

# Equality and Human Rights Screening Template

The PCC 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.

# SCREENING TEMPLATE

See [Guidance Notes](#) for further information on the ‘why’ ‘what’ ‘when’, and ‘who’ in relation to screening, for background information on the relevant legislation and for help in answering the questions on this template.

## (1) INFORMATION ABOUT THE POLICY OR DECISION

<p><b>1.1 Title of policy or decision</b></p> <p>Equality, Diversity and Inclusion Policy</p>
<p><b>1.2 Description of policy or decision</b></p> <ul style="list-style-type: none"><li>• <b>what is it trying to achieve? (aims and objectives)</b></li><li>• <b>how will this be achieved? (key elements)</b></li><li>• <b>what are the key constraints? (for example financial, legislative or other)</b></li></ul> <p>• The policy outlines the commitment of the Patient and Client Council (hereafter referred to as the PCC) to promote equality of opportunity, good and harmonious working relations and the prevention of unlawful discrimination.</p> <p>• This policy is concerned with the promotion of equality and the prevention of unlawful discrimination. However, the existence of the law cannot itself ensure that any policy of non-discrimination will work effectively. The PCC recognises that this will only be achieved if management and staff at all levels examine critically their attitudes to people and ensure that no trace of discrimination is allowed to affect their judgement. The PCC will endeavour to ensure that all staff are aware of the forms which unfair discrimination can take, guard against them and avoid any act which might influence others to discriminate unfairly. The PCC recognises its obligations under the anti-discrimination legislation, the Human Rights Act 1998 and the NI Act 1998 (refer to Appendix 1 for overview of equality legislation).</p> <p>• The PCC will have due regard to the need to promote equality of opportunity and good relations in line with Section 75 of the NI Act 1998. The PCC’s Equality Scheme shows how the PCC will fulfil its statutory duties as outlined within the NI Act 1998.</p>

### **1.3 Main stakeholders affected (internal and external)**

**For example staff, actual or potential service users, other public sector organisations, voluntary and community groups, trade unions or professional organisations or private sector organisations or others**

Current employees in PCC

All applicants to PCC

Managers of all levels within PCC, including Board members

Trainees/students on placement

Volunteers

Former Employees

Trade unions

Customers of the PCC

Equality Commission

Human Rights Commission

Voluntary and community sector

Northern Ireland HSC Trusts

Department of Health

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

- **what are they?**
- **who owns them?**

This policy has been drawn up in consultation with trade unions and staff organisations.

- HSC Workforce Strategy 2026
- Equality Scheme
- Conflict, Bullying and Harassment Policy Harmonious Working Environment Statement / Guidelines
- Grievance Procedure
- Disciplinary Procedure
- PCC Work Life Balance Policy
- HSC Recruitment and Selection Framework
- PCC Special Leave Policy
- PCC Disability Tool Kit for Managers and Employees which includes Reasonable Adjustment Guidelines for Managers to ensure the timely consideration and provision of reasonable adjustments in the workplace for persons with a disability Placement Scheme

This list is not intended to be exhaustive

## (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.

- Organisational wide equality data
- [ONS Disability and education, UK: 2019](#)
- Views of colleagues/staff side
- Staff Survey Data
- Comparison of policies from other HSC Trusts and NICS
- NI Census Data 2021

### 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		NI: IN PROFILE - POPULATION						
		Population Profile (% population unless stated), 2021 Census						
			0-15	16-24	25-34	35-44	45-54	55-64
		Age	19%	12%	13%	13%	13%	17%
			F	M				
		Sex	51%	49%				
			Catholic (Note 1)	Protestant or Other Christian	None	Other		

