

Equality and Human Rights Screening Template

Clinical Education Centre is required to consider the likely equality implications of any policies or decisions. In particular it is asked to consider:

1. 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)?
2. Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?
3. 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)?
4. Are there opportunities to better promote good relations between people of a different religious belief, political opinion or racial group?

For advice on screening please contact: staff in the Equality Unit Business Services Organisation, equality.unit@hscni.net or Telephone 028 9536 3961

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.hsccbusiness.hscni.net/services/1798.htm>

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

(1) INFORMATION ABOUT THE POLICY OR DECISION

1.1 Title of policy or decision

*Reflective Supervision Policy and Procedures for Nurses and Midwifery Education
Consultants CEC*

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)**

This policy outlines the key strategic context of the policy, the roles and responsibilities of teaching staff that are both supervisors and supervisee and the process of accessing reflective supervision.

The implementation of this Policy seeks to meet the requirements set out by the Chief Nursing Officer NI that all nurses and midwives should have access to at least two supervision sessions per year. This is also supported by the governing body the Nursing and Midwifery Council (NMC) as ensuring each registrant has the opportunity to develop their professional knowledge and skills, to assess the quality and performance of their teaching and a commitment to achieve professional growth in order to improve the standards of service.

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 Nursing and Midwifery registrants working as Nurse/Midwife education Consultants at CEC

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

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

Reflective Supervision: A Framework to support Nurses and Midwifery in practice. (DOH, NIPEC June 2022)

Code of Conduct for HSC Employees (2016)

Code of Professional Conduct Nursing and Midwifery Council (2015)

(2) CONSIDERATION OF EQUALITY AND GOOD RELATIONS ISSUES AND EVIDENCE USED

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>

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.

- Draft policy review at Senior Management Team meetings
- Draft Policy disseminated to all staff for comment
- Review of access to policy through one to one meeting with managers
- Consultations with Nursing and Midwifery staff
- Census data
- Data relating to section 75 break down of Nursing and Midwifery staff

Census data

Data from HRPTS relating to Section 75 breakdown of BSO Nursing and Midwifery Staff

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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.

Section 75 Group	CEC Workforce Profile	Percentage
Gender	Female	80
	Male	20
Community Background	Neither	5
	Not assigned	40
	Protestant	17.5
	Roman Catholic	37.5
	(blank)	0
Political Opinion	Broadly Unionist	0
	Broadly Nationalist	0
	Other	10
	Not assigned	77.5
	Do Not Wish To Answer/Not Known	0
Age	30-34	0
	35-39	0
	40-44	0
	45-49	15
	50-54	32.5
	55-59	27.5
	60-64	0
	>=65	0
Marital Status	Married/Civil Partnership	50
	Other	0
	Unknown	45
Dependent Status	Yes	15
	Not assigned	77.5
	No	
Disability	No	27.5
	Not assigned	70
	Yes	
Ethnicity	Not assigned	77.5
	White	22.5

	Other	
Sexual Orientation towards:	Do not wish to answer Not assigned Opposite sex Same sex	77.5 17.5

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.

<i>Category</i>	<i>Needs and Experiences</i>
Gender	CEC has a predominantly female workforce. The CEC does not consider there to be any diverse needs in terms of gender when undertaking the responsibility of raising a concern as per this Policy. Each member of staff has their professional responsibility to access supervision issues in a timely fashion.
Age	Data suggests there are no issues regarding age in the actioning of this policy.
Religion	Reflective supervision is a professional responsibility and should not impact on a member of staffs religious or faith beliefs.
Political Opinion	Data suggests there should be no issues regarding political opinion in the application of this policy.
Marital Status	Data suggests there should be no impact relating to marital status in the application of this Policy.
Dependent Status	CEC has a predominantly female workforce. Females are more likely to have caring responsibilities for dependents. Data suggests there that those who work part time hours due to caring responsibilities will not be disadvantaged and can access supervision on request with a supervisor of their choice. If part time staff wish to avail of group supervision this can be facilitated through request to supervisors or line manager and therefore the quality/experience of the supervision will not be impacted.
Disability	CEC has considered there to be no restrictions in terms of disability in the application of this Policy.
Ethnicity	Data suggests there are no issues with regards to ethnicity in the application of this Policy

Sexual Orientation	There are no issues with regards to sexual orientation in the application of this Policy
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2.4 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>This policy will ensure that the HSC CEC has processes in place to enable each NMC registrant (supervisee) the opportunity to reflect on and discuss their practice regularly with another experienced practitioner (supervisor). The supervision process may take place on an individual or group basis and this time must be planned, protected and uninterrupted. Those staff identified under dependant status have been considered and therefore access and quality of supervision should be equal to all other staff at CEC.</p>	<p>This policy identifies supervision within the HSC CEC as a key organisational objective. All supervisors and supervisees will be provided with the appropriate guidance in preparation for supervision activity.</p>

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
Religion	No impact
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	<input type="checkbox"/>
Minor impact	<input checked="" type="checkbox"/>
No further impact	<input type="checkbox"/>

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

Please tick:

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

Please give reasons for your decisions:

<p>All areas of the population have required considered when developing the Reflective 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.</p> <p>This policy will be implemented within the CEC only and for a specific staff population – CEC Teaching Staff.</p>

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(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>
NA	

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>
NA	

(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.

<p>CEC will continue to monitor the application of this policy. This is a standing item on 1:1 Meetings with senior manager.</p> <p>CEC will also continue to monitor through implementation and monitoring arrangements as outlined in the policy document</p>

(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
Information on the number of staff attending reflective supervision. Attendance and non attendance at planned supervision Collect additional information from staff about suggestions of improvements to the sessions.		

Approved lead officer: Janet McCusker

Position: Senior Education Manager

Date: 03/02/23

Policy/decision screened by: Janet McCusker/Siobhan Murphy

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

If you require this document in an alternative format (such as large print, Braille, disk, audio file, audio cassette, Easy Read or in minority languages to meet the needs of those not fluent in English), please contact:

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