Patient and Client Council
Your voice in health and social care

Equality and Human Rights Screening Template

The Patient and Client Council is required to address the 4 questions below in relation to all its policies.

What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? (minor/major/none)

Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?

To what extent is the policy likely to impact on good relations between people of a different religious belief, political opinion or racial group? (minor/major/none)

Are there opportunities to better promote good relations between people of a different religious belief, political opinion or racial group?

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

For information (evidence, data, research etc.) on the Section 75 equality groups see the Equality Portal - [Screening Resources & Evidence](#).

For advice and support on screening contact:

Equality Unit|BSO|James House|2-4 Cromac Avenue|Belfast|BT7 2JA
Tel: 028 9536 3961

SCREENING TEMPLATE

(1)   INFORMATION ABOUT THE POLICY OR DECISION

1.1   Title of policy or decision

Internal Verification Policy.

1.2   Description of policy or decision

Aims & Objectives

As part of the project to develop a model for remunerating lived experience in co design/coproduction, the Patient and Client Council (PCC) has committed to delivering three main outcomes;

1. Develop systems and processes for a recruitment and payment system for members of the public to be paid for their involvement work.

2. Provide peer mentoring for new recruits to ensure effective co-design/co-production.

3. Provide reciprocal recognition for service users and carers who are working with the HSC on a personal capacity or on behalf of a group on dedicated or commissioned work, such as Co-design teams, Co-delivery of Peer work, and community services.

In order to fulfil outcomes 1 & 2, the PCC plan to become a learning centre with the Open College Network NI (OCN) to deliver an endorsed bespoke programme to train recruits and other interested parties in effective engagement & coproduction. The Patient and Client Council (PCC) recognises and accepts that Internal verification is a key part of the organisation's responsibility as an OCN Learning Centre. This policy outlines the required action to be taken in order to put in place quality assurance arrangements which contribute significantly to quality improvement.

Effective internal verification is the process by which the OCN Learning Centre, in this case the PCC, ensures that the standard of assessment remains consistent over time and that there is consistency and standardization in the assessment decisions made by different assessors. This in turn ensures that learners are treated fairly and equally in the assessment of their work.

The purpose of the internal verification procedure is to:

- Evaluate assessment practices and decisions;

- Ensure the validity of assessment decisions;

- Ensure the standardization of assessment decisions, and

- Identify good practice and areas for improvement.

How this will be achieved;

To achieve effective Internal Verification the Head of Operations will;

- Consider and appoint internal verifiers who are sufficiently qualified and experienced to undertake the role.
- Allow the appointee time for training and/or support to enable them to complete their work effectively.
- Ensure that accurate internal moderation records are kept in line with the section 2 of the OCN terms and conditions for centre recognition (retention of regulatory records and access to records, people and premises)
- Ensure appointed Internal Verifiers are made aware of the organisations Internal Verification Plan which includes a systematic approach to sampling assessment activities and documentation across PCC's provision and specifies how and when assessor's assessment practices and decisions will be reviewed.
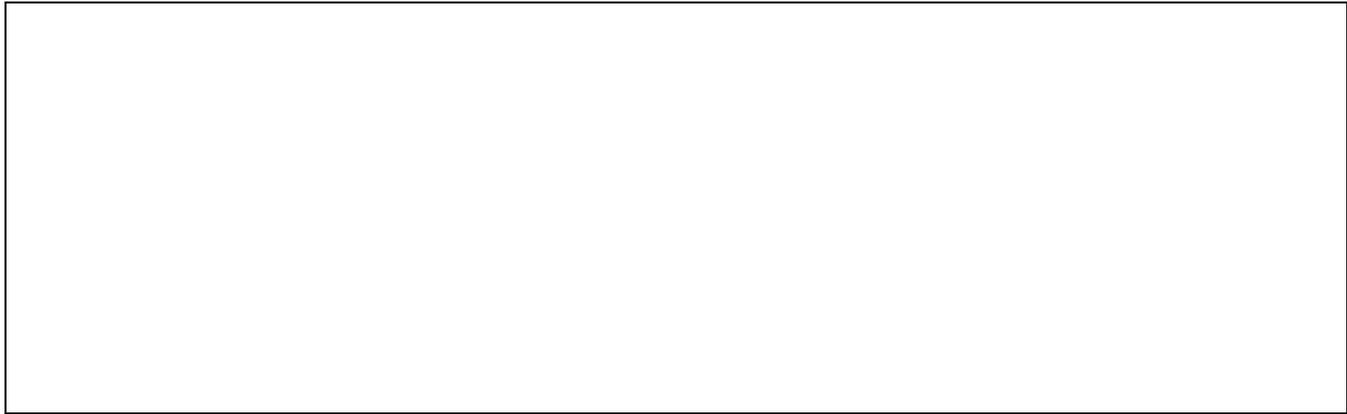
The Internal Verifier will;

