

Equality Commission

FOR NORTHERN IRELAND

ARTICLE 55 REVIEW

REPORT STRUCTURE

Revised September 2004

ORGANISATION NAME:

REGISTRATION NUMBER:

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INTRODUCTION

What is an Article 55 Review?

Under Article 55 of the Fair Employment and Treatment (NI) Order 1998 all registered concerns are required to complete at least once every three years a review of their employment composition and practices. The purpose of the review is to let you as an employer determine whether or not you need to take action to ensure that Protestants and Roman Catholics are enjoying and are likely to continue to enjoy **fair participation** in employment in your concern. You are required by law to have regard to the **Fair Employment Code of Practice** when carrying out your Article 55 Review. The Code includes detailed guidance on Article 55 Reviews at Section 6.3.

This report structure, which takes account of the guidance in the Fair Employment Code of Practice, has been prepared to assist you in completing the formal report of your Article 55 Review. It includes a number of sections to assist you to review your **employment pattern, trends and practices** and to reach your own conclusions on **fair participation, affirmative action and goals and timetables**. These form the core components of your Article 55 Review.

THIS REPORT, IF FULLY AND ACCURATELY COMPLETED, WILL BE ACCEPTED BY THE EQUALITY COMMISSION AS A FORMAL ARTICLE 55 REVIEW REPORT.

When should the Article 55 Review report be returned to the Equality Commission?

Unlike your annual monitoring return there is no requirement to submit your Article 55 Review report to the Equality Commission by a specific date. The Equality Commission has a duty to ensure that employers comply with their legal obligation to carry out Article 55 Reviews and in pursuance of this duty you may be requested to submit your Review report to the Equality Commission. It is therefore very important that you complete your Review within the required period and that it is made available on request to the Equality Commission.

**YOU SHOULD NOT SUBMIT YOUR COMPLETED ARTICLE 55 REVIEW REPORT TO THE EQUALITY COMMISSION UNTIL REQUESTED TO DO SO.
IF YOUR REVIEW IS REQUESTED BY THE COMMISSION PLEASE PROVIDE A HARD COPY.**

What dates/period must the Article 55 Review cover?

As with your annual monitoring returns to the Equality Commission, the dates/period covered by your Article 55 Review relate to the date you first registered with the Equality Commission. This is known as your **registration date**.

Article 55 Review completion date

Your first Article 55 Review must be completed not later than the third anniversary of your registration date. Subsequent Reviews must be carried out at intervals of not more than three years after the previous Review.

Period to be covered

To give yourself the necessary time to complete a comprehensive Review, **you should not wait until the completion date to begin work** for the Review.

The beginning and end of the period to be covered by the Article 55 Review should:

- coincide with dates of annual monitoring returns to the Equality Commission
- for a **first** Review, the beginning of the period should be your date of registration and the end of the period should be **two** years later.
- for a **second, third or subsequent** Review, the beginning of the period should be the end date of the last Review and the end should be **three** years later.

Example 1 Registration date: Feb 1990

	4th Review	5th Review	6th Review	7th Review
Article 55 Review period				
Start date	Feb 1998	Feb 2001	Feb 2004	Feb 2007
End date	Feb 2001	Feb 2004	Feb 2007	Feb 2010
Completion date	Feb 2002	Feb 2005	Feb 2008	Feb 2011

Example 2 Registration date: May 2001

	1st Review	2nd Review
Article 55 Review period		
Start date	May 2001	May 2003
End date	May 2003	May 2006
Completion date	May 2004	May 2007

What detail is required in the Article 55 Review report?

This report structure is provided for guidance and should not be viewed as prescriptive. As it is not possible to prepare a report structure which matches the circumstances in all concerns you may wish to amend it to suit your own organisation. However, it is important that all of the main elements as outlined in the “Contents Section” are covered.

Some small concerns may not need to complete such a detailed analysis. For larger complex organisations with more than one location, amendments to the structure of the report may be necessary. If you would like to provide additional information simply insert extra pages or include as an appendix (e.g. Equal Opportunities Policy, Copies of Job Documentation etc.)

Can I expand the scope of the Article 55 Review?

Some employers may be interested in expanding the scope of their tri-annual Review to include a review of employment practices, patterns and trends across other equality categories such as gender, race and/or disability. **This is not a statutory requirement.**

Such a review is different from the Article 55 Review, in that under Article 55 of the Fair Employment and Treatment (NI) Order 1998 registered employers are required by law to carry out such a review, however any review of the workforce focusing on other categories, is purely **voluntary**.

Fair employment legislation requires employers to collect monitoring information on community background and on gender. This information forms the basis for the review under Article 55 of employment patterns and trends. This means that your organisation will already have information on the gender composition of the workforce. An analysis of this information would include considerations as to whether, for example there are particular job groups that are more likely to be filled by men or women, or whether part time employees are concentrated in particular job-groups. Based on these considerations you may then determine whether there are any positive action measures that would be appropriate.

While it is not a legal requirement to monitor your workforce by race or disability, the relevant Codes of Practice recommend that you should do so. If you do not monitor on grounds other than community background and gender you can contact the Equality Commission for advice on doing so.

If you wish to broaden the scope of your review to include employment practices more generally or patterns and trends across the categories monitored by your organisation, the Equality Commission can offer you advice, assistance or feedback.

How can I get advice or assistance on completing my Article 55 Review report?

Advice on conducting an Article 55 Review is contained in:

- Section 6.3 of the Fair Employment Code of Practice. Remember that the law requires you to take this guidance into account when completing your review.
- Equality Commission advisory booklet “Article 55 Review: A Guide for Employers”.

Copies of these publications can be obtained free of charge from the Equality Commission.

Equality Commission staff are also available to provide **free and confidential advice and assistance**. This includes **one-to-one** advice and a programme of **training seminars**.

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REMEMBER!

IF YOU ARE UNSURE ABOUT WHAT YOU SHOULD INCLUDE IN YOUR REVIEW REPORT, THE DATES/PERIOD TO BE COVERED OR ANY OTHER ISSUE, PLEASE CONTACT THE EQUALITY COMMISSION FOR HELP

The Equality Commission also provides a range of publications on all areas of discrimination law and equality for which we have responsibility – religious belief and political opinion; sex discrimination and equal pay; race; disability; sexual orientation; and the statutory duties on public authorities.

A. THE ORGANISATION

1. **ORGANISATION NAME:** _____
REGISTRATION NUMBER: _____

2. Briefly outline any relevant background information e.g. ownership, nature of business, locations, trade unions (where applicable).

3. Period covered by this Review (please insert years)

from to

- | | Yes | No |
|---|---|---|
| 4. Did you seek advice from the Equality Commission concerning the completion of any previous review(s)? | <input style="width: 60px; height: 25px;" type="checkbox"/> | <input style="width: 60px; height: 25px;" type="checkbox"/> |
| Was any previous review(s) submitted to the Equality Commission? | <input style="width: 60px; height: 25px;" type="checkbox"/> | <input style="width: 60px; height: 25px;" type="checkbox"/> |
| Did you have follow up discussions with the Equality Commission following completion of any previous review(s)? | <input style="width: 60px; height: 25px;" type="checkbox"/> | <input style="width: 60px; height: 25px;" type="checkbox"/> |

If you have answered **Yes**, to any of these questions please comment providing relevant dates

B. ANALYSIS OF COMPOSITION OF WORKFORCE

This section has been designed to assist you to put together the information needed to review employment patterns and trends during the review period.

The information recorded in the tables should relate to the period covered by this review

REMEMBER!

- For a first review the review period runs from the date of registration until **TWO** years later
- For a second, third or subsequent review the review period runs from the end of the last review until **THREE** years later

**IF YOU ARE IN ANY DOUBT CONTACT THE
EQUALITY COMMISSION FOR HELP**

In **Table 1** enter the composition of your organisation's workforce who normally worked **16 or more hours per week** during this review period.

Table 1: Composition of the workforce who normally worked 16 or more hours per week in the period from **to**
(insert start date and end date of review period)

Year		Protestant	Roman Catholic	Non - Determined	Total
	Number				
	%				
	Number				
	%				
	Number				
	%				
	Number				
	%				

In **Table 2** enter the composition of your organisation's workforce who normally worked **less than 16 hours per week**.

