



EQUALITY AND HUMAN RIGHTS SCREENING TEMPLATE

THIS IS A PUBLIC DOCUMENT

| | | |
|---|---|-------------------------------------|
| Title of Policy: Learning at work | | |
| Lead Manager: Colin Ward | Title: Head of service | |
| Directorate: Human Resources (HR) | Department: Organisation and Workforce Development (OWD) | |
| Contact details: Address: Lime Villa, Gransha Park, Derry Tel: 07957636563/217707 Email: colin.ward@westerntrust.hscni.net | | |
| Short Description of Policy The policy outlines the Trusts commitment to supporting staff who undertake any type of study whilst working in the Trust. The policy provides important information that may be needed for staff who are currently undertaking, or planning to undertake, a course of education alongside their normal job role. | | |
| Final Recommendations: (please tick as appropriate) | | |
| 1. | GREEN: No equality issues/impact: no further action | <input checked="" type="checkbox"/> |
| 2. | AMBER: Minor equality issues/impact: actions identified | <input type="checkbox"/> |
| 3. | RED: Major equality issues/impact: full EQIA recommended | <input type="checkbox"/> |
| <p style="text-align: center;">Please send draft completed form for quality assurance to equality.admin@westerntrust.hscni.net For further information on quality assurance see page 3, section 3.</p> | | |
| Final Approval Date: | | |

(1) INFORMATION ABOUT THE POLICY OR PROPOSAL

1.1 Title of policy or proposal

Western Health and Social care Trust (WHSCCT; 'The Trust') Learning at Work Policy

1.2 Description of policy or proposal

This policy covers all aspects of learning and study whilst working for the Trust. The policy covers the following key areas:

- Why learning and development is important to individuals and the Trust
- What types of learning are available within the Trust and externally
- What staff are entitled to when it comes to attending class and availing of study leave
- How to pay for courses, advice on different payment options available, and how to process expense claims
- What happens if staff want to cancel or defer a course
- Options for training contracts between staff and services where significant financial support is being provided by the Trust

The policy also provides direct links to important external and internal websites for booking and attending training such as:

- LearnHSCNI (Health and Social Care Northern Ireland)
- Health and Social Care (HSC) Leadership Centre consultant request form
- Agenda for change terms and conditions
- Human Resources (HR) Knowledge Hub
- Travel guidelines
- Mandatory training

The intended aim is to provide staff with one policy document that covers all requirements for any staff who undertake, or are considering undertaking, a course of learning or study whilst working in the Trust.

Each member of staff should have the opportunity to have an annual appraisal review meeting with their Line Manager, part of which is dedicated to identifying and agreeing an Individual Learning Plan (ILP). If an ILP has been identified the individual should take the appropriate steps to avail of development opportunities and can get the information needed from this policy.

The Trust is dedicated to providing a blended learning experience for all staff wishing to avail of an ILP. Education, Learning & Development or Training can take place by way of short courses or by longer programs of study, the expenses of which may be met by the Trust, either in part, or in full, or the employee themselves as agreed in advance.

1.3 Main stakeholders affected (internal and external)

For example, staff, actual or potential service users, other public sector organisations, GPs, primary care providers, voluntary and community groups, trade unions or professional organisations or private sector organisations or others. **Start to consider how you might involve them in the development of the policy/decision.** This will also help you to meet the Trust's obligations under Personal and Public Involvement (PPI).

The policy directly affects staff as the main stakeholders as it relates to education and training for staff only. Service users can be seen as indirectly affected as better developed staff should contribute to improved patient care.

- All Trust Staff
- Trust Training Department Staff
- Health & Social Care Leadership Centre
- Clinical Education Centre/Leadership Centre
- Organisational and Workforce Development Department
- Finance Staff
- HR Staff
- Trade Union

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

Flexible working (HR)

Attendance at work (HR)

NHS Terms and Conditions Handbook (HR)

Guide to travel and associated expenses (Director of Finance and Contracting)

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

2.1 Data Gathering

2.1.1 What information did you use to inform this equality screening? For example, previous consultations, statistics, research, Equality Impact Assessments (EQIAs), complaints, etc.

