**Equality Screening Form**

**INTRODUCTION**

The information contained in this Equality Screening Form has been extracted from the Equality Commission for Northern Ireland’s Guide for Public Authorities (2010). Additional information about the 5 parts of the form and a flowchart to demonstrate the process of completion is detailed in [**Appendix 1**](#Appendix1) of the form.

This template document and further guidance can be found by clicking the following link - [www.equalityni.org/S75duties](https://www.equalityni.org/S75duties)

**PART 1- POLICY SCOPING**

The first stage of the screening process involves scoping the policy under consideration. The purpose of policy scoping is to help prepare the background and context and set out the aims and objectives for the policy, being screened. At this stage, scoping the policy will help identify potential constraints as well as opportunities and will help the policy maker work through the screening process on a step by step basis.

Public authorities should remember that the Section 75 statutory duties apply to internal policies (relating to people who work for the authority), as well as external policies (relating to those who are, or could be, served by the authority).

**Information about the policy**

|  |  |
| --- | --- |
| **Name of Policy** | Voluntary Training & Education Policy  |
| **Is it existing, revised or a new policy?** | Existing |[ ]  New |[ ]  Revised |[x]
| **If revised, please outline main updates:** | * ***Application Frequency Limit:*** Previously, individuals could apply for training funding at any time during the academic year. However, the policy has been updated to limit the number of applications to twice per academic year. This change streamlines the process and ensures fair distribution of resources.
* ***Time Restriction for Repeat Funding:*** If an individual’s previous training application was successful and funded, they must wait for at least two years before applying for additional funding. This restriction prevents excessive use of resources and encourages strategic planning for career development.
* ***Career Aspirations Alignment:*** Applications should directly relate to an individual’s current job or support their career aspirations within Translink. This ensures that training investments align with organisational goals and contribute to an individual’s professional growth.
* ***Measures for reimbursement:*** For funding to be approved the employee shall have a satisfactory level of workplace attendance (80%), time keeping and job performance and should not be in current disciplinary proceedings. Employees who withdraw from a financially supported course, do not comply with attendance requirements, or do not successfully pass the course, will be required to fully reimburse the Company. Exceptions will be reviewed on a case-by-case basis, considering exceptional circumstances.

***Support for New Roles:**** The policy aims to enable individuals to succeed in achieving new roles. By investing in relevant training, employees can acquire the skills needed for career progression within the organisation.
 |
| **What is it trying to achieve?** **(Intended aims/outcomes)** | The aim of this policy is to clearly outline the voluntary training and educational activities that staff members may undertake with Company assistance. The aim of this policy is to ensure that there fair and consistent funding of the VTE policy across all groups. |
| **Are there any Section 75 categories which might be expected to benefit from the intended policy? If so, explain how.**  | No impact on any Section 75 groups. This is available to all staff and will be communicated twice throughout the year through our internal communication channels. |
| **Who initiated or wrote the policy?**  | Amendments to existing policy |
| **Who owns and who implements the policy?** | People & OD Manager  |

**Implementation Factors**

|  |  |
| --- | --- |
| Yes |[ ]  No |[x]

Are there any factors which could contribute to/detract from the intended aim/outcome of the policy/decision?

If yes, are they: (Select all applicable)

|  |
| --- |
|[ ]  Financial |
|[ ]  Legislative |
|[ ]  Other – please specify:  |  |

**Main stakeholders affected**

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

|  |
| --- |
|[x]  Staff |
|[ ]  Service Users |
|[ ]  Other Public Sector Organisations |
|[ ]  Voluntary/ Community/ Trade Unions |
|[ ]  Other – please specify: |  |

##### [Other policies with a bearing on this policy](#Onefour) (please list):

|  |
| --- |
| * N/A
 |

**Available Evidence**

Evidence to help inform the screening process may take many forms. Public authorities should ensure that their screening decision is informed by relevant data. The following document should help you source data - [Section 75 - Evidence Signposting Guide](https://www.equalityni.org/ECNI/media/ECNI/Publications/Employers%20and%20Service%20Providers/Public%20Authorities/S75DataSignpostingGuide.pdf)