Table 2: Composition of workforce who normally worked less than 16 hours per week during the review period

Year		Protestant	Roman Catholic	Non-Determined	Total
	Number				
	%				
	Number				
	%				
	Number				
	%				
	Number				
	%				

In **Table 3** enter the composition of male and female employees who normally worked **16 hours or more (F/T)** at the end of this period

Table 3: Composition of the workforce who normally worked 16 or more hours per week by sex *(insert end date of review period)*

		Protestant	Roman Catholic	Non-Determined	Total
Male	Number				
	%				100%
Female	Number				
	%				100%
Total	Number				
	%				100%

In **Table 4** enter the composition of the male and female employees who normally worked **less than 16 hours (P/T)** per week at the end of this review period

Table 4: Composition of the workforce who normally worked less than 16 hours per week by sex *(insert end date of review period)*

		Protestant	Roman Catholic	Non-Determined	Total
Male	Number				
	%				100%
Female	Number				
	%				100%
Total	Number				
	%				100%

Job Groups

The purpose of this section is to assist you to review the employment pattern in your main job groups. Job groups should contain jobs which have similar content, wage rates and opportunities.

The job groups noted in this report structure are examples of common job groups. These job groups are taken broadly from groupings of the job categories used for annual fair employment monitoring returns. It is important that the analysis in your review is appropriate to the nature of work being undertaken. The job groups should be amended accordingly.

To review patterns and trends since your last review it would be important to maintain the same job groups you used in your previous review(s). This may not however be practicable if for example there have been organisational changes during the intervening period. If you are in any doubt about this, please contact the Equality Commission.

In **Table 5** list the job titles and wage rates for each of your main job groups.

Table 5: Job Groups

Job Group	Job Titles Included	Wage Rates
Management & Professional (SOC 1-3)		
Administrative & Secretarial (SOC 4)		
Skilled Trades (SOC 5)		
Manual (SOC 6-8)		
Other (SOC 9)		

In **Table 6** please enter the composition of employees who normally worked **16 hours or more** per week in each of your main job groups at the beginning and end of the review period (as for Table 1). Please insert appropriate dates in year column.

Table 6: Composition by Job Group from **to**
(insert start date and end date of review period)

Job Group	Year	Protestant		Roman Catholic		Non-Determined		Total
		No	%	No	%	No	%	No
Management & Professional (SOC 1-3)	*							
	**							
Administrative & Secretarial (SOC 4)	*							
	**							
Skilled Trades (SOC 5)	*							
	**							
Manual (SOC 6-8)	*							
	**							
Other (SOC 9)	*							
	**							
Total								

* Please insert start date of this review period e.g. 1998

** Please insert end date of this review period e.g. if the start date was 1998, the end date would be 2001

In **Table 7** enter the composition of employees who normally worked **less than 16 hours** per week in each of your main job groups **since 2001** during this review period (as for Table 2).

Table 7: Composition by Job Group from 2001

Job Group	Year	Protestant		Roman Catholic		Non-Determined		Total
		No	%	No	%	No	%	No
Management & Professional (SOC 1-3)	*							
	**							
Administrative & Secretarial (SOC 4)	*							
	**							
Skilled Trades (SOC 5)	*							
	**							
Manual (SOC 6-8)	*							
	**							
Other (SOC 9)	*							
	**							
Total								

* Please insert start date of this review period e.g. 2001

** Please insert end date of this review period e.g. if the start date was 2001, the end would be 2004

Review of employment patterns and trends

1. On the basis of the information in **the preceding Tables**, since the last review(s) has there been any change in:

- | | Yes | No |
|---|--------------------------|--------------------------|
| • the overall number of employees | <input type="checkbox"/> | <input type="checkbox"/> |
| • the Protestant and Roman Catholic proportions | <input type="checkbox"/> | <input type="checkbox"/> |
| • the employment pattern among men and women | <input type="checkbox"/> | <input type="checkbox"/> |
| • the overall numbers employed in any of the main job groups | <input type="checkbox"/> | <input type="checkbox"/> |
| • the Protestant and Roman Catholic proportions in any of the main job groups | <input type="checkbox"/> | <input type="checkbox"/> |

2. Is there any evidence that Protestants or Roman Catholics are well represented in one job group but not in another?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Please comment:

Yes

No

Is there evidence that Protestants or Roman Catholics are represented in different proportions between those who normally worked 16 hours or more per week and those who normally worked less than 16 hours per week during this period?

Please comment:

4. Please comment on the representation of both communities and on any changes or trends in the overall employment pattern and in the job groups since the time of the last review taking account of:

- any organisational change (e.g. restructuring, relocation);
- extent of recruitment or redundancies since the last review;
- the effects of any affirmative action taken, or changes to employment practices and procedures you may have made.

Please comment:

Analysis of composition by location

In **Table 8** enter the composition at each of your main locations, of employees who normally worked 16 hours or more per week, at the beginning and the end of the review period (as for Table 1)

If you have a significant proportion of employees who normally worked less than 16 hours per week at any of your main locations you should analyse this information separately and insert additional tables.

If you have more than one location employing more than 50 employees you should carry out a detailed review for each separate location.

If you are in any doubt about whether or not you should complete this section please contact the Equality Commission for help.

Table 8: Composition by location from

to

(insert start and end dates of review period)

Location	Year	Protestant		Roman Catholic		Non-Determined		Total
		No	%	No	%	No	%	No

Analysis of pattern and trends by location

5. Since the last review, has there been any change in:

- the overall number employed at any of the location(s)
- the Protestant and Roman Catholic proportions at any location(s)

Yes

No

6. Is there any evidence that Protestants/Roman Catholics are well represented at one location but not at another?

Please comment on the representation of both communities and any changes or trends in the employment pattern by location since the time of the last review

7. Is there any evidence that Protestants and Catholics are represented in different proportions between those who normally worked 16 hours or more per week and those who normally worked less than 16 hours per week at the different locations

Yes

No

If you have answered **Yes**, please comment:

C. REVIEW OF WORKFORCE FLOWS

Recruitment and selection – publicly advertised posts

The aim here is to analyse the pattern and trends of applicants for employment and their success in obtaining posts.

The dates to be entered in tables should relate to the period covered by this Review
IF YOU ARE IN ANY DOUBT CONTACT THE EQUALITY COMMISSION FOR HELP

In **Table 9** list all recruitment exercises to fill **posts which were publicly advertised** during the review period. You may need to use continuation tables. Alternatively, if you have collected this information in another way e.g. on computer or by maintaining a recruitment register of individual exercises, you may include a computer printout or the register as an appendix to this report.

Table 9: Individual recruitment exercises (publicly advertised) during the review period

Job Title, Location & Date Advertised	Perm or Temp	Where Advertised *		Protestant		Roman Catholic		Non- Determined		Total
				No	%	No	%	No	%	No
			Applicants							
			Shortlisted							
			Appointees							
			Applicants							
			Shortlisted							
			Appointees							
			Applicants							
			Shortlisted							
			Appointees							
			Applicants							
			Shortlisted							
			Appointees							

* If advertised in newspaper(s) please specify the newspaper(s) used

In **Table 10** enter the overall numbers and percentages for **publicly advertised posts** for each of the job groups. You will have to collate information from **Table 9** to do this. Each year should correspond to a monitoring year with the first year beginning on the start date of the review period.

For example: If the review period is 2001 – 2004

Year 1 is 2001/2002

Year 2 is 2002/2003

Year 3 is 2003/2004

Table 10: Overall recruitment in job groups in the period from to

(Insert the start and end dates of the review period)

	Protestant		Roman Catholic		Non-Determined		Total
	No	%	No	%	No	%	No
MANAGEMENT & PROFESSIONAL							
YEAR 1							
Applicants							
Shortlisted							
Appointees							
YEAR 2							
Applicants							
Shortlisted							
Appointees							
YEAR 3							
Applicants							
Shortlisted							
Appointees							

	Protestant		Roman Catholic		Non-Determined		Total
	No	%	No	%	No	%	No
ADMINISTRATIVE & SECRETARIAL							
YEAR 1							
Applicants							
Shortlisted							
Appointees							
YEAR 2							
Applicants							
Shortlisted							
Appointees							
YEAR 3							
Applicants							
Shortlisted							
Appointees							
SKILLED TRADES							
YEAR 1							
Applicants							
Shortlisted							
Appointees							
YEAR 2							
Applicants							
Shortlisted							
Appointees							
YEAR 3							
Applicants							
Shortlisted							
Appointees							

	Protestant		Roman Catholic		Non-Determined		Total
	No	%	No	%	No	%	No
<i>MANUAL</i>							
YEAR 1							
Applicants							
Shortlisted							
Appointees							
YEAR 2							
Applicants							
Shortlisted							
Appointees							
YEAR 3							
Applicants							
Shortlisted							
Appointees							
<i>OTHER</i>							
YEAR 1							
Applicants							
Shortlisted							
Appointees							
YEAR 2							
Applicants							
Shortlisted							
Appointees							
YEAR 3							
Applicants							
Shortlisted							
Appointees							

Using the information collected in **Tables 9 and 10** you should now calculate and enter in **Table 11** the overall success rates for Protestants and Roman Catholics for each job group over the three years of the review period.