- Ensure the model of internal verification applied and sampling strategy adopted are appropriate for the context and circumstances.

The Tutor/Assessor will;

- Ensure that internal moderation is planned prior to a course commencing.

Key Constraints

In the event that an individual disagrees with an internal verification decision they are entitled to appeal against it following the procedure prescribed within the policy. The PCC will aim to resolve the issue within 14 working days after it has been raised or as soon as is reasonably practical.

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1.3   Main stakeholders affected (internal and external)

Internal

- Staff responsible for programme delivery, assessment of internal verification
- Enrolled Coproduction Associates (those recruited through the purpose designed recruitment and payment system)
- Enrolled PCC Engagement Platform members
- Enrolled PCC Members

External

- Enrolled learners from Community and Voluntary Sector
- Enrolled learners from HSC

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

The Northern Ireland Programme for Government
Health and Wellbeing 2026- Delivering Together
Co-Production Guide for Northern Ireland - Connecting and Realising Value Through People
Regional HSC Strategies
OCN Assessment Requirements
OCN Internal Verification Requirements
OCN Appeals Policy
OCN Reasonable Adjustments and Special Considerations Policy
OCN Terms and Conditions for Centre Approval
PCC Reasonable Adjustments and Special Considerations Policy

PCC Employment Equality of Opportunity Policy
PCC Centre Contingency Plan
PCC Malpractice Policy
BSO Complaints Policy

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

2.1 Data gathering

What information did you use to inform this equality screening? For example previous consultations, statistics, research, Equality Impact Assessments (EQIAs), complaints. Provide details of how you involved stakeholders, views of colleagues, service users, staff side or other stakeholders.

- NISRA Mid-Year Population Reports and Census data
- PCC (2019) Exploring Paid Service User/Carer Involvement in Health and Social Care Settings
- PHA (2017) Personal and Public Involvement (PPI) and its impact
- GIRES (2014) The Number of Gender Variant People in the UK
- CarersNI (2021) State of Caring 2021 Report (UK wide, including NI)
- Carers NI (2021) State of Caring in Northern Ireland.
- Carers NI (2022) Carers Week Report
- Health Survey 2019-20
- Annual enrolments at schools and in funded pre-school education in Northern Ireland 2020-21.
- HSC Interpreting Service Annual Reports
- Office for National Statistics National Debate on Measuring National Wellbeing
- ONS (2016) Labour Force Survey
- PCC Staff monitoring data June 2021
- Learning and Work Institute (20201) Working Together-How learning and skills support can create an inclusive labour market in NI

2.2 Quantitative Data

Who is affected by the policy or decision? Please provide a statistical profile. Note if policy affects both staff and service users, please provide profile for both. Also give consideration to multiple identities.

