

**Equality Screening, Disability Duties and Human Rights Assessment Template**

Part 1 – Policy scoping

Part 2 – Screening questions

Part 3 – Screening decision

Part 4 – Monitoring

Part 5 – Disability Duties

Part 6 – Human Rights

Part 7 – Approval and Authorisation

**Guidance notes are available to assist with completing this template. For further help please contact the Equality and Human Rights Unit ext 20539.**

**Part 1. Policy scoping**

* 1. **Information about the policy / decision**

|  |
| --- |
| * + 1. What is the name of the policy / decision?   Amendment of General Dental Services Regulations (NI) 1993 (“the GDS Regulations”) to reflect updated terminology concerning the post graduate training of dentists. The GDS Regulations deal with the arrangements for the provision of Health Service dental services in Northern Ireland. In order to provide HS general dental services a dentist must apply to join the HSCB’s dental list. To be listed a dentist must (unless exempt) provide a “vocational training” number.  “Vocational Training” is one year’s full time employment (or equivalent part-time) employment during which a dental graduate is employed by an approved dental trainer to provide a wide range of dental care and treatment. During this period the dental graduate completes a one year post registration day-release course to achieve a certificate to enable them to have a DS (Dental Surgeon) number with the HSCB to practice in their own right. Training is currently facilitated for Northern Ireland by the NI Medical and Dental and Training Agency (NIMDTA).  The term “vocational” has been replaced by “Dental foundation” (though the term will still be appropriate to those dentists who trained under “vocational training”) and the GDS Regulations need amended to reflect this wording. Additionally, we wish to amend certain wording in the GDS Regulations to ensure that future (from September 2016) foundation training is completed “satisfactorily” (as the training period is now subject to assessment) and that the various aims and objectives currently set out in Schedule 10 to the GDS Regulations are slightly reworded. These amendments will reflect terminology now used in GB legislation. Other amendments to update legislative references and to use gender neutral drafting are also required. |

|  |
| --- |
| 1.1.2 Is this an existing, revised or a new policy / decision?  Update of existing policy. |

|  |
| --- |
| 1.1.3 What is it trying to achieve? (intended aims/outcomes)  The intended aim is to ensure current terminology in relation to the post graduate training of dentists is reflected in the General Dental Services Regulations (NI) 1993, where appropriate. |

|  |
| --- |
| 1.1.4 If there are any Section 75 categories which might be expected to benefit from the intended policy, please explain how.  No. |

|  |
| --- |
| 1.1.5 Who initiated or wrote the policy?  DH. |

|  |
| --- |
| 1.1.6 Who owns and who implements the policy?    DH implements the policy concerning the maintenance of the list of dentists who undertake to provide general dental services in Northern Ireland. The reference to post graduate dental training in the legislation is peripheral to this policy. |

**1.2 Implementation factors**

Are there any factors which could contribute to/detract from the intended aim/outcome of the policy/decision? If yes, are they

|  |  |  |  |
| --- | --- | --- | --- |
| Financial |  |  | Please explain:  See above |
|  |  |  |
| Legislative |  | X |
|  |  |  |
| Other |  |  |
|  |  |  |

**1.3 Main stakeholders affected**

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon?

|  |  |  |
| --- | --- | --- |
| Staff |  |  |
|  |  |  |
| Service users |  |  |
|  |  |  |
| Other public sector organisations |  |  |
|  |  |  |
| Voluntary/community/trade unions |  |  |
|  |  |  |
| Other, please specify | NIMDTA, dentists (post graduate trainees and trainers) and dentists’ representative organisations. | |

##### 1.4 [Other policies with a bearing on this policy](#Onefour) / decision. If any:

|  |  |
| --- | --- |
| Policy | Owner(s) of the policy |
| NA |  |

**1.5 Available evidence**

What evidence/information (both qualitative and quantitative\*) have you gathered to inform this policy? Specify details for each of the Section 75 categories.

|  |  |
| --- | --- |
| **Section 75 category** | **Details of evidence/information** |
| Religious belief | No evidence has been identified in relation to religious belief. . |
| Political opinion | No evidence has been identified in relation to political opinion. |
| Racial group | No evidence has been identified in relation to racial group. |
| Age | No evidence has been identified in relation to age. |
| Marital status | No evidence has been identified in relation to marital status. |
| Sexual orientation | No evidence has been identified in relation to sexual orientation. |
| Gender (Men and women generally) | No evidence has been identified in relation to gender. |
| Disability (with or without) | No evidence has been identified in relation to those with or without a disability. |
| Dependants (with or without) | No evidence has been identified in relation to with or without dependants. |

**\*** Qualitative data – refers to the experiences of individuals related in their own terms, and based on their own

experiences and attitudes. Qualitative data is often used to complement quantitative data to determine why policies are

successful or unsuccessful and the reasons for this.