The success rate is the number of appointees expressed as a percentage of applicants.

For example: In the management group in Year 1 there were 100 Protestant and 50 Roman Catholic applicants and there were 10 Protestant and 10 Roman Catholic appointees.

$$\text{the Protestant success rate} = \frac{10}{100} = 0.1 = 10\%$$

$$\text{the Roman Catholic success rate} = \frac{10}{50} = 0.2 = 20\%$$

Table 11: Overall success rates in job groups

SUCCESS RATES								
Job Group	YEAR 1		YEAR 2		YEAR 3		Overall	
	Prot	RC	Prot	RC	Prot	RC	Prot	RC
Management & Professional								
Administrative & Secretarial								
Skilled Trades								
Manual								
Other								

Patterns and trends – individual exercises

You should examine closely the details of **individual recruitment exercises** in **Table 9** before completing the following questions.

1.	Are there any particular exercises:	Yes	No
	which attracted a low number of applicants from the Protestant community?	<input type="checkbox"/>	<input type="checkbox"/>
	which attracted a low number of applicants from the Roman Catholic community?	<input type="checkbox"/>	<input type="checkbox"/>
2.	Is there any difference in the pattern of applicants for permanent and temporary posts?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Are there any individual exercises where one community appears to have fared less well at any stage of selection?		
	Management & Professional	<input type="checkbox"/>	<input type="checkbox"/>
	Administrative & Secretarial	<input type="checkbox"/>	<input type="checkbox"/>
	Skilled Trades	<input type="checkbox"/>	<input type="checkbox"/>
	Manual	<input type="checkbox"/>	<input type="checkbox"/>
	Other	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered **Yes** to any of the above questions, please comment:

If you find any exercises like this, you should review the recruitment file and records paying particular attention to the procedures and criteria which were used. If there is any evidence that procedures were not followed or that selection criteria adversely affected one community you will need to take remedial action.

Patterns, trends and success rates in job groups

You should examine closely the details of the overall pattern of recruitment and success rates in the various **job groups** (Tables 10 and 11) before completing the following.

4. Is there any evidence of change in the proportion of applicants from each community since the time of the last review?

	Yes	No
Management & Professional	<input type="checkbox"/>	<input type="checkbox"/>
Administrative & Secretarial	<input type="checkbox"/>	<input type="checkbox"/>
Skilled Trades	<input type="checkbox"/>	<input type="checkbox"/>
Manual	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

5. Is there any evidence that either community has been less successful in obtaining posts in any of the **job groups**?

	Yes	No
Management & Professional	<input type="checkbox"/>	<input type="checkbox"/>
Administrative & Secretarial	<input type="checkbox"/>	<input type="checkbox"/>
Skilled Trades	<input type="checkbox"/>	<input type="checkbox"/>
Manual	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered **Yes** to any of the above questions, please comment:

If you find any evidence that either Protestants or Roman Catholics have been less successful in obtaining posts in any job group you should conduct a more detailed analysis. You should seek advice from the Equality Commission on this.

Promotions

You should consider as promotions those posts which were filled internally **without any external advertisement**. Promotions would therefore include:

- those promoted through internal competition
- those promoted in other ways such as regrading, staff appraisal or management decision.

If you are an employer who is required to monitor promotees under the new monitoring regulations and require assistance on how to record them in this review please contact the Equality Commission for help.

In **Table 12**, list details of all promotions since the time of the last review. You may need to use a continuation table or amend the table as required.

Table 12: Composition of all promotees during the period from **to**
(insert start and end dates of review period)

Job Group	Nature and duration of promotion (e.g. permanent or temporary and expected length)	Specify method of promotion (e.g. internal competition, regrading, staff appraisal)	Community background of promotee		
			P	RC	ND
Management & Professional					
	TOTAL				
Administrative & Secretarial					
	TOTAL				
Skilled Trades/Manual					
	TOTAL				
Other					
	TOTAL				

Promotions following internal competition

In **Table 13** provide information relating to **all promotions which were filled as a result of internal competition.**

Table 13: Composition of applicants and promotees resulting from internal competitions

Job Group	Promotion Stage		Protestant		Roman Catholic		Non-Determined	
			No	%	No	%	No	%
Management & Professional	Applied							
	Interviewed							
	Promoted							
Administrative & Secretarial	Applied							
	Interviewed							
	Promoted							
Skilled Trades/Manual	Applied							
	Interviewed							
	Promoted							
Other	Applied							
	Interviewed							
	Promoted							
Total	Applied							
	Interviewed							
	Promoted							

6. On the basis of the information in Tables 12 and 13 is there any evidence that one community is less successful than the other in obtaining promotions? Yes No
7. Are there any differences in the composition of those promoted for any job group?
- | | | |
|------------------------------|--------------------------|--------------------------|
| Management & Professional | <input type="checkbox"/> | <input type="checkbox"/> |
| Administrative & Secretarial | <input type="checkbox"/> | <input type="checkbox"/> |
| Skilled Trades/Manual | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> |

		Yes	No
8.	Is there any evidence that one community is more likely to be promoted by any particular method than another?	<input type="checkbox"/>	<input type="checkbox"/>
9.	Does the composition of those who applied for promotion reflect the composition of those in the internal "feeder" job group?		
	Management & Professional	<input type="checkbox"/>	<input type="checkbox"/>
	Administrative & Secretarial	<input type="checkbox"/>	<input type="checkbox"/>
	Skilled Trades/Manual	<input type="checkbox"/>	<input type="checkbox"/>
	Other	<input type="checkbox"/>	<input type="checkbox"/>
10.	If any of the posts had been externally advertised, would you have expected the community background of applicants to be different?		
	Management & Professional	<input type="checkbox"/>	<input type="checkbox"/>
	Administrative & Secretarial	<input type="checkbox"/>	<input type="checkbox"/>
	Skilled Trades/Manual	<input type="checkbox"/>	<input type="checkbox"/>
	Other	<input type="checkbox"/>	<input type="checkbox"/>
11.	Is there any evidence that one community is less successful than the other in internal competitions for promotion in any of the job groups?		
	Management & Professional	<input type="checkbox"/>	<input type="checkbox"/>
	Administrative & Secretarial	<input type="checkbox"/>	<input type="checkbox"/>
	Skilled Trades/Manual	<input type="checkbox"/>	<input type="checkbox"/>
	Other	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered **Yes** to any of these questions please comment:

If you find any evidence that either Protestants or Roman Catholics have been less successful in obtaining promotion, you should conduct a more detailed analysis.

Leavers

In **Table 14** enter the composition of those who have left the organisation's employment since the time of the last review.

Table 14: Leavers and reasons for leaving from

to

(insert start and end dates of review period)

Main Job Group	Reasons for Leaving	Protestant	Roman Catholic	Non-Determined	Total
Management & Professional	Voluntary				
	Retired				
	Redundant				
	Dismissed				
	Contract Expired				
Administrative & Secretarial	Voluntary				
	Retired				
	Redundant				
	Dismissed				
	Contract Expired				
Skilled Trades/ Manual	Voluntary				
	Retired				
	Redundant				
	Dismissed				
	Contract Expired				
Other	Voluntary				
	Retired				
	Redundant				
	Dismissed				
	Contract Expired				
Total					

Please rank the reasons for people leaving the organisation's employment in numerical order. (e.g. the most common reason should be ranked as 1, the next most common as 2 etc.)

Voluntary	<input type="text"/>	Redundant	<input type="text"/>
Retired	<input type="text"/>	Dismissed	<input type="text"/>
Contract Expired	<input type="text"/>		

12. Is there any evidence that one community is more likely to leave than another

	Yes	No
	<input type="text"/>	<input type="text"/>

If **Yes**, please comment:

Transfers

In **Table 15**, enter the composition of those who have been transferred within departments or across locations during the review period. In many organisations transfer is part of flexible working arrangements.