This is a new policy, which supersedes a set of guidelines previously outlined in the document "Post Entry Learning, Education and Development Guidelines and Procedure" which was published by the Trust in 2016.

Input was also taken from regional colleagues across HSCNI where similar policies were shared and reviewed by HR colleagues in both the Southern and Northern Trusts.

Workforce Planning information

2.1.2 How did you involve people?

The Trust requires evidence of engagement with stakeholders to fulfil its statutory obligations under its Equality scheme, Consultation Scheme and Personal and Public Involvement strategy. Provide details of how you involved stakeholders e.g. views of colleagues, service users, carers, Trade Unions, Section 75 groups or other stakeholders.

Consultation and Engagement Statement: In your policy/proposal include a paragraph titled Consultation and Engagement and summarise this section. If there was no engagement, please explain why.

Stakeholders will be consulted through the governance structures in place in the following groups within the Trust's governance structure. At each stage the policy was reviewed, feedback was provided, changes were made and approval to move to the next stage was provided. Outside of these formal governance structures input was provided by the Interim Head of AHP Services and a Senior Accountant in Financial Management on claiming for travel and other expenses.

- HR Policy Design Group: Reviewed and approved 20th September 2023. This group is attended by a range of HR professionals and Trade Union (TU) representation.
- HR Senior Management Team meeting: Reviewed and approved 4th October 2023. Attended by the Director and Assistant Directors (AD's) of HR.
- Trade union consultation: Reviewed and approved 24th October 2023. Attended by and AD of HR and TU representation by Trevor Lucy (Unison), John Havord (Unison), Richard Dalzell (Unison), Jill Weir (Unison), Alan Philson (Unison), Tony McLaughlin (Nipsa)
- Policy group: Reviewed and approved 14th May 2024. Attended by representatives from all Trust services.

2.2 Equality Profile

Who is affected by the policy or proposal? What is the makeup (%) of the affected group? Please provide a statistical profile. Could you improve how you gather Section 75 information? Are there any issues or problems? For example, a lower uptake that needs to be addressed or greater involvement of a particular group? If the policy affects both staff and service users, please provide information on both. If not, merge the 2 columns.

| | CATEGORIES | NO OF STAFF Workforce Planning 01/02/2024 |
|-------------------|---------------------------------|---|
| GENDER | Female | 11576 |
| | Male | 2999 |
| | TOTAL | 14575 |
| RELIGION | Protestant | 3049 |
| | Roman Catholic | 7818 |
| | Not Determined/Not Known | 3708 |
| | TOTAL | 14575 |
| POLITICAL OPINION | Broadly Unionist | 819 |
| | Broadly Nationalist | 1772 |
| | Other | 1394 |
| | Do not wish to answer/not known | 10590 |
| | TOTAL | 14575 |
| AGE | 16-24 | 974 |
| | 25-34 | 3066 |
| | 35-44 | 3710 |
| | 45-54 | 3483 |
| | 55-64 | 2738 |
| | 65+ | 604 |
| MARITAL STATUS | TOTAL | 14575 |
| | Married | 7749 |
| | Single | 5395 |
| | Other | 1431 |
| | TOTAL | 14575 |
| DEPENDANT STATUS | Yes | 2844 |
| | No | 3413 |
| | Not Known | 8318 |
| | TOTAL | 14575 |
| DISABILITY | Yes | 340 |
| | No | 7766 |
| | Not Known | 6469 |
| | TOTAL | 14575 |
| ETHNICITY | Bangladeshi | 3 |
| | Black African | 25 |
| | Black Caribbean | 2 |
| | Black Other | 1 |

| | | |
|--|---------------------------------|--------------|
| | Chinese | 7 |
| | Filipino | 38 |
| | Indian | 137 |
| | Irish Traveller | 3 |
| | Mixed Ethnic Group | 15 |
| | Not assigned | 4589 |
| | Other | 70 |
| | Pakistani | 26 |
| | White | 9659 |
| | TOTAL | 14575 |
| SEXUAL ORIENTATION ATTRACTED TO | Opposite sex | 7148 |
| | Same sex | 139 |
| | Same and Opposite sex | 37 |
| | Do not wish to answer/not known | 7251 |
| | TOTAL | 14575 |