Quantitative data -refers to numbers (that is, quantities), typically derived from either a population in general or

samples of that population. This information is often analysed either using descriptive statistics (which summarise patterns),

or inferential statistics (which are used to infer from a sample about the wider population).

**1.6 Needs, experiences and priorities**

Taking into account the information recorded in 1.1 to 1.5, what are the different needs, experiences and priorities of each of the following categories, in relation to the particular policy/decision? Specify details for each of the Section 75 categories

|  |  |
| --- | --- |
| **Section 75 category** | **Details of needs/experiences/priorities** |
| Religious belief | No particular needs, experiences or priorities have been identified in relation to religious belief. |
| Political opinion | No particular needs, experiences or priorities have been identified in relation to political opinion. |
| Racial group | No particular needs, experiences or priorities have been identified in relation to racial group. |
| Age | No particular needs, experiences or priorities have been identified in relation to age. |
| Marital status | No particular needs, experiences or priorities have been identified in relation to marital status. |
| Sexual orientation | No particular needs, experiences or priorities have been identified in relation to sexual orientation. |
| Gender (Men and women generally) | No particular needs, experiences or priorities have been identified in relation to gender. |
| Disability (with or without) | No particular needs, experiences or priorities have been identified in relation to those with or without a disability. |
| Dependants (with or without) | No particular needs, experiences or priorities have been identified in relation to those with or without dependents. |

**Part 2. Screening questions**

|  |  |  |
| --- | --- | --- |
| **2.1** 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) | | |
| Section 75 category | Details of policy impact | Level of impact? minor/major/none |
| Religious belief |  | None |
| Political opinion |  | None |
| Racial group |  | None |
| Age |  | None |
| Marital status |  | None |
| Sexual orientation |  | None |
| Gender (Men and women generally) |  | None |
| Disability (with or without) |  | None |
| Dependants (with or without) |  | None |

|  |  |  |
| --- | --- | --- |
| **2.2** Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories? | | |
| Section 75 category | If **Yes**, provide details | If **No**, provide reasons |
| Religious belief |  | No.  The aim of the change is to ensure updated terminology and changing training requirements for dentists are reflected in legislation. |
| Political opinion |  |
| Racial group |  |
| Age |  |
| Marital status |  |
| Sexual orientation |  |
| Gender (Men and women generally) |  |
| Disability (with or without) |  |
| Dependants (with or without) |  |

|  |  |  |
| --- | --- | --- |
| **2.3** To what extent is the policy likely to impact on good relations  between people of different religious belief, political opinion or racial  group? (minor/major/none) | | |
| Good relations category | Details of policy impact | Level of impact minor/major/none |
| Religious belief |  | None |
| Political opinion |  | None |
| Racial group |  | None |

|  |  |  |
| --- | --- | --- |
| **2.4** Are there opportunities to better promote good relations between  people of different religious belief, political opinion or racial group? | | |
| Good relations category | If **Yes**, provide details | If **No**, provide reasons |
| Religious belief |  | No. |
| Political opinion |  | No. |
| Racial group |  | No. |

**2.5** **Additional considerations**

**Multiple identity**

Provide details of data on the impact of the policy on people with multiple identities (e.g. minority ethnic people with a disability, women with a disability, young protestant men, young lesbian, gay or bisexual persons). Specify relevant Section 75 categories concerned.

|  |
| --- |
| No impacts have been identified for any of the Section 75 groups. |

2.6 Was the original policy / decision changed in any way to address any adverse impacts identified either through the screening process or from consultation feedback. If so please provide details.

|  |
| --- |
| No. |

**Part 3. Screening decision**

3.1 How would you summarise the impact of the policy / decision?

|  |  |  |  |
| --- | --- | --- | --- |
| No impact | X |  |  |
| Minor impact |  |  | Consider mitigation (3.4 – 3.5) |
| Major impact |  |  |  |

3.2 Do you consider that this policy / decision needs to be subjected to a full Equality Impact Assessment (EQIA)?

|  |  |
| --- | --- |
| Yes - screened in |  |
| No - screened out | X |

3.3 Please explain your reason for making your decision at 3.2.

No evidence for any adverse differential impacts or opportunities to better promote equality of opportunity have been identified.