If you are in doubt about whether or not you should complete this section, please contact the Equality Commission for help.

Table 15: Transfers during the period from **to**
(insert start and end dates of review period)

	Protestant		Roman Catholic		Non-Determined		Total
	No	%	No	%	No	%	No
Total							

Review of pattern and trends

13. Is there any evidence that either community is less likely to benefit from transfers within the concern?

Yes

No

If you have answered **Yes** to the above question please comment:

D. TRAINING

This section has been designed to assist you to put together the information needed to review access to training for employment in your concern and training of employees in your concern.

You should consider as training

- (i) training for employees. This **does not** include training to enable employees to do their jobs or re-training associated with new employment methods. It **does** include training such as management development training, further education, or special skills training which would benefit employees in terms of career development.
- (ii) training for those not employed by the organisation, such as trainees in Government funded training initiatives. If you do not have monitoring information on such trainees, the T&EA may be able to help.
- (iii) any training provided under Articles 72 and 76 of the Fair Employment and Treatment (NI) Order 1998. These are specific forms of affirmative action protected under the Order.

If you had a significant proportion of your workforce working less than 16 hours per week during this review period you should also examine access to training for this group.

In **Table 16** enter the composition of those **employees** in your organisation who have received training which would be of benefit in terms of career development.

In **Table 17** please enter the composition of those persons, **not employed by your organisation** who have received training as part of a Government training initiative and specify the type of training scheme(s).

You should also complete the final section on affirmative action training.

Table 16: Composition of employees who have received training from to
(insert dates of review period)

	Protestant		Roman Catholic		Non-Determined		Total
	No	%	No	%	No	%	No
Management & Professional							
Administrative & Secretarial							
Skilled Trades							
Manual							
Other							
Apprentices							

Table 17: Composition of those who have received training in your organisation as part of a Government training initiative during the review period

Specify type of training	Protestant		Roman Catholic		Non-Determined		Total
	No	%	No	%	No	%	No
Total							

Affirmative Action training under Article 72 or Article 76 of the Fair Employment and Treatment (NI) Order 1998

1. Have you provided any affirmative action training under Article 72 or Article 76 of the Fair Employment and Treatment (NI) Order 1998? Yes No

If **Yes**, please describe the scheme(s) and the number of trainees in each case:

On the basis of the information in Table 16

2. Is there any evidence that:
- either community is less likely than the other to have access to training and development opportunities?
- either community is less likely than the other to avail of training and development opportunities?

If you have answered **Yes** to any of these questions please comment:

On the basis of the information in Table 17

3. Is there any evidence that either community is less successful in obtaining training opportunities sponsored by the organisation? **Yes** **No**

If you have answered **Yes** to Q3 please comment

E. EMPLOYMENT POLICIES, PRACTICES & PROCEDURES

This section has been designed to assist you to review policies, practices and procedures which have an impact on equality. The purpose of this review is not simply to record what your employment policies, practices and procedures are but rather to enable you to identify where action for change may be necessary. At the end of each section there is space for you to summarise your findings and any action points identified as a result of this review.

Recruitment and promotion procedures

To fully complete this part of your review you will need to:

- review your recruitment and promotion policies, procedures and practices to ensure that they comply with the recommendations included in Section 5.3 of the Fair Employment Code of Practice and;
- examine a sample of recruitment and promotion files to assess how your procedures have been implemented
- examine the criteria used in selection for recruitment, promotion, training and redundancy to ensure that they are strictly job related, appropriate in every case and do not have an adverse impact on either community.

The following questions have been designed to take you through the main stages in the recruitment and selection process and to focus on equality issues. They should not be seen as prescriptive - you may wish to look more closely at other aspects of your procedures.

You should consult Section 5.3 of the Fair Employment Code of Practice before completing the following.

Job documentation

		Recruitment			Internal Promotions		
		Always	Sometimes	Never	Always	Sometimes	Never
1.	Have job descriptions been prepared?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Have personnel specifications been prepared?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Do you use standard application forms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Advertising

		Recruitment		Promotion	
		Yes	No	Yes	No
4.	When recruiting, does your organisation advertise all vacancies for employment widely, ensuring members of both communities are aware of them? (e.g. via press, T&EA, others etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Are informal methods (e.g. 'word of mouth') ever used as a main or sole source of applicants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Have you used any procedures by which applicants are mainly or wholly identified through restricted groups? (paragraph 5.3.5 of Code of Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	If Yes , has this resulted in a disproportionately high number of one community coming forward?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Do you use an Equal Opportunity Statement in job advertisements?

	Always	Sometimes	Never
Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What statement(s) do you generally use?

Recruitment

Promotion

8. Has a statement **specifically** encouraging applicants from any under-represented community been included in any job advertisements?

	Always	Sometimes	Never
Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What statement(s) do you generally use?

Recruitment

Promotion

9. Which of the following are used when advertising positions?

	Province wide papers	local papers	T&EA	other agencies
Management & Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative & Secretarial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skilled Trades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Having examined the applicant information in your review of workforce flows are you satisfied that your existing practice is encouraging the widest possible field of applicants?

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

Shortlisting/Interviewing panels

		Recruitment			Promotions			
		Always	Sometimes	Never	Always	Sometimes	Never	
11.	Do you ensure that selection panels are comprised of two or more people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.	Do you ensure that where practicable there is cross community representation on selection panels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.	Do you ensure that the same panel is used at shortlisting and interview?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.	Are all members of selection panels provided with training/guidance on:						Yes	No
	• selection methods?						<input type="checkbox"/>	<input type="checkbox"/>
	• the Fair Employment legislation and its implications?						<input type="checkbox"/>	<input type="checkbox"/>
	• the Fair Employment Code of Practice?						<input type="checkbox"/>	<input type="checkbox"/>
	• the Company's Equal Opportunity Policy?						<input type="checkbox"/>	<input type="checkbox"/>
15.	Do members of selection panels meet formally before shortlisting and interview to decide:							
				Recruitment			Promotion	
				Yes	No	Yes	No	
	• on relevant and appropriate criteria (e.g. qualifications, experience etc) to be used in the selection process?			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	• on the importance to be given to each factor at each stage of selection?			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16.	Do interview panels meet formally to agree the structure and conduct of interviews?			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.	Are marking systems used at interview?			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Recruitment		Promotion	
	Yes	No	Yes	No
18. Do these reflect the criteria for the job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are weightings used to rank the importance of the various criteria?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Can these weightings be justified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Shortlisting Records

21. Have the following formal records been retained:

	Recruitment			Promotions		
	Always	Sometimes	Never	Always	Sometimes	Never
• Job description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Personnel specification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Application forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Notes of panel meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shortlisting criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Reason for selection or rejection of individual applicants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interview Records

22. Have the following formal records been retained:

	Recruitment			Promotions		
	Always	Sometimes	Never	Always	Sometimes	Never
• Notes of panel meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Interview questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Individual interviewer's assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Panel decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Selection Criteria

To complete this part of the review you will need to :

- examine job documentation and records maintained of the selection process and
- examine the information in your review of workforce flows on the composition of those shortlisted and appointed

23. Are you satisfied that selection criteria are:

	Recruitment		Promotion	
	Yes	No	Yes	No
• strictly job-related	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• appropriate in every case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• not having an adverse impact on either community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Selection Tests

24. Are tests used for any recruitment exercises? Yes No

25. Are you satisfied that all tests used are:

• appropriate to the job	<input type="checkbox"/>	<input type="checkbox"/>
• do not adversely impact on either community	<input type="checkbox"/>	<input type="checkbox"/>
• marked in a fair and consistent manner	<input type="checkbox"/>	<input type="checkbox"/>
• supervised by staff trained in their use	<input type="checkbox"/>	<input type="checkbox"/>

Other Selection Methods

26. Have any other selection methods been used? (e.g. random sampling) Yes No

If **Yes** please list those used and why they were used?
Please comment on the outcome:

Summary

Please consider all your answers to the above questions and comment below including any action points arising from this review. Remember you will have to take action if you find that:

- procedures are not in line with the Fair Employment Code of Practice or
- procedures have not been consistently followed or
- selection criteria are not appropriate or having an adverse impact on either community

Leavers and redundancy

27. Do you monitor the composition of those who leave the organisation's employment? Yes No

28. Is there any evidence from the information on leavers that a disproportionately high number of either community have left for any reason?