Category	What is the makeup of the affected group? (%) Are there any issues or problems? For example, a lower uptake that needs to be addressed or greater involvement of a particular group?
Gender	PCC Staff; Male: 21.43% Female: 78.57% Other; At 30 June 2020, Northern Ireland's population was estimated to be 1.90 million people. Just over half of the population (50.7 per cent) were female, with 961,400 females compared to 934,200 males (49.3 per cent). The Gender Identity Research and Education Society (GIRES) estimate the number of gender nonconforming employees and service users, based on the information that GIRES assembled for the Home Office (2011) and subsequently updated (2014): - gender variant to some degree 1% - have sought some medical care 0.025% - having already undergone transition 0.015% Applying GIRES figures to NI population (using NISRA mid-year population estimates for June 2019) N=1,881,600 (approx.): 18,816 people who do not identify with gender assigned to them at birth 470 likely to have sought medical care

	282 likely to have undergone transition.
Age	PCC Staff;
	•25-29 - 7.14%
	•30-34 - 21.43%
	•35-39 - 14.29%
	•40-44 - 14.29%
	•45-49 - 17.86%
	•50-54 - 7.14%
	•55-59 - 17.86%
	•60-64 - 0.00%
	•>=65 - 0.00%
	Other;
	15-19 years 5.95%
	20-24 years 5.85%
	25-29 years 6.12%
	30-34 years 6.62%
	35-39 years 6.69%
	40-44 years 6.42%
	45-49 years 6.39%
	50-54 years 6.88%
	55-59 years 6.79%
	60-64 years 5.94%
	65-69 years 4.91%
	70-74 years 4.39%
	75-79 years 3.49%
	80-84 years 2.30%
	85-89 years 1.36%

	90+ years 0.71%
Religious Belief	PCC Staff; • Perceived Protestant- 3.57% • Protestant- 17.86% • Perceived Roman Catholic- 7.14% • Roman Catholic- 28.57% • Neither- 10.71% • Perceived Neither- 0.00% • Not assigned- 32.14% Other; • Catholic 42.31% • Church of Ireland 11.55% • Presbyterian 16.61% • Methodist 2.35% • Other Christian (including Christian related) 6.85% • Other religions 1.34% • No religion 17.39% • Religion not stated 1.60% • (Census, 2021)
Political Opinion	PCC Staff; Broadly Nationalist 10.71% Other 7.14% Broadly Unionist 3.57% Not assigned 67.86% Do not wish to answer 10.71% Other; Party % Share DUP Democratic Unionist Party 30.6% SF Sinn Féin 22.8% APNI Alliance Party 16.8% SDLP Social Democratic & Labour Party 14.9% UUP Ulster Unionist Party 11.7% AONT Aontú 1.2% (BBC 2019 Election)
Marital Status	PCC Staff; Divorced 3.57% Mar/CP 32.14%

	Other 3.57% Separt 3.57% Single 25.00% Unknwn 32.14% Widw/R 0.00% Not assigned 0.00% Other; Almost half (48 per cent) of people aged 16 years and over in Northern Ireland on Census Day 2011 were married, and over a third (36 per cent) were single. Just over 1,200 (0.1 per cent) were in registered same-sex civil partnerships. A further 9.5 per cent were either separated or divorced, while the remaining 6.8 per cent were widowed.
Dependent Status	PCC Staff; Yes 17.86% Not assigned 67.86% No 14.29% Other; In March 2011, 64,000 households in Northern Ireland were headed by a lone parent with dependent children. While the total number of households in Northern Ireland increased by 12 per cent over the decade, from 626,700 in 2001 to 703,300 in 2011, the number of lone parent households with dependent children increased by over a quarter (27 per cent) during the same period, from 50,600 in 2001. Belfast West contains the highest proportion of lone parent households (19 per cent of all households), followed by Foyle (15 per cent) and Belfast North (14 per cent). The lowest proportion of lone parent households, are in Belfast South (6.3 per cent), North Down (6.6 per

