



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

1.1 Title of policy or decision

Post Entry Training & Development Policy

1.2 Description of policy or decision

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

Provision of guidance to staff and managers regarding the training, development and education support available.

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

The policy outlines support options available to staff (for example, time off, expenses, fees etc), criteria for eligibility, responsibilities and liabilities.

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

Agenda for Change Terms and Conditions as outlined in the Handbook
Legislative and financial constraints

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

Current employees in RQIA – potential and actual users of the policy
Managers of all levels within RQIA
Human Resources staff within BSO
Trade unions

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

- **what are they?**

Terms and Conditions as outlined in Agenda for Change Handbook

Medical & Dental Terms & Conditions

DHSSPS Circulars

- **who owns them?**

DHSSPS

(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.

Statistics:

- Organisational wide equality data
- Data on training and development within the 2016-17 Financial year by s75 characteristic

Views of colleagues

Views of staff side

Views of staff who have previously availed of various leave options

Lessons learnt from previous grievances

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	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?	
	RQIA Baseline Data 2016 - 17	
Gender	Male Female	25.61% 74.39%
Age	16-24 25-29	1.22% 3.66%

	30-34 35-39 40-44 45-49 50-54 55-59 60-64 >=65	10.37% 6.10% 14.63% 19.51% 18.29% 16.46% 7.32% 2.44%
Community Background	Perceived Protestant Protestant Perceived Roman C Roman Catholic Neither Perceived Neither Not assigned	1.83% 40.85% 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	0.61%
	Not assigned	90.85%
	Opposite sex	7.93%
	same sex	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	Females may be more likely to not complete training due to pregnancy, employment break etc. in turn due to their caring responsibilities. This has not, however, been raised as an issue to date.
Age	<p>The policy may negatively affect younger people due to the requirement to have '<i>Satisfied probationary period</i>' and also consideration of the <i>length of the employee/worker's contract</i>.</p> <p>The policy may negatively affect older employees due to the requirement to '<i>pay back all course, registration, conference fees and resource costs if they...leave the HSC within two years of completing a training or academic course</i>'</p>
Religion	No particular needs based on religion have been identified.
Political Opinion	No particular needs based on political opinion have been identified.
Marital Status	No particular needs based on political opinion have been identified.

Dependent Status	<p>Employees with dependants may be less able to avail of training and development opportunities, particularly those outside of normal working hours. Such employees may also be less likely to complete development activity.</p> <p>Having spoken to staff who have dependants they suggested that the level of support available is excellent and the ability to avail of time off in lieu was a significant help. They also suggested that the flexible working policy added an additional level of support.</p>
Disability	Employees with a pre-existing or newly developed a disability may be more likely to not complete development activity.
Ethnicity	No particular needs based on ethnicity have been identified.
Sexual Orientation	No particular needs based on sexual orientation have been identified.

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.

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>
<p>In order to minimise the impact of employees who are retiring and are faced with having to pay back monies for all training and development in the last 2 years, a clause has been added that retirement is an exception to any liability for paying back for courses fee etc. <i>(Please refer to Section 11 of the policy for details)</i>. Similarly, to address the needs of people with a disability, women, marital status and those with dependants relating to the pay back all course, registration, conference fees and resource costs due to non-attendance or non-completion, a statement has been added to Section 11 of the policy to identify pay back exemptions including:</p> <ul style="list-style-type: none"> • pregnancy, • sickness absence, • reasons relating to disability and • unforeseeable circumstances relating to caring responsibilities. 	<ul style="list-style-type: none"> • Policy will be available on the intranet and all new starts will be required to read policies • Policies will be outlined and brought to employees attention at corporate induction • Memo will be issued to advise employees of new policy and where to locate it • HR will continue to provide advice to managers and employees on equality issues (having sought advice from Equality Unit where applicable)

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	None	
Political Opinion	None	

Ethnicity	None	
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(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.

the main equality issues that have been identified have been addressed in the policy. It is not thought that subjecting the policy to an EQIA will identify further 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>
<p>All training, development and education opportunities are available to those with disabilities.</p> <p>All staff along with those with disabilities are encouraged to apply for training, development and education and this encourages participation in public life whilst promoting positive attitudes towards disabled people.</p>	<p>Continue to promote the benefits of training, development and education for all staff including those with disabilities.</p> <p>Place policies on the internet so that prospective employees can see the entitlements.</p>

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>
<p>The support available in terms of time off, expenses, fees etc helps to enable disabled staff to avail of training, development and education opportunities and this helps to encourage positive attitudes towards this group.</p>	

(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
S75 data for all staff S75 data for staff availing of training, development and education opportunities We will continue to collect data via HRPTS		

Approved Lead Officer: Maurice Atkinson

Position: Director of Corporate Services

Date: 19 April 2017

Policy/Decision Screened by: Hayley Barrett

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 Hayley Barrett

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