29. Do you conduct exit interviews for leavers? Always Sometimes Never

30. Are leavers' views on the provision of equal opportunities within the organisation requested on exit interview forms? Yes No

31. Have any equal opportunities issues been identified as a result of exit interviews?

If **Yes**, has any follow up action been taken?
Please comment:

32. Does the organisation have a formal written redundancy procedure? Yes No

If **No**, do you have any plans to introduce a formal redundancy procedure?
Please comment:

33. Are you satisfied that your selection criteria for redundancy:

- | | Yes | No |
|--|--------------------------|--------------------------|
| • are appropriate? | <input type="checkbox"/> | <input type="checkbox"/> |
| • do not adversely impact on either community? | <input type="checkbox"/> | <input type="checkbox"/> |

34. Is length of service included as a selection criterion for redundancy?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

If **Yes**, have you reviewed the use of length of service to assess if this adversely impacts on either community?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

If **Yes**, is there any evidence of adverse impact?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

35. Have you considered how the use of length of service in selection for redundancy might impact on any affirmative action measures you may be taking?

Yes	No	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Have you any plans to review the use of length of service as a selection criterion for redundancy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Please review the information on leavers and redundancy and comment below including any action points arising from this review. In particular you should take action where you find that there is a disproportionate number of one community leaving the organisation for any reason or the selection criteria for redundancy are not appropriate or adversely impact on either community.

Transfers

37. Does the organisation have:

- a written transfer policy?
- a written transfer procedure?

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

38. Having examined the information on transfers, are you satisfied that:

- all staff are made fully aware of transfer opportunities
- equal access is afforded to each community

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Training

Training for employees

39. Does the organisation have:

- a written training and development policy?
- a written training and development procedure?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

40. Having examined the information on training, are you satisfied that:

- all staff have been made fully aware of training and development opportunities?
- equal access to training is afforded to each community?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

41. Is there any evidence that one community is not availing of training opportunities?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

42. Do you plan to review your staff training and development policy/procedure?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Training for persons not employed by the company

	Yes	No
43. Has the organisation participated in any Government training initiatives for groups not already employed in the workforce?	<input type="checkbox"/>	<input type="checkbox"/>
44. Having examined the information on training are you satisfied that:		
• training opportunities are advertised widely and suitably eligible and qualified persons are made aware and encouraged to apply	<input type="checkbox"/>	<input type="checkbox"/>
• opportunities are not limited or confined to one community	<input type="checkbox"/>	<input type="checkbox"/>
• formal systematic and objective methods are in place for selecting those to avail of training opportunities	<input type="checkbox"/>	<input type="checkbox"/>
45. Do you have a formal written policy relating to training opportunities provided by the Company?	<input type="checkbox"/>	<input type="checkbox"/>
46. Do you have a formal written procedure relating to training opportunities provided by the Company?	<input type="checkbox"/>	<input type="checkbox"/>
47. Do you plan to review your policy/procedures for selection for this type of training?	<input type="checkbox"/>	<input type="checkbox"/>

Please review the information on transfers and training and comment below including any action points arising from this review.

F. EQUALITY OF OPPORTUNITY

Consideration of equal opportunities within the organisation

	Yes	No	N/A
1. Does your organisation have a written policy on equality of opportunity in Northern Ireland?	<input type="checkbox"/>	<input type="checkbox"/>	
2. Has overall responsibility for equal opportunities been allocated to a senior member of staff within the organisation?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is this stated in the Policy?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Was the report of the organisation's last review formally considered:			
• at a senior level?	<input type="checkbox"/>	<input type="checkbox"/>	
• by the Board of Directors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How often have equal opportunities issues been formally considered at a senior level since the time of the last review?:			
• Twice Yearly		<input type="checkbox"/>	
• More Often (Please Specify)		<input type="checkbox"/>	
• Less Often (Please Specify)		<input type="checkbox"/>	
6. Has the workforce been made aware of the organisation's Equal Opportunities Policy?	<input type="checkbox"/>	<input type="checkbox"/>	

Please comment:

- | | | |
|---|--------------------------|--------------------------|
| | Yes | No |
| 7. Are there recognised trade unions in the organisation? | <input type="checkbox"/> | <input type="checkbox"/> |

If **Yes**, which trade unions are recognised in the organisation?

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| | Yes | No | N/A |
| 8. Have the findings of the last review been discussed with the trade unions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 9. Has there been any consultation with trade unions concerning this review? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 10. Has there been any consultation with trade unions on any other equal opportunities issues? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Please comment:

Action to ensure a harmonious working environment

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| | Yes | No | N/A |
| 11. Has the organisation sought to agree a Joint Declaration of Protection with the trade unions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 12. Has a Joint Declaration of Protection been agreed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

- | | | |
|---|--------------------------|--------------------------|
| | Yes | No |
| 13. Does the organisation have a written statement of policy on a harmonious working environment? | <input type="checkbox"/> | <input type="checkbox"/> |

If **Yes**, is this included in the Equal Opportunities Policy?

- | | | |
|---|--------------------------|--------------------------|
| 14. Does the organisation have a policy statement on harassment? (distinct from the Equal Opportunities Policy) | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|

- | | | |
|--|--------------------------|--------------------------|
| 15. Does the organisation have a specific procedure for dealing with harassment? | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

	Yes	No
16. Does the organisation's Equal Opportunities Policy make it clear that:		
• discrimination is a disciplinary offence	<input type="checkbox"/>	<input type="checkbox"/>
• harassment is a disciplinary offence?	<input type="checkbox"/>	<input type="checkbox"/>
17. Has the workforce been made aware of the organisation's policy on a harmonious working environment?	<input type="checkbox"/>	<input type="checkbox"/>
18. Has the workforce been made aware of the organisation's policies and procedures on harassment?	<input type="checkbox"/>	<input type="checkbox"/>

Equal opportunities training

	Yes	No
19. Has the organisation provided any specific equal opportunities training?	<input type="checkbox"/>	<input type="checkbox"/>

If **Yes**, please indicate by ticking the appropriate box(es) in Table 18.

Table 18: Equal opportunities training carried out during the review period

	Good practice in recruitment & selection	Training to overcome sectarian harassment	* Equality awareness	Other (please specify)
Managers				
Supervisory staff				
Employees				
Trade union representatives				

** Communication/implementation of the organisation's affirmative action plan*

	Yes	No
20. Was training conducted by:		
• the organisation?	<input type="checkbox"/>	<input type="checkbox"/>
• consultants?	<input type="checkbox"/>	<input type="checkbox"/>
• Equality Commission?	<input type="checkbox"/>	<input type="checkbox"/>
• other?	<input type="checkbox"/>	<input type="checkbox"/>

If **Other** (please specify)

Complaints of discrimination or harassment

- | | Yes | No |
|--|--------------------------|--------------------------|
| 21. During the review period have any complaints of discrimination or harassment been raised either through? | | |
| internal procedures? | <input type="checkbox"/> | <input type="checkbox"/> |
| the Fair Employment Tribunal? | <input type="checkbox"/> | <input type="checkbox"/> |

If **Yes**, what was the outcome?

- | | Yes | No |
|---|--------------------------|--------------------------|
| 22. Has any action been taken following the conclusion of these complaints? | <input type="checkbox"/> | <input type="checkbox"/> |

If you have answered **Yes** to the above question please comment:

Please consider the information collected in this section and comment below including any action points arising from this review.

G. ASSESSMENT OF FAIR PARTICIPATION

The aim of this section is to allow you to assess if you need to take action in order to secure or maintain fair participation of Protestants and Roman Catholics in your organisation. This is the primary purpose of your review and it must be clearly addressed.

Article 55(1) of the Fair Employment and Treatment (NI) Order 1998 makes it clear that employers' reviews are "for the purposes of determining whether members of each community are enjoying, and are likely to continue to enjoy, fair participation in employment in the concern"

This section has been designed to assist you to assess the situation concerning fair participation of both Protestants and Roman Catholics in employment in your concern. **The tables are a guide and should be amended or additional ones inserted, where appropriate, to reflect the structure of your organisation. This may be necessary where you employ a significant proportion of employees who normally work less than 16 hours per week or where you have employees at a number of different locations.**

The assessment of fair participation should include for each job group:

- **an outline of what you consider to be the relevant catchment area;**
- **what you consider to be the appropriate comparator (Appendix 2 includes information on labour availability)**
- **a comparison of those employed with the appropriate comparator**
- **a comparison of applicant/appointee information with the appropriate comparator**
- **your conclusion on whether or not further action is needed to secure or maintain fair participation.**

A further step by step guide to assist you in making an assessment of fair participation has been included in Appendix 1. This includes detailed guidance on defining catchment areas and the availability of both communities in these catchment areas.