Religion/ Religion brought up in	46%	43%	2%	9%	
	White	Other			
Ethnic Group	97%	3%			
	British Only	Irish Only	North ern Irish Only	Other	
National Identity	32%	29%	20%	19%	
	United Kingdo m	Irelan d	Other Europ ean countr ies	Other countr ies in the world	
Passports held	52.6%	32.3%	3.9%	1.6%	
	Englis h	Main langua ge not Englis h			
Main language	95.4%	4.6%			
	North ern Irelan d	Great Britain	Other EU Countr ies	Repub lic of Irelan d	Other countr ies in the world
Country of birth	86.5%	4.8%	4%	2%	3%

		PCC Staff	
Gender	Male	33.33%	
		66.67%	
Age Group	16-24	0.00%	
	25-29	0.00%	
	30-34	11.90%	
	35-39	9.52%	
	40-44	9.52%	
	45-49	19.05%	
	50-54	9.52%	
	55-59	21.43%	
	60-64	11.90%	
	>=65	7.14%	
Community Background	Perceived Protestant	2.38%	
	Protestant	9.52%	
	Perceived Roman Catholic	2.38%	
	Roman Catholic	38.10%	
	Neither	9.52%	
	Perceived Neither	0.00%	
	Not assigned	38.10%	
Marital Status	Divorced	4.76%	
	Mar/CP	21.43%	
	Other	2.38%	
	Separated	0.00%	
	Single	14.29%	
	Unknown	57.14%	
	Widow/R	0.00%	
	Not assigned	0.00%	
Ethnicity	Not assigned	69.05%	
	White	30.95%	
	Other	0.00%	
	Black African	0.00%	
	Indian	0.00%	
	Chinese	0.00%	
Disability	No	26.19%	
	Not assigned	66.67%	
	Yes	7.14%	

	Dependents	Yes	14.29%	
		Not assigned	76.19%	
		No	9.52%	
	Sexual Orientation	Do not wish to answer	7.14%	
		Not assigned	69.05%	
		Opposite sex	23.81%	
		Both Sexes	0.00%	
		same sex	0.00%	
	Political Opinion	Broadly Nationalist	14.29%	
		Other	7.14%	
		Broadly Unionist	0.00%	
		Not assigned	71.43%	
		Do not wish to answer	7.14%	

## 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).**

<b>Category</b>	<b>Needs and Experiences</b>
Gender	PCC has in place a range of work life balance provisions to complement this policy. These provisions are available to all staff as well as job applicants to enable them to reconcile their individual needs and circumstances, thus enabling them to continue working in the organisation and to facilitate individual career progression. Statistics show that a significant majority of the workforce is female. There is no evidence available that the policy will have a differential impact by gender, However, any potential implementation of the policy may be particularly beneficial to women working within HSC in relation to raising a concern in the public interest.
Age	In furtherance of our equality duties PCC has introduced various arrangements to promote meaningful placement opportunities as well as positive action measures aimed at providing both experiential and substantive employment opportunities within PCC and other HSC organisations. Examples include young persons in transition from care project, job shadowing and initiatives to tackle the long term unemployed
Religion	Where equal opportunity monitoring indicates the need for affirmative action (at both local and regional level) PCC will continue