2.3 Assessing Needs/Issues/Adverse Impacts, etc.

What are consequences of the policy/proposal on Users/Carers and staff? What are the different needs, issues and concerns of each of the equality groups? Are there any adverse impacts? If the policy affects both staff and service users, please specify issues for both. If not, merge the 2 columns. Please state the source of your information, e.g. colleagues, consultations, research, user feedback, etc.

| Equality Group | Staff |
|-----------------------|---|
| Gender | No issues identified |
| Age | No issues identified |
| Religion | No issues identified |
| Political Opinion | No issues identified |
| Marital Status | No issues identified |
| Dependent Status | No issues identified |
| Disability | Interpreters and alternative formats of this document are available as per Trust policy. |
| Ethnicity | Alternative formats of this document are available as per Trust policy. Additional promotion of available development opportunities through groups like the Trust Ethnic Diverse Network |
| Sexual Orientation | No issues identified |

2.4 Multiple Identities: When considering this policy/proposal, are there any additional issues relating to people with multiple identities? For example: older women, disabled minority ethnic people, young Protestant men, disabled people who are gay, lesbian or bisexual.

No additional issues

2.5 Making Changes: Promoting Equality of Opportunity/Minimising Adverse Impacts

Based on the equality issues you identified in 2.2, 2.3 and 2.4, what do you currently do that meets those needs? What additional changes do you intend to make that will improve how you promote equality of opportunity or minimise adverse impacts?

| Equality Group | Actions that promote equality of opportunity or minimise (mitigate) adverse impacts |
|-------------------------|---|
| Ethnicity Staff | Additional promotion of available development opportunities through groups like the Trust Ethnic Diverse Network Interpreters and alternative formats of this document are available as per Trust policy |
| Disability Staff | Interpreters and alternative formats of this document are available as per Trust policy |

2.6 Good Relations

Does the policy/proposal have any impact/consequences for Good Relations? What changes to the policy or proposal or what additional measures could you suggest to ensure that it promotes good relations (if any)? (Refer to Guidance Notes for guidance on impact).

| Group | Impact/Consequences | Suggestions |
|-------------------|---------------------|-------------|
| Religion | None | |
| Political Opinion | None | |
| Ethnicity | None | |

(3) CONSIDERATION OF DISABILITY DUTIES

How does the policy/proposal encourage disabled people to participate in public life and promote positive attitudes towards disabled people?

The policy outlines support and guidance by the Trust for disabled people, as part of the overall workforce, who want to avail of learning and development opportunities whilst working for the Trust.

(4) CONSIDERATION OF HUMAN RIGHTS

**4.1 Does the policy or proposal adversely affect anyone’s Human Rights?
Complete for each of the Articles.**

| Article | Positive Impact | Negative Impact - human right interfered with or restricted | Neutral Impact |
|--|------------------------|--|-----------------------|
| Article 2 – Right to life | | | X |
| Article 3 – Right to freedom from torture, inhuman or degrading treatment or punishment | | | X |
| Article 4 – Right to freedom from slavery, servitude & forced or compulsory labour | | | X |
| Article 5 – Right to liberty & security of person | | | X |
| Article 6 – Right to a fair & public trial within a reasonable time | | | X |
| Article 7 – Right to freedom from retrospective criminal law & no punishment without law | | | X |
| Article 8 – Right to respect for private & family life, home and correspondence. | | | X |
| Article 9 – Right to freedom of thought, conscience & religion | | | X |
| Article 10 – Right to freedom of expression | | | X |
| Article 11 – Right to freedom of assembly & association | | | X |
| Article 12 – Right to marry & found a family | | | X |
| Article 14 – Prohibition of discrimination in the enjoyment of the convention rights | | | X |
| 1 st protocol Article 1 – Right to a peaceful enjoyment of possessions & protection of property | | | X |
| 1 st protocol Article 2 – Right of access to education | X | | |

If you have answered either ‘Positive Impact’ or ‘Neutral Impact’ to all of the above, please move on to Section 5.