IF YOU ARE IN ANY DOUBT ABOUT HOW TO COMPLETE THIS SECTION YOU SHOULD CONSULT THE EQUALITY COMMISSION FOR ADVICE

Please complete **Tables 19 and 20** taking account of the guidance in **Appendix 1**

Table 19: Catchment areas and comparators - using year 3 information and excluding non-determined

Job Group	Catchment Area (e.g. N.I./District Council Area/ Travel To Work Area	Comparator (e.g. Economically Active/Unemployed etc – See App. 2)		Workforce Composition <i>Tables 6 & 7</i>		Applicants <i>Table 10</i>		Appointees <i>Table 10</i>	
		P%	RC%	P%	RC%	P%	RC%	P%	RC%
Management & Professional									
Administrative & Secretarial									
Skilled Trades									
Manual									
Other									

Table 20: Assessment of fair participation

Taking account of the information collected in **Table 19** complete the following for each job group by ticking one appropriate box in each case.

Job Group	Workforce in line with comparator		Applicants in line with comparator	
	Yes	No	Yes	No
Management & Professional				
Administrative & Secretarial				
Skilled Trades				
Manual				
Other				

Workforce

1. Have you concluded for any job group in your workforce that:
- Protestant representation is lower than would be expected?
 - Roman Catholic representation is lower than would be expected?
 - representation of both communities is in line with what would be expected?

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

Applicants for employment

2. Have you concluded for **applicants for any job group** that:
- Protestant representation is lower than would be expected?
- Roman Catholic representation is lower than would be expected?
- representation of both communities is in line with what would be expected?

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

If you have identified any areas of under-representation, either among those employed or applicants for employment, please identify the relevant job-group(s) and the community under-represented.

3. Have you concluded for any job groups that:
- further action is needed to secure fair participation?
 - further action is needed to ensure fair participation is maintained?

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

Please comment below

H. AFFIRMATIVE ACTION

In this section you should identify any affirmative action measures which you propose to take as a result of this Review.

Remember if you have identified any under-representation of either community you must determine appropriate affirmative action to remedy the situation.

While the Equality Commission encourages employers to develop affirmative action which best fits their own organisations there are some key areas in which it is common to identify affirmative action measures.

Further guidance on affirmative action can be found in:

- **Appendix 3**
- **The Fair Employment Code of Practice and**
- **The Equality Commission publication ‘Taking Affirmative Action: A Guide for Employers’**

Please complete the following indicating any affirmative action measures which you have already taken or you intend to take as a result of this Review.

AFFIRMATIVE ACTION MEASURES	Already Taken	Planned	Not Planned	Not Applicable
Equal Opportunities Policies and Procedures				
Amend equal opportunities policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocate overall responsibility for equal opportunities issues to a senior member of management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduce training on equal opportunities policies/ procedures for:				
• managers / supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• the workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consult with trade union/employee representatives about your equal opportunities policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AFFIRMATIVE ACTION MEASURESAlready
Taken

Planned

Not
PlannedNot
Applicable**The Working Environment**

Review disciplinary procedures to ensure that discrimination and harassment are covered

Develop a separate policy and procedure on harassment

Seek to agree a Joint Declaration of Protection with trade unions

Employment Practices

Amend/formalise practices and procedures for:

- recruitment
- promotion

Amend selection criteria related to employment / experience for:

- recruitment
- promotion

Review seniority practices in relation to promotion

End the use of internal methods as the sole means of promotion by publicly advertising all vacancies

Introduce training on equal opportunities issues for those involved in:

- recruitment
- promotion

AFFIRMATIVE ACTION MEASURES

Already Taken Planned Not Planned Not Applicable

Introduce cross community representation on selection panels

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Introduce:

- monitoring of leavers

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

- exit interviews for all leavers

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Amend/develop a formal redundancy procedure

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Review the use of length of service as a selection criterion for redundancy

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Amend/introduce formal policies and procedures for:

- training of employees

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

- transfer of employees

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Introduce monitoring of:

- training of employees

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

- transfer of employees

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Outreach Measures

Action specifically targeted at under-represented groups

Placing advertisements in newspapers read by the under-represented community

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Include a statement in public advertisements specifically welcoming applications from the:

- Protestant community

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Include a statement in public advertisements specifically welcoming applications from the:

- Roman Catholic community

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

AFFIRMATIVE ACTION MEASURES

Already Taken Planned Not Planned Not Applicable

Include a statement in internal advertisements/ promotion notices specifically welcoming applications from the:

- Protestant community
- Roman Catholic community

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specifically target schools/community organisations to encourage applications for employment, training or work experience:

- Protestant community targeted
- Roman Catholic community targeted

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hold meetings with influential individuals or organisations to encourage applications for employment, training or work experience within the:

- Protestant community
- Roman Catholic community

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Circulate vacancies to job clubs/community organisations to encourage applications from the:

- Protestant community
- Roman Catholic community

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Target sponsorship of sports/youth/community events at any under-represented community

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

AFFIRMATIVE ACTION MEASURES

Yes

No

Considering

Encouraging recruitment from those not in employment

Take action to recruit from those not in employment, in accordance with Article 75 of the Fair Employment and Treatment (NI) Order 1998.

If **Yes**, please give details of action taken:

Religion Specific Training

Undertake religion specific training in accordance with Article 76 of Fair Employment and Treatment (NI) Order 1998.

Affirmative Action Training

Provide affirmative action training under Article 72 of the Fair Employment and Treatment (NI) Order 1998.

Note: If you have answered **Yes** or **Considering** to the above questions on encouraging recruitment from those not in employment, religious specific training or affirmative action training you should contact the Equality Commission for advice or approval, as necessary.

AFFIRMATIVE ACTION MEASURES

Already Taken

Planned

Not Planned

Not Applicable

Other Action

Please Specify:

I. GOALS AND TIMETABLES

The aim of this section is to enable you to set goals and timetables against which you can measure the progress you are making with your affirmative action programme.

FURTHER GUIDANCE ON GOALS AND TIMETABLES CAN BE FOUND IN APPENDIX 3.

If you are in any doubt about how to complete this section you should contact the Equality Commission for advice.

You should consider setting goals for applicants/appointees and your workforce. You may wish to confine these to those particular job groups in which you believe there is a need to take affirmative action to secure or maintain fair participation.

1. Do you consider that as a result of **this Review** it is appropriate to set numeric goals and timetables for **any** job group:

- applicants/appointees
- the workforce

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

If you have answered **No**, please comment:

If **Yes**, please complete **Table 21** and **Table 22** identifying the numeric goals and timetables and the job group as appropriate.

Table 21: Applicants/Appointees for _____ job group(s)

This organisation will aim to increase applicants/appointees from the Protestant/Roman Catholic* community to _____ % over the next _____ year(s).

* Delete as appropriate

Table 22: Workforce

This organisation will aim to increase the Protestant/Roman Catholic* proportion of the workforce in _____ job group (please specify) to _____ %

* Delete as appropriate

Please add below any further information you would like to include as part of your Article 55 Review.

This report has been completed by:

Signed:

Position:

Date:

YOUR VIEWS COUNT

To assist us in the preparation of future advisory materials, we would welcome feed-back from employers on the report structure for this review.

Name of organisation:

Was the report structure of practical value?

Yes

No

How would you rate the various sections of the report structure?

Please tick the appropriate boxes

	Very Helpful	Helpful	Unhelpful
Analysis of composition of workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review of workforce flows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review of employment policies, practices and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of fair participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affirmative action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals and timetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which part of the report structure did you find most helpful?

Which part of the report structure did you find least helpful?

What changes would you recommend?

MAKING AN ASSESSMENT OF FAIR PARTICIPATION

STEP 1 - Define catchment areas

The catchment area is the area from which you would reasonably be expected to recruit. You should define a catchment area for each job group.

Generally, the catchment area is closely related to your location and any skills, qualifications or experience required for the job but there are a number of other factors which you should take into account. These are:

- requirements to undertake shift work/unsociable hours or to work at more than one location
- levels of pay and hours worked
- travelling conditions e.g. if public transport is infrequent or non-existent, this may limit some jobs to those in the immediate area
- supply and demand - when jobs are in short supply people may be prepared to travel greater distances
- any information you may have on the residence pattern of applicants - but remember to take account of any “chill” factors
- any other relevant factors

For example: - for a senior management post the catchment area would be Northern Ireland while for a basic manual post the catchment area may be the local district council area or the travel to work area.