	cent) and Fermanagh and South Tyrone (6.7 per cent). Based on the most recent information from Carers Northern Ireland, the following facts relate to carers; •20% of NI 18+ population are currently providing unpaid care. •At the time this research was undertaken, in May 2022, women are much more likely to be caring (23%) with 19% caring since before the pandemic and 4% since the pandemic started. •The peak age of caring is 55-64 with 29% of adults providing care and 22% of people aged over 65 were providing unpaid care. 14% of younger adults aged 18 to 24 were providing unpaid care. •65% of carers are spending their own money on care, support services or products for the person they care for. The average monthly spend for carers in Northern Ireland is £120 and with high rates of inflation and a rising cost of living, this extra spend is likely to further disadvantage carers financially. •29% of carers in Northern Ireland said they were struggling to make ends meet. A further 17% are or have been in debt as a result of caring and 4% cannot afford utility bills such as electricity, gas, water or telephone bills
Disability	PCC Staff; No 39.29% Not assigned 57.14% Yes 3.57% Other; More than one person in five (300,000) people in Northern Ireland has a disability. The incidence of disability in Northern Ireland has traditionally been higher than Great Britain. Persons with limiting long term illness 20.36% in Northern Ireland.

	Figures from the last Census (2011) show the proportion of the population with the following disabilities: • Deafness or partial hearing loss – 5.14% (93, 078) • Blindness or partial sight loss – 1.7% (30, 785) • Communication Difficulty – 1.65% (29, 879) • Mobility or Dexterity Difficulty – 11.44% (207, 163) • A learning, intellectual, social or behavioural difficulty - 2.22% (40, 201) • An emotional, psychological or mental health condition - 5.83% (105, 573) • Long – term pain or discomfort – 10.10% (182, 897) • Shortness of breath or difficulty breathing – 8.72% (157, 907) • Frequent confusion or memory loss – 1.97% (35, 674) • A chronic illness (such as cancer, HIV, diabetes, heart disease or epilepsy. – 6.55% (118, 612) • Other condition – 5.22% (94, 527) • No Condition – 68.57% (1, 241, 709) It is recognised that as people age, they are more likely to experience ill-health and disability. Data from the Health Survey NI shows that Limiting longstanding illness increases from 18% among young adults aged 25 -34 years to 52% among those who are 75 plus years.
Ethnicity	PCC Staff; Not assigned 64.29% White 35.71% Other 0.00% Black African 0.00% Indian 0.00% Chinese 0.00% Other; White 96.55% Irish Traveller 0.14%

	Roma 0.08% Indian 0.52% Chinese 0.50% Filipino 0.23% Pakistani 0.08% Arab 0.10% Other Asian 0.28% Black African 0.42% Black Other 0.16% Mixed 0.76% Other ethnicities 0.19% (Census 2021) Statistics from the HSC Interpreting Service Report from April 2022 to June 2022 show the 10 most requested regional languages: 1. Polish 4997 2. Arabic 4772 3. Romanian 2702 4. Lithuanian 2592 5. Bulgarian 1744 6. Portuguese 1674 7. Tetum 1376 8. Slovak 1118 9. Somali 961 10. Mandarin 850
Sexual Orientation	PCC Staff; Both Sexes 7.14% Do not wish to answer 64.29% Not assigned 25.00% Opposite sex 0.00% same sex 3.57% Other; It is estimated the one in ten people in N Ireland are from Lesbian Gay Bisexual Transgender groups.

2.3   Qualitative Data

What are the different needs, experiences and priorities of each of the categories in relation to this policy or decision and what equality issues emerge from this? Note if policy affects both staff and service users, please discuss issues for both. Also give consideration to multiple identities (such as single parents for example).

