

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.

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

For advice and support on screening contact:

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

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	<i>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?</i>																				
Gender	<p>RQIA staff data as of September 2024:</p> <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%																
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Female	76.37%																				
Age	<p>RQIA staff data as of September 2024:</p> <table> <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%
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50-54	18.13%																				
55-59	15.93%																				
60-64	15.38%																				
>=65	6.59%																				
Community Background	<p>RQIA staff data as of September 2024:</p> <table> <tr><td>Perceived Protestant</td><td>0.00%</td></tr> <tr><td>Protestant</td><td>32.42%</td></tr> <tr><td>Perceived Roman</td><td>1.65%</td></tr> </table>	Perceived Protestant	0.00%	Protestant	32.42%	Perceived Roman	1.65%														
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	Catholic	
	Roman Catholic	33.520%
	Neither	5.49%
	Perceived Neither	0.00%
	Not assigned	26.92%
Political Opinion	RQIA staff data as of September 2024:	
	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:	
	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%
Disability	RQIA staff data as of September 2024:	
	No	35.71%
	Not assigned	62.64%
	Yes	1.65%
Dependent Status	RQIA staff data as of September 2024:	
	Yes	15.38%
	Not assigned	80.77%
	No	3.85%
Ethnicity	RQIA staff data as of September 2024:	
	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:	
	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	Staff impact The induction process may have constraints on confidentiality e.g. if	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>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 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 data when undertaking induction of staff as detailed in section 2.1 and 2.2 above.	RQIA will commit to encouraging the completion of equality monitoring data when undertaking induction of staff as detailed in section 2.1 and 2.2 above.	RQIA will commit to encouraging the completion of equality monitoring data when undertaking induction of staff as detailed in section 2.1 and 2.2 above.

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@hscni.net