STEP 2 - Identify comparators

The comparator is the availability of members of each community within the catchment area. You should identify a suitable comparator for each job group.

For each job group you should consider the composition of:

- the economically active population
- the unemployed
- school leavers/younger populations
- those with the necessary skills and/or qualifications

You should decide on the most appropriate comparator taking into account the nature of the job.

Generally

- for jobs which do not require special skills or experience you should take into account the composition of both the economically active population and the unemployed
- for jobs requiring specific qualifications, skills or experience you should take into account the composition of the younger population and/or those with the required skills.

Appendix 2 includes information on labour availability i.e. the religious composition of those available for work in each District Council Area, Travel to Work Area and in Northern Ireland as a whole.

STEP 3 - Compare composition of workforce and applicants with appropriate comparator to enable you to make an assessment of fair participation.

Compare the composition of the workforce and applicants by job group with the comparators identified at Step 2.

Fair participation will not be present where:

- the composition of the job group is not broadly in line with what you would expect and/or
- either Protestants or Roman Catholics are applying in fewer numbers than might be expected for employment, promotion or training.

If any of these features exist it does not necessarily imply a lack of fair practice, but it does mean that affirmative action may be necessary.

LABOUR AVAILABILITY - ECONOMICALLY ACTIVE AND UNEMPLOYED

The tables in this Appendix present information which you should find useful when assessing the religious breakdown of the workforce in your catchment area. All of the information has been derived from the Summary Report of the Northern Ireland 2001 Population Census. The information is provided at a Northern Ireland level and for District Council and travel to work areas. Travel to work areas are made up from a number of District Council Areas. For example, the Belfast Travel to Work Area is made up of 10 District Council Areas in the Greater Belfast area.

Table A: includes information on the community composition of economically active persons aged 16-64 by District Council Area and travel to work area. The figures for the economically active include those individuals unemployed and actively seeking work.

Table B: provides information on the community composition of unemployed persons for each District Council Area and travel to work area throughout Northern Ireland. For many basic posts many applications will be drawn from those currently unemployed. Employers should therefore have regard to the composition of the unemployed when assessing the proportions of each community you would reasonably expect to obtain for these posts.

Table C: provides information on the community composition of economically active persons aged 16-64 by SOC Group (Standard Occupational Classification).

Table D: provides information on the economically active population aged 16 years and over by the highest level of academic qualifications.

Further information on labour availability and how to use it can be obtained from the Equality Commission at Belfast (02890) 500600. Please do not hesitate to contact the Equality Commission for assistance.

TABLE A: PERCENTAGES OF PROTESTANT AND OTHER DENOMINATIONS AND ROMAN CATHOLICS (COMMUNITY BACKGROUND: RELIGION OR RELIGION BROUGHT UP IN) FOR ECONOMICALLY ACTIVE PERSONS OF WORKING AGE BY DISTRICT COUNCIL AREA AND TRAVEL TO WORK AREA

Source 2001 Census

	Protestant and Other Christian (including Christian related)		Catholic		Total
BALLYMENA	[78.6%]	20,797	[21.4%]	5,678	26,964
BELFAST					
Antrim	[61.2%]	13,538	[38.8%]	8,586	23,012
Ards	[86.9%]	28,668	[13.1%]	4,311	34,242
Belfast	[51.0%]	53,680	[49.0%]	51,499	109,837
Carrickfergus	[90.3%]	15,364	[9.7%]	1,654	17,788
Castlereagh	[77.7%]	22,940	[22.3%]	6,574	30,695
Down	[38.2%]	10,380	[61.8%]	16,782	27,772
Larne	[74.9%]	10,205	[25.1%]	3,421	13,975
Lisburn	[68.5%]	32,287	[31.5%]	14,827	48,786
Newtownabbey	[78.7%]	28,320	[21.3%]	7,658	37,344
North Down	[85.3%]	28,681	[14.7%]	4,932	35,621
TOTAL TTWA	[67.0%]	244,063	[33.0%]	120,244	379,072
COLERAINE					
Ballymoney	[68.1%]	7,815	[31.9%]	3,656	11,622
Coleraine	[71.9%]	16,951	[28.1%]	6,639	24,207
Moyle	[39.4%]	2,449	[60.6%]	3,764	6,284
TOTAL TTWA	[65.9%]	27,215	[34.1%]	14,059	42,113
COOKSTOWN	[45.0%]	5,706	[55.0%]	6,969	12,810
CRAIGAVON					
Armagh	[54.1%]	12,342	[45.9%]	10,465	23,072
Banbridge	[69.2%]	12,956	[30.8%]	5,774	19,081
Craigavon	[57.1%]	19,176	[42.9%]	14,420	34,270
TOTAL TTWA	[59.2%]	44,474	[40.8%]	30,659	76,423
DUNGANNON	[43.3%]	8,198	[56.7%]	10,748	19,106
ENNISKILLEN					
Fermanagh	[41.9%]	9,977	[58.1%]	13,816	24,082
LONDONDERRY					
Derry	[26.4%]	10,623	[73.6%]	29,608	40,829
Limavady	[45.3%]	6,168	[54.7%]	7,457	13,856
TOTAL TTWA	[31.2%]	16,791	[68.8%]	37,065	54,685
MAGHERFELT	[36.6%]	6,135	[63.4%]	10,645	16,926
NEWRY AND MOURNE	[20.1%]	6,773	[79.9%]	26,880	33,923
OMAGH	[32.2%]	6,227	[67.8%]	13,134	19,631
STRABANE	[35.4%]	5,117	[64.6%]	9,321	14,524
NORTHERN IRELAND	[57.3%]	401,473	[42.7%]	299,218	720,258

Notes:

The term 'Catholic' includes those respondents who gave their religion as Catholic or Roman Catholic.

'Working age' is defined as 16-64 years for males and 16-59 years for females.

'Total' includes all Community Backgrounds including 'Other Religions and Philosophies' and 'None'

TABLE B: PROTESTANT AND OTHER DENOMINATIONS AND ROMAN CATHOLICS (COMMUNITY BACKGROUND: RELIGION OR RELIGION BROUGHT UP IN) PERCENTAGES OF UNEMPLOYED PERSONS OF WORKING AGE BY DISTRICT COUNCIL AREA AND TRAVEL TO WORK AREA

Source 2001 Census

	Protestant and Other Christian (including Christian related)	Catholic	Total
BALLYMENA	[72.6%]	[27.4%]	1,269
BELFAST			
Antrim	[55.1%]	[44.9%]	1,024
Ards	[84.9%]	[15.1%]	1,675
Belfast	[44.1%]	[55.9%]	10,614
Carrickfergus	[88.0%]	[12.0%]	914
Castlereagh	[87.6%]	[12.4%]	1,177
Down	[27.7%]	[72.3%]	1,610
Larne	[71.0%]	[29.0%]	812
Lisburn	[45.5%]	[54.5%]	2,430
Newtownabbey	[82.0%]	[18.0%]	1,746
North Down	[84.6%]	[15.4%]	1,698
TOTAL TTWA	[56.7%]	[43.3%]	23,700
COLERAINE			
Ballymoney	[62.2%]	[37.8%]	693
Coleraine	[66.9%]	[33.1%]	1,655
Moyle	[37.8%]	[62.2%]	522
TOTAL TTWA	[60.4%]	[39.6%]	2,870
COOKSTOWN	[25.4%]	[74.6%]	777
CRAIGAVON			
Armagh	[28.7%]	[71.3%]	1,361
Banbridge	[57.7%]	[42.3%]	830
Craigavon	[43.4%]	[56.6%]	1,955
TOTAL TTWA	[41.3%]	[58.7%]	4,146
DUNGANNON	[27.1%]	[72.9%]	1,157
ENNISKILLEN			
Fermanagh	[27.6%]	[72.4%]	2,027
LONDONDERRY			
Derry	[16.7%]	[83.3%]	4,921
Limavady	[39.9%]	[60.1%]	1,154
TOTAL TTWA	[21.1%]	[78.9%]	6,075
MAGHERFELT	[29.0%]	[71.0%]	862
NEWRY AND MOURNE	[10.7%]	[89.3%]	2,775
OMAGH	[22.4%]	[77.6%]	1,526
STRABANE	[25.3%]	[74.7%]	1,502
NORTHERN IRELAND	[43.8%]	[56.2%]	48,686

