

APPENDIX 3

Equality Impact Assessment Summary

Name: Colleen Sherlock, Head of Workforce Intelligence

Policy/Service: Professional Registrations policy

<p>Background</p> <ul style="list-style-type: none">• Description of the aims of the policy• Context in which the policy operates• Who was involved in the Equality Impact Assessment
<p>To give clear guidance on the requirements for Professional Registrations and Qualification and how these requirements are implemented within the Trust to ensure compliance.</p> <p>The policy has been written in compliance with the recommendations of NHS Employers Standards of Employment checks and legislative requirements and it contains procedures for dealing fairly with candidates who do not maintain their professional registration in accordance with the requirements of the post they hold.</p> <p>The Head of Workforce Intelligence carried out the Impact Assessment</p>
<p>Methodology</p> <ul style="list-style-type: none">• A brief account of how the likely effects of the policy were assessed (to include race and ethnic origin, disability, gender, culture, religion or belief, sexual orientation, age)• The data sources and any other information used• The consultation that was carried out (who, why and how?)
<p>None as these are legislative requirements and national NHS standards, and apply to all staff irrespective of race, and ethnic origin, disability, gender, culture, religion or belief, sexual orientation, age</p>
<p>Key Findings</p> <ul style="list-style-type: none">• Describe the results of the assessment• Identify if there is adverse or a potentially adverse impacts for any equalities groups
<p>Individuals who have not qualified and registered in the UK who wish to work in the Trust will need to obtain accreditation of their qualifications with the UK registering body for the profession and obtain registration with the UK registering body. This applies to all applicants regardless of race, nationality or ethnic origin and therefore there is no adverse impact on any particular equality group.</p>
<p>Conclusion</p> <ul style="list-style-type: none">• Provide a summary of the overall conclusions
<p>As these are legislative and national NHS standards requirements there is</p>

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<p>little that could be done to mitigate any impact on equalities groups. The Policy does contain a fair procedure to ensure that the treatment of staff who do not maintain their professional registration is considered and risk assessed in a fair manner.</p>
<p>Recommendations</p> <ul style="list-style-type: none"> • State recommended changes to the proposed policy as a result of the impact assessment • Where it has not been possible to amend the policy, provide the detail of any actions that have been identified • Describe the plans for reviewing the assessment
<p>No amendments</p>

Guidance on Equalities Groups

<p>Race and Ethnic origin (includes gypsies and travellers) (consider communication, access to information on services and employment, and ease of access to services and employment)</p>	<p>Religion or belief (include dress, individual care needs, family relationships, dietary requirements and spiritual needs for consideration)</p>
<p>Disability (consider communication issues, access to employment and services, whether individual care needs are being met and whether the policy promotes the involvement of disabled people)</p>	<p>Sexual orientation including lesbian, gay and bisexual people (consider whether the policy/service promotes a culture of openness and takes account of individual needs)</p>
<p>Gender (consider care needs and employment issues, identify and remove or justify terms which are gender specific)</p>	<p>Age (consider any barriers to accessing services or employment, identify and remove or justify terms which could be ageist, for example, using titles of senior or junior)</p>
<p>Culture (consider dietary requirements, family relationships and individual care needs)</p>	<p>Social class (consider ability to access services and information, for example, is information provided in plain English?)</p>