a disability or a condition that does not necessarily meet the legal definition of a disability (i.e. visual needs) or, for example were an inductee has caring responsibilities and may require consideration of flexible working at the point of entry to RQIA.

2.4 Making Changes

Based on the equality issues you identified in 2.2, 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>
RQIA have taken cognisance of the potential impacts this policy may have on potential impacts for certain groups of people (including caring responsibilities and any such disability that is not considered a disability under the legal definition), these will be considered on an individual case by case basis, fully discussed and explored and appropriate supports/adjustments put in place to support all staff during their induction programme.	As part on the ongoing review of the induction policy and procedure any identified equality issues will be reviewed and appropriate policy and procedure amendments progressed.

2.5 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>
As per section 2.4	As per section 2.4	As per section 2.4

(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.

It is not thought that subjecting the Policy to an EQIA will further identify opportunities to promote equality of opportunity which have already been outlined at sections 2.2, 2.4 and 2.5.

RQIA recognises the need to consider the impact on Section 75 groups of this Policy and procedure in the course of its work.

Due consideration has been given to those individuals within Section 75, of the Northern Ireland Act (1998), particularly those individuals from ethnically diverse groups, including age, sexual orientation, religion, political opinion, disability, gender, marital status, dependent status and ethnicity

(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>
As the Induction Policy applies to staff recruited to work within RQIA the policy has no direct impact on encouraging disabled people to participate in public life but will support all staff including those with any form of disability to be supported and integrated into the work of RQIA through a robust and individual induction programme.	N/A

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>
As outlined above under section 4.1	As outlined above under section 4.1

(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	Yes
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?	Is it legal? Yes/No
8	Yes	<p>Staff impact</p> <p>The induction process may have constraints on confidentiality e.g. if personal information on private & family life, home and correspondence is disclosed or impacts the induction process.</p> <p>Strict confidentiality relating to personal equality data which requires consideration for wider sharing will be discussed with the inductee and advice sought from RQIA's SIRO and Data Guardian.</p> <p>There may be a legal justification or it is considered in the public interest, to prevent serious</p>	Yes

List the Article Number	Interfered with? Yes/No	What is the interference and who does it impact upon?	Is it legal? Yes/No
		<p>harm, injury or damage.</p> <p>Induction records may require to be shared with others e.g., where there are grievances or disciplinary proceedings, without the consent of the parties involved.</p>	

** 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.

All staff attend Human Rights Training, most recently updated in 2023

(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
RQIA will commit to encouraging all staff to complete equality monitoring	RQIA will commit to encouraging the completion of equality monitoring data	RQIA will commit to encouraging the completion of equality monitoring data

data when undertaking induction of staff as detailed in section 2.1 and 2.2 above.	when undertaking induction of staff as detailed in section 2.1 and 2.2 above.	when undertaking induction of staff as detailed in section 2.1 and 2.2 above.
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Approved Lead Officer: Amanda Jackson

Position: Assistant Director Adult Care Services

Date: 14.01.2025

Policy/Decision Screened by: _____

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

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

Equality Unit equality.unit@hscni.net