



Equality and Human Rights Screening Template

The RQIA 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 and Human Rights Information Bank on the BSO website:

<http://www.hscbusiness.hscni.net/services/1798.htm>

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

RQIA Anti-Fraud Policy and Fraud Response Plan

1.2 Description of policy or decision

- **what is it trying to achieve? (aims and objectives)**

This document is intended to provide direction to those members of staff who find themselves having to deal with suspected cases of theft, fraud or corruption. It gives a framework for a response and advice and information on various aspects and implications of an investigation.

- **how will this be achieved? (key elements)**

One of the basic principles of public sector organisations is the proper use of public funds. It is therefore important that all those who work in the public sector are aware of the risk of and means of enforcing the rules against fraud and other illegal acts involving dishonesty or damage to property. For simplicity all such offences are hereafter referred to as "fraud", except where the context indicates otherwise. This document sets out RQIA's policy and response plan for detected or suspected fraud.

- **what are the key constraints? (for example financial, legislative or other)**

This document is not intended to provide direction on prevention of fraud as RQIA already has procedures in place that reduce the likelihood of fraud occurring. These include Standing Orders, Standing Financial Instructions, documented procedures and a system of internal control and of risk assessment. In addition RQIA tries to ensure that a risk (and fraud) awareness culture exists within the organisation.

RQIA will be supported by a dedicated Fraud Liaison Officer (FLO) and on-going fraud awareness e-learning training packages.

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

All RQIA Staff
Counter Fraud & Probity Services (CFPS), BSO
DoH

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

- **what are they?**

- RQIA Whistleblowing Policy
- Gifts and Hospitality Policy

- **who owns them?**

- Director of Corporate Services
- RQIA's Audit Committee

(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.

- A copy of the draft policy document was signed off by the Chief Executive of RQIA and the Executive Management Team. It was then taken through RQIA's Audit Committee and Board.

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.

Category	<i>What is the makeup of the affected group? (%) Are there any issues or problems? For example, a lower uptake that needs to be addressed or greater involvement of a particular group?</i>	
	RQIA Baseline Data 2016-2017	
Gender	Male	25.61%
	Female	74.39%
Age	16-24	1.22%
	25-29	3.66%
	30-34	10.37%
	35-39	6.10%
	40-44	14.63%
	45-49	19.51%
	50-54	18.29%
	55-59	16.46%
	60-64	7.32%
	>=65	2.44%
Community Background	Perceived Protestant	1.83%
	Protestant	40.85%

	Perceived Roman C Roman Catholic Neither Perceived Neither Not assigned	2.44% 42.68% 2.44% 0.00% 9.76%
Political Opinion	Broadly Nationalist Other Broadly Unionist Not assigned Do not wish to answer	0.61% 1.22% 1.22% 90.24% 6.71%
Marital Status	Divorced Mar/CP Other Separated Single Unknown Widow/R Not assigned	2.44% 59.76% 0.00% 2.44% 20.12% 14.63% 0.61% 0.00%
Dependent Status	Yes Not assigned No	6.71% 89.02% 4.27%
Disability	No Not assigned Yes	70.73% 29.27% 0.00%
Ethnicity	Not assigned White Other Black African Indian Chinese	89.63% 10.37% 0.00% 0.00% 0.00% 0.00%
Sexual Orientation	Do not wish to answer Not assigned Opposite sex same sex	0.61% 90.85% 7.93% 0.61%

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	None in relation to this particular policy.
Age	As above
Religion	As above
Political Opinion	As above
Marital Status	As above
Dependent Status	As above
Disability	Issues relating to accessible information for people with disabilities are considered in our Accessible Formats Policy
Ethnicity	Issues relating to accessible information for people whose first language is not English are considered in our Accessible Formats Policy
Sexual Orientation	None in relation to this particular policy.

2.4 Multiple Identities

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

N/A

2.5 Making Changes

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

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

2.6 Good Relations

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

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

(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	
No further impact	X

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.

This policy is technical in nature and has no impact on equality of opportunity and/or good relations for people within the equality and good relations categories.

(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>
N/A	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>
N/A	N/A

(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
N/A	N/A	N/A	N/A

** 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.

N/A

(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
Any cases which involve the use of the policy will be examined/reflected upon to identify any opportunities to better promote equality of opportunity.	Any cases which involve the use of the policy will be examined/reflected upon to identify any opportunities to better promote equality of opportunity.	Any cases which involve the use of the policy will be examined/reflected upon to identify any opportunities to better promote equality of opportunity.

Approved Lead Officer: Maurice Atkinson
Position: Director of Corporate Services
Date: 21 July 2017
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Any request for this document in another format or language will be considered.
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