4.2 If you have identified any potential negative impacts to any of the articles, please complete the following table.

| Article Number | What is the negative impact and who does it impact upon? | What do you intend to do to address this? | Does this raise any further legal issues?* Yes/No |
|-----------------------|---|--|--|
| | | | |
| | | | |

**It is important to speak to your line manager on this and if necessary seek legal opinion to clarify this.*

4.3 Outline any further 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 proposal.

(5) SHOULD THE POLICY OR PROPOSAL 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. Base your decision on information from sections 2.2, 2.3, 2.4 and 2.5.

How would you categorise the impacts of this proposal or policy? (refer to Guidance Notes for guidance on impact)

Do you consider that this policy or decision needs to be subjected to a full Equality Impact Assessment?

Please tick:

| | |
|----------------------------|---|
| GREEN: No impact | x |
| AMBER: Minor impact | |
| RED: Major impact | |

Please tick:

| | |
|-----|---|
| Yes | |
| No | x |

Please give reasons for your decision. (See Guidance Notes, page 28, for sample paragraph).

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The Trust is dedicated to providing a blended learning experience for all staff wishing to avail of an ILP. Education, Learning & Development or Training can take place by way of short courses or by longer programs of study, the expenses of which may be met by the Trust, either in part, or in full, or the employee themselves as agreed in advance.

The policy has been communicated to all staff via Trust communications email, and is available on the HR Knowledge Hub and the Trust Intranet page which are websites that all staff have access to.

➤ **NOTE: Equality and Human Rights Statement:** The policy/proposal that this screening relates to **MUST** include the above paragraph. In addition, this paragraph should be used in the briefing note to Trust Board and will also be included in the Trust's Equality Screening Report.

(6) EQUALITY AND HUMAN RIGHTS MONITORING

What data will you collect in the future in order to monitor the effect of the policy or proposal, on any of the equality groups, for equality of opportunity and good relations, disability duties and human rights?

When Trust staff access any learning and development opportunities, supported by this policy, the participation in these courses can be monitored in different ways depending on the type of course which is outlined in the policy itself. Data can be captured using:

- LearnHSCNI – The Learning Management System (LMS)
- HRPTS (HR Pay and Travel Portal)
- HSC Leadership Centre

Cross referencing this data with the equality information provided by the Workforce Planning and Analytics team will enable the Trust to monitor the effect of the policy on any of the equality groups for equality of opportunity and good relations, disability duties and human rights. Requests to cross reference this data may come from various sources, including (but not limited to) internal requests, Freedom of Information requests, Subject Access Requests or for information requested from the Department of Health.

LearnHSCNI data can be provided by the Digital Learning Manager, and equality information can be requested from the Workforce Planning and Analytics team using the following MS Form link: [Workforce Information Request](#)

If any learning and development programs are accessed externally, attendance to these programs can be updated into the LearnHSCNI system by contacting the Digital Learning Manager.

| | |
|-------------------------------------|--|
| Approved Lead Officer: | <u>Colin Ward</u> |
| Position: | <u>Head of Service, Organisation and Workforce Development</u> |
| Policy/Proposal Screened By: | <u>Colin Ward</u> |
| Date: | <u>18/11/2024</u> |

Quality Assurance: Please send the final draft for quality assurance to the Equality and Human Rights Unit, Tyrone and Fermanagh Hospital, Omagh, BT79 0NS or email: equality.admin@westerntrust.hscni.net. **Quality Assurance can take up to three weeks.**

Directorate SMT Approval: The completed Equality Screening Form **MUST** be presented along with the policy/proposal to your Directorate SMT for approval.

Quarterly Equality Screening Reports: When final Trust approval is received, ensure that you send the completed screening form and associated policy/proposal, etc. to the Equality and Human Rights Unit, for inclusion in the WHSCT's quarterly equality screening reports. As a public document, the screening form will be available for downloading on both the Trust's website and intranet site.