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

|  |  |
| --- | --- |
| **Section 75 category** | **Details of evidence/information** |
| Religious belief | No evidence exists for this Section 75 category. This policy is open to all employees on a permanent contract. |
| Political opinion | No evidence exists for this Section 75 category. This policy is open to all employees on a permanent contract. |
| Racial group | No evidence exists for this Section 75 category. This policy is open to all employees on a permanent contract. |
| Age | No evidence exists for this Section 75 category. This policy is open to all employees on a permanent contract. |
| Marital status | No evidence exists for this Section 75 category. This policy is open to all employees on a permanent contract. |
| Sexual orientation | No evidence exists for this Section 75 category. This policy is open to all employees on a permanent contract. |
| Men and women generally | There is information collated on the gender of those who apply. The quantitative data for the academic year is as follows:2022-2023 – M 80% F 20%2023-2024 – M 75% F 20%2024-2025 – M 62% F 38%These will be communicated through our internal communication channels such as our employee App and uLink. This gives all employees an opportunity to apply twice a year. |
| Disability | No evidence exists for this Section 75 category. This policy is open to all employees on a permanent contract. |
| Dependants |  No evidence exists for this Section 75 category. This policy is open to all employees on a permanent contract. |

**Needs, Experiences and Priorities**

Taking into account the information referred to above, what are the different needs, experiences and priorities of each of the following categories, in relation to the particular policy/decision?

Specify details for each of the Section 75 categories

|  |  |
| --- | --- |
| **Section 75 category** | **Details of needs/experiences/priorities** |
| Religious belief |  No identified need / experience or priorities for this Section 75 category. |
| Political opinion |  No identified need / experience or priorities for this Section 75 category. |
| Racial group |  No identified need / experience or priorities for this Section 75 category. |
| Age |  No identified need / experience or priorities for this Section 75 category. |
| Marital status |  No identified need / experience or priorities for this Section 75 category. |
| Sexual orientation |  No identified need / experience or priorities for this Section 75 category. |
| Men and women generally |  No identified need / experience or priorities for this Section 75 category. |
| Disability |  No identified need / experience or priorities for this Section 75 category. |
| Dependants |  No identified need / experience or priorities for this Section 75 category. |

**PART 2 - SCREENING QUESTIONS**

**Introduction**

In making a decision as to whether or not there is a need to carry out an equality impact assessment, the public authority should consider its answers to the questions 1-4 which are given on pages 66-68 of the Guide: [Guide for Public Authorities April 2010](https://www.equalityni.org/ECNI/media/ECNI/Publications/Employers%20and%20Service%20Providers/S75GuideforPublicAuthoritiesApril2010.pdf)

Taking into account the evidence presented above, consider and comment on the likely impact on equality of opportunity and good relations for those affected by this policy, in any way, for each of the equality and good relations categories, by applying the screening questions given overleaf and indicate the level of impact on the group i.e. minor, major or none.

**Impact: Major / Minor / None**

If the public authority’s conclusion is **major** in respect of one or more of the Section 75 equality of opportunity and/or good relations categories, then consideration should be given to subjecting the policy to the equality impact assessment procedure.

**In favour of ‘MAJOR’ impact**

|  |  |
| --- | --- |
| **A** | The policy is significant in terms of its strategic importance; |
| **B** | Potential equality impacts are unknown, because, for example, there is insufficient data upon which to make an assessment or because they are complex, and it would be appropriate to conduct an equality impact assessment in order to better assess them; |
| **C** | Potential equality and/or good relations impacts are likely to be adverse or are likely to be experienced disproportionately by groups of people including those who are marginalised or disadvantaged; |
| **D** | Further assessment offers a valuable way to examine the evidence and develop recommendations in respect of a policy about which there are concerns amongst affected individuals and representative groups, for example in respect of multiple identities; |
| **E** | The policy is likely to be challenged by way of judicial review; |
| **F** | The policy is significant in terms of expenditure. |

If the public authority’s conclusion is **minor** in respect of one or more of the Section 75 equality categories and/or good relations categories, then consideration should still be given to proceeding with an equality impact assessment, or to:

* Measures to mitigate the adverse impact; or
* The introduction of an alternative policy to better promote equality of opportunity and/or good relations.