Category	Needs and Experiences
Gender	There is no data to suggest that the needs and experiences of learners in terms of internal verification may differ on the basis of gender.
Age	It is acknowledged that for older learners in terms of assessment that requires the access and use of Information Technology, there may be issues with digital access and literacy. Where adjustments are made, they would be reflected during internal verification in sampling assessment activities and documentation.
Religion	There is no data to suggest that the needs and experiences of learners in terms of internal verification may differ on the basis of religion.
Political Opinion	There is no data to suggest that the needs and experiences of learners in terms of internal verification may differ on the basis of political opinion.
Marital Status	There is no data to suggest that the needs and experiences of learners in terms of internal verification may differ on the basis of marital status.
Dependent Status	There are 213,980 carers in Northern Ireland, 11.8% of all residents, and it is estimated that there are around 30,000 young carers. Hazell et al (2019) encountered four main carer-specific barriers to the recruitment and retention of participants These were: (1) poor relationship with mental health clinicians, (2) conflicting with the care recipient's (CR) needs, (3) lack of spare time, and (4) lack of services for mental health carers. Carers may be identifies as having particular assessment requirements in relation to adhering to assessment deadlines. This will be addressed under reasonable adjustments and special considerations. This should be taken into consideration during development of the internal verification plan.
Disability	Learners may be identified as having particular assessment requirements in relation to, for example, learning difficulties, a visual or hearing impairment or a mental illness. The tutor/assessor will endeavour to provide the appropriate support in their development to help them meet the required standard such as; • Help with communication and number skills

	• Adapted equipment and physical environment • Special information technology • Confidence building The tutor/assessor must take care to ensure that any proposed assessment methods are of equal quality and rigour to those being used for all learners in order to demonstrate that the learner with special assessment requirements has achieved the standard expected. Where adjustments are made, they would be reflected during internal verification in sampling assessment activities and documentation.
Ethnicity	According to the statistical data of the PCC staff monitoring it is 100% likely the assessor/tutor and Internal Verifier will not be of a minority ethnicity. This may be discouraging or perpetuate suspicion of bias during assessment for individuals from those identified communities. Learners may be identified as having particular assessment requirements in relation to having English as an additional language. The tutor/assessor will endeavour to provide the appropriate support in their development to help them meet the required standard such as; • Help with communication and number skills • Adapted equipment and physical environment • Special information technology • Confidence building The tutor/assessor must take care to ensure that any proposed assessment methods are of equal quality and rigour to those being used for all learners in order to demonstrate that the learner with special assessment requirements has achieved the standard expected. Where adjustments are made, they would be reflected during internal verification in sampling assessment activities and documentation.
Sexual Orientation	There is no data to suggest that the needs and experiences of learners in terms of internal verification may differ on the basis of sexual orientation.

2.4 Multiple Identities

Are there any potential impacts of the policy or decision on people with multiple identities? For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people.

Learners that categorise as disabled minority ethnic people may be identified as having particular assessment requirements in relation to, for example, learning difficulties, a visual or hearing impairment, a mental illness, and English as an additional language. Where adjustments are made, they would be reflected during internal verification in sampling assessment activities and documentation.

2.5 Making Changes

Based on the equality issues you identified in 2.2 and 2.3, what changes did you make or do you intend to make in relation to the policy or decision in order to promote equality of opportunity?

In developing the policy or decision what did you do or change to address the equality issues you identified?	*What do you intend to do in future to address the equality issues you identified?*
Learners who have been identified as having particular assessment requirements. The tutor/assessor will endeavour to provide the appropriate support in their development to help them meet the required standard such as; • Help with communication and number skills • Adapted equipment and physical environment • Special information technology • Confidence building Where adjustments are made, they would be reflected during internal verification in sampling assessment activities and documentation.	In the event that an individual disagrees with an internal verification decision they are entitled to appeal against it following the procedure prescribed in the policy. The PCC will aim to resolve the issue within 14 working days after it has been raised or as soon as is reasonably practical. The internal verifier will complete a written Internal Verification report for each cycle of activity. This report will identify good practice, remedial action required, and any opportunities for making improvements. Where remedial action is required the Internal Verifier will agree actions for improvement with the tutor/assessor.

2.6 Good Relations

What changes to the policy or decision – if any – or what additional measures would you suggest to ensure that it promotes good relations? (refer to guidance notes for guidance on impact)

Group	*Impact*	*Suggestions*
Religion	N/A	
Political Opinion	N/A	
Ethnicity	N/A	

(3)   SHOULD THE POLICY OR DECISION BE SUBJECT TO A FULL EQUALITY IMPACT ASSESSMENT?