**Mitigation**

If you have concluded at 3.1 and 3.2 that the likely impact is ‘**minor**’ and an equality impact assessment is not to be conducted, you must consider mitigation (or scope for further mitigation if some is already included as per 2.6) to lessen the severity of any equality impact, or the introduction of an alternative policy to better promote equality of opportunity or good relations.

3.4 Can the policy/decision be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?

|  |  |
| --- | --- |
| Yes |  |
| No | X |

3.5 If you responded “**Yes**”, please give the **reasons** to support your decision, together with the proposed changes/amendments or alternative policy.

|  |
| --- |
|  |

**Part 4. Monitoring**

Monitoring is an important part of policy development and implementation. Through monitoring it is possible to assess the impacts of the policy / decision both beneficial and adverse.

4.1 Please detail how you will monitor the effect of the policy / decision?

|  |
| --- |
| NA |

4.2 What data will you collect in the future in order to monitor the effect of the policy / decision?

|  |
| --- |
| NA |

**Please note**: - For the purposes of the annual progress report to the Equality Commission you may later be asked about the monitoring you have done in relation to this policy and whether that has identified any Equality issues.

**Part 5. Disability Duties**

5.1 Does the policy/decision in any way promote positive attitudes towards disabled people and/or encourage their participation in public life?

|  |
| --- |
| No |

5.2 Is there an opportunity to better promote positive attitudes towards disabled people or encourage their participation in public life by making changes to the policy/decision or introducing additional measures?

|  |
| --- |
| No |

**Part 6. Human Rights**

6.1 Please complete the table below to indicate whether the policy / decision affects anyone’s Human Rights?

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |
| 1st protocol Article 1 – Right to a peaceful enjoyment of possessions & protection of property |  |  | X |
| 1st protocol Article 2 – Right of access to education |  |  | X |

6.2 If you have identified a likely negative impact who is affected and how?

NA

*At this stage we would recommend that you consult with your line manager to determine whether to seek legal advice and to refer to Human Rights Guidance to consider:*

* *whether there is a law which allows you to interfere with or restrict rights*
* *whether this interference or restriction is necessary and proportionate*
* *what action would be required to reduce the level of interference or restriction in order to comply with the Human Rights Act (1998).*
  1. 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/decision.

NA.

**Part 7 - Approval and authorisation**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name** | **Grade** | **Date** |
| Screened completed by | M Glass | DP | 23 February 2016 |
| Approved by1 | S Reid | CDO | 6 June 2016 |
| Forwarded to E&HR Unit2 | W Stafford | DP | 20 June 2016 |

Notes:

1 The Screening Template should be approved by a senior manager responsible for the policy this would normally be at least Grade 7.

2 When the Equality and Human Rights Unit receive a copy of the final screening it will be placed on the Department’s website and will be accessible to the public from that point on. In addition, consultees who elect to receive it, will be issued with a quarterly listing all screenings completed during each three month period.

**ADDITIONAL INFORMATION TO INFORM THE ANNUAL PROGRESS REPORT TO THE EQUALITY COMMISSION**

**(PLEASE NOTE : THIS IS NOT PART OF THE SCREENING TEMPLATE BUT MUST BE COMPLETED AND RETURNED WITH THE SCREENING)**

1. Please provide details of any measures taken to enhance the level of engagement with individuals and representative groups. Please include any use of the Equality Commissions guidance on consulting with and involving children and young people.

|  |
| --- |
| NA. Targeted consultation only with representative bodies. |

1. In developing this policy / decision were any changes made as a result of equality issues raised during :  
     
   (a) pre-consultation / engagement;   
   (b) formal consultation;  
   (c) the screening process; and/or  
   (d) monitoring / research findings.  
     
   If so, please provide a brief summary including how the issue was identified, what changes were made, and what will be the expected outcomes / impacts for those effected.

|  |
| --- |
| No |

1. Does this policy / decision include any measure(s) to improve access to services including the provision of information in accessible formats? If so please provide a short summary.

|  |
| --- |
| No |

**Thank you for your co-operation.**

Equality and Human Rights Unit.