	to highlight emergent trends via their annual monitoring returns and triannual reviews and where necessary and appropriate will take affirmative action to ensure the fair participation of both main communities in the workplace
Political Opinion	As above given the correlation between religion and political opinion
Marital Status	PCC has in place a range of work life balance provisions to complement this policy. These provisions are available to all staff as well as job applicants to enable them to reconcile their individual needs and circumstances, thus enabling them to continue working in the organisation and to facilitate individual career progression
Dependent Status	PCC has in place a range of work life balance provisions to complement this policy. These provisions are available to all staff as well as job applicants to enable them to reconcile their individual needs and circumstances, thus enabling them to continue working in the organisation and to facilitate individual career progression
Disability	The prevalence of disability is generally under reported. That said PCC has developed a range of resources to support both managers and staff in dealing effectively and sensitively with disability matters in the workplace. These resources seek to increase management's and staff's understanding of the DDA and in particular the duty to put in place timely reasonable adjustments. The PCC and HSC organisations via their Regional and local Equality & Disability Action Plans are actively seeking to encourage the participation of persons with a disability in public life and to promote positive attitudes toward disabled persons. PCC and HSC organisations have a range of schemes designed to encourage the participation of disabled persons in the workplace - examples include placement schemes, job shadow days, mentoring and positive action measures leading to gainful employment. The PCC and HSC organisations have made Equality, Good Relations and Human Rights : Making a Difference training a mandatory requirement for all staff – which incorporates disability equality training.
Ethnicity	PCC are committed to making workplaces a welcoming place for all who choose to work here regardless of difference. This is underpinned by the Equality, Diversity and Inclusion Policy and other guidelines e.g. Joint Declaration of Protection aimed at promoting a harmonious working environment free from harassment and intimidation. This is further backed up with ongoing Equality, Good Relations and Human Rights training which is mandatory for all staff. PCC and HSC organisations also have in place regional contracts for the provision of information in alternative languages for staff who do not speak English as a first language – to promote inclusivity.



	NISRA Census 2021 data indicates that 3.54% of the usually resident population in Northern Ireland belong to minority ethnic groups
Sexual Orientation	The PCC has a range of resources and training interventions to promote an inclusive workplace for all staff. HSC organisations also support the LGBT Staff Forum in partnership with recognised Trade Unions. A regional policy i.e. Gender Identity and Expression Policy has been drawn up to promote respect for the members of staff who have undergone, are undergoing or intend to undergo gender reassignment, as well as those who are gender fluid etc.

## 2.4 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?**

<i><b>In developing the policy or decision what did you do or change to address the equality issues you identified?</b></i>	<i><b>What do you intend to do in future to address the equality issues you identified?</b></i>
<p>This change was not directly linked to this policy, however increased working from home provisions and the fact that training programmes can largely be delivered remotely might encourage staff with dependants to avail of the training on offer. Increased financial provisions within the policy might also encourage lower paid staff to apply for training.</p> <p><u>Gender</u> The policy states that repayment on a non-completed course will not apply in cases of pregnancy.</p> <p><u>Age</u> All staff, new and experienced should have an appraisal where their development needs are discussed. Additional development needs may</p>	<p>This guidance shall be reviewed:</p> <ul style="list-style-type: none"> <li>• Policy will be available on the intranet and all new starts will be required to read policies</li> <li>• Policies will be outlined and brought to employees attention at corporate induction</li> <li>• Memo will be issued to advise employees of new policy and where to locate it</li> <li>• HR will continue to provide advice to managers and employees on equality issues (having sought advice from Equality Unit where applicable)</li> <li>• HR will continue to encourage all staff on a quarterly basis to update their equality details via the HRPTS portal.</li> </ul>

<p>be discussed or identified during the probation period.</p> <p><u>Marital Status</u> More Training and Education is delivered virtually which would assist single parents or those with dependants. Additionally, the flexible working policy adds another level of support.</p> <p><u>Dependent Status</u> More Training and Education is delivered virtually which would assist single parents or those with dependants. Additionally, the flexible working policy adds another level of support.</p> <p><u>Disability</u> HR have committed to attending the Disability Network (Tapestry) to listen to suggestions from staff living with disabilities. Continue to promote the benefits of training, development and education for all staff including those with disabilities.</p>	
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## 2.5 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)**

<b>Group</b>	<b>Impact</b>	<b>Suggestions</b>
Religion	N/A	
Political Opinion	N/A	

		As above
Ethnicity	N/A	As Above

**(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:

It is not felt that a full EQIA will highlight any further issues with regards to equality of opportunity for the Section 75 groups.