A full equality impact assessment (EQIA) is usually confined to those policies or decisions considered to have major implications for equality of opportunity

How would you categorise the impacts of this decision or policy? (refer to guidance notes for guidance on impact)

Please tick:

Major impact	
Minor impact	X
No further impact	

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

Please tick:

Yes	
No	X

Please give reasons for your decisions.

For earners who have been identified as having particular assessment requirements the tutor/assessor will endeavour to provide the appropriate support in their development to help them meet the required standard such as;

•   Help with communication and number skills

•   Adapted equipment and physical environment

•   Special information technology

•   Confidence building

Where adjustments are made, they would be reflected during internal verification in sampling assessment activities and documentation. In the event that an individual disagrees with an internal verification decision they are entitled to appeal against it following the procedure prescribed in the policy. The PCC will aim to resolve the issue within 14 working days after it has been raised or as soon as is reasonably practical.

The internal verifier will complete a written Internal Verification report for each cycle of activity. This report will identify good practice, remedial action required, and any opportunities for making improvements. Where remedial action is required the Internal Verifier will agree actions for improvement with the tutor/assessor.

(4)   CONSIDERATION OF DISABILITY DUTIES

4.1   In what ways does the policy or decision encourage disabled people to participate in public life and what else could you do to do so?

How does the policy or decision currently encourage disabled people to participate in public life?	What else could you do to encourage disabled people to participate in public life?
This policy assures prospective learners with a disability that the PCC take seriously the responsibility to ensure that the standard of assessment remains consistent over time and that there is consistency and standardization in the assessment decisions made by different assessors. This in turn ensures that our learners with disability are treated fairly and equally in the assessment of their work. Development of the course content and potential assessment methods and criteria will be consulted on with service users. Additionally, HSC colleagues from physical and learning disability will be asked to review development. As well as taking advice from community and voluntary sector colleagues to ensure that course content and assessment are as inclusive and accessible as possible.	Ensure that the Internal Verification Plan is accessible to all learners.

4.2   In what ways does the policy or decision promote positive attitudes towards disabled people and what else could you do to do so?

How does the policy or decision currently promote positive attitudes towards disabled people?	What else could you do to promote positive attitudes towards disabled people?
Inclusive language Adjustment and special considerations arrangements during assessment. Use of technology, differing formats and learning styles during assessment. Commitment to equality of opportunity during teaching and assessment. Provision of support for care of mobility if required during teaching and assessment. Commitment to flexibility and evaluation to meet the needs of learners with disability.	Co delivery of course and assessments.

(5) CONSIDERATION OF HUMAN RIGHTS

5.1 Does the policy or decision affect anyone's Human Rights? Complete for each of the articles

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

*If you have answered no to all of the above please move on to **Question 6** on monitoring*

5.2 If you have answered yes to any of the Articles in 5.1, does the policy or decision interfere with any of these rights? If so, what is the interference and who does it impact upon?

List the Article Number	Interfered with? Yes/No	What is the interference and who does it impact upon?	Does this raise legal issues?* Yes/No

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

5.3 Outline any actions which could be taken to promote or raise awareness of human rights or to ensure compliance with the legislation in relation to the policy or decision.

N/A

(6)   MONITORING

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

Equality & Good Relations	Disability Duties	Human Rights
Participant Sec 75 Monitoring Learner feedback	Appeals Learner feedback Disability Status	

Approved Lead Officer: <u>Jessica Murray</u>

Position: Coproduction and Collaboration
                                          Project Coordinator

Date: <u>23rd Dec 2022</u>

Policy/Decision Screened by: <u>Carol Collins</u>

Please note that having completed the screening you are required by statute to publish the completed screening template, as per your organisation's equality scheme. If a consultee, including the Equality Commission, raises a concern about a screening decision based on supporting evidence, you will need to review the screening decision.

Please forward completed template to:
Equality.Unit@hscni.net

Any request for the document in another format or language will be considered. Please contact: Equality.Unit@hscni.net