Notes: The term 'Catholic' includes those respondents who gave their religion as Catholic or Roman Catholic. 'Working age' is defined as 16-64 years for males and 16-59 years for females. 'Total' includes only those whose Community Backgrounds were 'Catholic' or 'Protestant and Other Christian'

TABLE C: NORTHERN IRELAND ECONOMICALLY ACTIVE POPULATION OF WORKING AGE BY OCCUPATION AND COMMUNITY BACKGROUND (RELIGION OR RELIGION BROUGHT UP IN)

Source 2001 Census

SOC Group	Protestant and Other Christian (including Christian related)	Catholic	Total
SOC1 Managers And Senior Officials	42,794 [60.6%]	27,865 [39.4%]	73,149
SOC2 Professional Occupations	37,344 [53.7%]	32,207 [46.3%]	72,115
SOC3 Associate Professional And Technical Occupations	50,949 [60.1%]	33,769 [39.9%]	88,009
SOC4 Administrative And Secretarial Occupations	59,575 [60.3%]	39,268 [39.7%]	101,290
SOC5 Skilled Trades Occupations	60,581 [55.3%]	49,033 [44.7%]	112,146
SOC6 Personal Service Occupations	25,638 [55.9%]	20,230 [44.1%]	46,804
SOC7 Sales And Customer Service Occupations	29,587 [57.2%]	22,098 [42.8%]	53,158
SOC8 Process, Plant And Machine Operatives	43,313 [57.1%]	32,550 [42.9%]	77,321
SOC9 Elementary Occupations	49,185 [56.8%]	37,367 [43.2%]	88,704
Never worked	2,507 [34.2%]	4,831 [65.8%]	7,556
All Economically Active	401,473 [57.3%]	299,218 [42.7%]	720,252

Notes: *The term 'Catholic' includes those respondents who gave their religion as Catholic or Roman Catholic. 'Working age' is defined as 16-64 years for males and 16-59 years for females. 'Total' includes all Community Backgrounds including 'Other Religions and Philosophies' and 'None'*

TABLE D: NORTHERN IRELAND ECONOMICALLY ACTIVE WORKING AGE POPULATION BY HIGHEST LEVEL OF ACADEMIC QUALIFICATION AND COMMUNITY BACKGROUND (RELIGION OR RELIGION BROUGHT UP IN)

Source 2001 Census

Highest Academic Qualification	Protestant and Other Christian (including Christian related)	Catholic	Total
Level 5	22,916 [49.6%]	23,292 [50.4%]	48,770
Level 4	57,293 [55.9%]	45,246 [44.1%]	105,962
Level 3	43,040 [55.3%]	34,819 [44.7%]	80,272
Level 2	74,678 [57.5%]	55,155 [42.5%]	133,438
Level 1	86,658 [59.2%]	59,608 [40.8%]	150,031
No qualifications	116,888 [59.0%]	81,098 [41.0%]	201,787
All persons	401,473 [57.3%]	299,218 [42.7%]	720,260

Notes:

The term 'Catholic' includes those respondents who gave their religion as Catholic or Roman Catholic. 'Working age' is defined as 16-64 years for males and 16-59 years for females. 'Total' includes all Community Backgrounds including 'Other Religions and Philosophies' and 'None'

The levels for 'Highest level of qualification' are defined as follows:

No qualifications : No qualifications

Level 1 : GCSE (grades D-G), CSE (grades 2-5), 1-4 CSEs (grade 1), 1-4 GCSEs (grades A-C), 1-4 'O' level passes, NVQ Level 1, GNVQ Foundation or equivalents

Level 2 : 5+ CSEs (grade 1), 5+ GCSEs (grades A-C), 5+ 'O' level passes, Senior Certificate, 1 'A' level, 1-3 AS levels, Advanced Senior Certificate, NVQ level 2, GNVQ Intermediate or equivalents

Level 3 : 2+ 'A' levels, 4+ AS levels, NVQ level 3, GNVQ Advanced or equivalents

Level 4 : First Degree, NVQ level 4, HNC, HND or equivalents

Level 5 : Higher Degree, NVQ level 5 or equivalents

For further information on the census data please visit the Northern Ireland Research and Statistic Agency (NISRA) website at www.nisra.gov.uk

AFFIRMATIVE ACTION AND GOALS AND TIMETABLES

The Fair Employment Code of Practice describes affirmative action as “a mechanism for change”. If you have concluded that action is needed to secure or maintain fair participation you must determine appropriate affirmative action to remedy the situation. The Code of Practice also strongly recommends that you set complementary goals and timetables where you consider that affirmative action is necessary.

This Appendix includes notes on affirmative action and goals and timetables to guide you in completing this very important aspect of your review.

AFFIRMATIVE ACTION

While the Equality Commission encourages employers to develop affirmative action which best fits their own organisations there are some key areas in which it is common to identify affirmative action measures.

These are:

Equal Opportunities Policies and Procedures

Action may include:

- re-affirmation/review of equal opportunities policy;
- allocation of responsibility for equal opportunities issues to a senior member of management;
- allocation of responsibility to management and supervisory staff;
- communication - equal opportunities awareness training for all staff.

The Working Environment

Action to ensure that there is a harmonious working environment such as:

- development of a policy and procedure for dealing with harassment;
- reviewing disciplinary procedures to ensure that discrimination and harassment are covered;
- seeking to agree a Joint Declaration of Protection with trade unions;
- communication – sectarian harassment awareness training.

Employment Practices

Action to bring all employment practices and procedures into line with the recommendations of the Fair Employment Code of Practice such as:

- revising job documentation and record keeping;
- developing guidelines for those involved in selection;
- training for panel members;
- cross community representation on selection panels;
- reviewing internal promotion practices;
- reviewing redundancy procedures.

Training

Action to:

- ensure that employees of both communities are being provided with opportunities to realise their full potential,

Outreach Measures

Action to positively encourage under-represented groups to apply for employment, promotion or to participate in training or non-employment activities such as:

- using a “welcoming” statement in public advertisements;
- developing links with influential individuals, community organisations, schools or job clubs, from the under-represented community;
- targeting sponsorship of community events and/or competitions at the under-represented community;
- offering work experience and tours of the company or advice on job hunting to groups from the under-represented community;
- undertaking religion specific training for potential employees in accordance with Article 76 of the legislation;
- target training either internal or external under Article 73 of the legislation;
- assisting the recruitment and selection of persons not in employment in accordance with Article 75 of the legislation.

Further guidance on affirmative action can be found in:

- The Fair Employment Code of Practice and
- The Equality Commission publication ‘Taking Affirmative Action: A Guide for Employers’

Note: If you are involved in or considering the recruitment of unemployed persons, undertaking religion specific training or affirmative action training, you should contact the Equality Commission for advice or approval as necessary.

GOALS AND TIMETABLES

If you have concluded that affirmative action measures are necessary to secure or maintain fair participation you are strongly recommended to consider setting numeric goals and timetables for applicants, appointees and the workforce.

It is common for employers to set targets for business activities against which they can measure how effective they have been. The same principle applies to affirmative action. Goals and timetables are set to assist in the evaluation of the success of affirmative action programmes. They are designed as targets to aim for within a specified time period.

It is very important to stress that goals and timetables are consistent with the principle of appointing the best person for the job. They are not quotas. Quotas reserve jobs for people simply on the basis of their community background. This is unlawful in Northern Ireland. Under no circumstances should employers attempt to meet goals by unlawful means.

Employers who have not met targets cannot be criticised for failing to do so - as long as good faith efforts have been made to meet them. Where targets are not met there might be a need to amend the affirmative action programme or to revise the targets in light of experience.

Targets should be realistic and challenging, provide a meaningful indicator of progress and include;

- goals and timetables for applicants and appointees;
- goals for the overall workforce.

In considering the level of goals employers should consider:

- the proportion of the under-represented group in the job group/location;
- the percentage availability of that group as determined following a consideration of the composition of its relevant labour market (see Table 19 on page 49).

In considering timetables:

- for applicants and appointees employers should set time periods e.g. 1 year/2 years within which they would expect affirmative action to produce results;
- for the workforce employers may wish to give an indication of the progress to be made within a particular time period. The Equality Commission recognises that in many cases it is difficult to set timetables for achieving changes in overall workforces since the rate of progress is influenced to a large extent by labour turnover and recruitment rates which are difficult to predict.