#### **(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?**

<b><i>How does the policy or decision currently encourage disabled people to participate in public life?</i></b>	<b><i>What else could you do to encourage disabled people to participate in public life?</i></b>
<p>All training, development and education opportunities are available to those with disabilities.</p> <p>A variety of delivery methods are now available including traditional face to face, eLearning and virtual class room.</p> <p>Following discussions with the disability network, the members requested that training should be offered both virtually and in person. This would accommodate staff with various disabilities.</p> <p>Staff with disabilities are encouraged to apply for training, development and education and this encourages participation in public life whilst promoting positive attitudes towards disabled people.</p> <p>HR have committed to attending the disability network to promote training opportunities.</p>	<p>Raise awareness at Tapestry Network. We welcome initiatives proposed to be undertaken by PCC to promote positive attitudes to and encourage participation in public life for disabled people</p>

## 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?

<b><i>How does the policy or decision currently promote positive attitudes towards disabled people?</i></b>	<b><i>What else could you do to promote positive attitudes towards disabled people?</i></b>
The policy will have a positive impact on the disability duties in that it will seek to encourage the participation of persons with a disability in public life (including employment) via e.g. work placement, job shadowing, positive action training programmes leading onto substantive employment with the PCC and elsewhere e.g. Workable NI programme	Ensure that, if staff with disabilities attend any training programme, they fully participate with others on the programme. This will have benefits for both the staff with disabilities, and those without disabilities by providing different perspectives. We welcome initiatives proposed to be undertaken by PCC to promote positive attitudes to and encourage participation in public life for disabled people

## (5) CONSIDERATION OF HUMAN RIGHTS

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

<b>ARTICLE</b>	<b>Yes/No</b>
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
1 <sup>st</sup> protocol Article 1 – Right to a peaceful enjoyment of possessions & protection of property	No
1 <sup>st</sup> 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
N/A			

*\* 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.**

<p>Ongoing training e.g. completion of mandatory Making a Difference eLearning modules and reading of Equality, Good Relations and Human Rights – A Training Manual for Staff.</p> <p>Compliance with the Human Rights Act 1998.</p> <p>Recruitment and Selection Training.</p> <p>Management and supervisory development programmes.</p> <p>Annual Monitoring Returns to the ECNI, completion of Article 55 Review Reports, monitoring of uptake of Work Life Balance Provisions, monitoring of placements under the Trust's Disability Action Plan, complaints management and learning from same. Keeping pace with on-going legislative developments and relevant case law, and review of policy and practice in light of best practice. Active consideration of human rights values and principles as an</p>
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integral part of policy development, implementation and decision making processes.

We welcome the measures referenced in the screening template to promote compliance by PCC with the requirements of the Human Rights Act 1998 and other equality legislation



## (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
<p>S75 data for staff availing of training, development and education opportunities. Current limitations with our Learning Management System (LMS) doesn't allow us to monitor this is full. A new LMS is being procured and one of the specifications is a more robust reporting mechanism.</p> <p>We will continue to collect data via HRPTS and the new LMS when available.</p> <p>PCC will endeavour to enhance the quantitative S75 monitoring of: All applications; Unsuccessful applications; and non-completions. This will be easier to access through a more robust LMS.</p> <p>Annual Monitoring Returns to the ECNI, completion of Article 55 Review Reports, monitoring of uptake of</p>	<p>Monitoring here should relate specifically to commitments made in 4.1 and 4.2</p> <p>Note the discussions that take place at the Tapestry Network.</p> <p>If data allows, a report showing the amount of course attendees with disabilities could be produced. This would be reliant on S75 data within the HR system.</p>	

<p>Work Life Balance Provisions, complaints management and learning from same. Keeping pace with on-going legislative developments and relevant case law, and review of policy and practice in light of best practice.</p> <p>We note that equality monitoring arrangements have been put in place to monitor the implementation and outworking of the EDI policy.</p>		
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Approved Lead Officer: Fionnuala Murphy

Position: Business and Governance Manager

Date: 13 March 2025

Policy/Decision Screened by: Fionnuala Murphy

**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 the Equality Unit: [Equality.Unit@hscni.net](mailto:Equality.Unit@hscni.net)