**In favour of ‘MINOR’ impact**

|  |  |
| --- | --- |
| **A** | The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible; |
| **B** | The policy, or certain proposals within it, are potentially unlawfully discriminatory, but this possibility can readily and easily be eliminated by making appropriate changes to the policy or by adopting appropriate mitigating measures; |
| **C** | Any asymmetrical equality impacts caused by the policy are intentional because they are specifically designed to promote equality of opportunity for particular groups of disadvantaged people; |
| **D** | By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations. |

If the public authority’s conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then the public authority may decide to screen the policy out. If a policy is ‘screened out’ as having no relevance to equality of opportunity or good relations, a public authority should give details of the reasons for the decision taken.

**In favour of ‘NONE’**

|  |  |
| --- | --- |
| **A** | The policy has no relevance to equality of opportunity or good relations. |
| **B** | The policy is purely technical in nature and will have no bearing in terms of its likely impact on equality of opportunity or good relations for people within the equality and good relations categories.  |

**Screening Questions 1 - 4**

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| **Screening Question 1**  |
| What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? Minor/ Major/ None |
| Section 75 category | Details of policy impact | Level of impact? Minor/Major/None |
| Religious belief | Policy does not impact Section 75 category and is open to all permanent employees. | None |
| Political opinion | Policy does not impact Section 75 category and is open to all permanent employees. | None |
| Racial group | Policy does not impact Section 75 category and is open to all permanent employees. | None |
| Age | Policy does not impact Section 75 category and is open to all permanent employees. | None |
| Marital status | Policy does not impact Section 75 category and is open to all permanent employees. | None |
| Sexual orientation | Policy does not impact Section 75 category and is open to all permanent employees. | None |
| Men and women generally | Policy does not impact Section 75 category and is open to all permanent employees. | None |
| Disability | Policy does not impact Section 75 category.  | None |
| Dependants | Policy does not impact Section 75 category.  | None |

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|  **Screening Question** **2**  |
| Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories? |
| Section 75 category | If **Yes**, provide details | If **No**, provide reasons |
| Religious belief |  | No opportunity to promote equality of opportunity. |
| Political opinion |  | No opportunity to promote equality of opportunity. |
| Racial group |  | No opportunity to promote equality of opportunity. |
| Age |  | No opportunity to promote equality of opportunity. |
| Marital status |  | No opportunity to promote equality of opportunity. |
| Sexual orientation |  | No opportunity to promote equality of opportunity. |
| Men and women generally |  | No opportunity to promote.  |
| Disability |  | No opportunity to promote equality of opportunity. |
| Dependants |  | No opportunity to promote equality of opportunity. |

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| **Screening Question** **3**  |
| To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group? Minor/ Major/ None |
| Good relations category | Details of policy impact | Level of impact Minor/Major/None |
| Religious belief | Policy does not impact Section 75 category.  | None |
| Political opinion | Policy does not impact Section 75 category.  | None |
| Racial group | Policy does not impact Section 75 category.  | None |

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| **Screening Question 4**  |
| Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group? |
| Good relations category | If **Yes**, provide details | If **No**, provide reasons |
| Religious belief |  | No, |
| Political opinion |  | No, |
| Racial group |  | No, |

**Additional Considerations**

**Multiple Identity**

Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, are there any potential impacts of the policy/decision on people with multiple identities?  (For example: disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people).

|  |
| --- |
| No – the policy does not impact any of the Section 75 groups. |

Provide details of data on the impact of the policy on people with multiple identities. Specify relevant Section 75 categories concerned.

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**PART 3 - SCREENING DECISION**

If the decision is **not** to conduct an **equality impact assessment**, please provide details of the reasons.

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| The screening decision is to not conduct an equality impact assessment as there will be reasonableness applied to each case. There is no impact on the Section 75 groups. |

If the decision is not to conduct an equality impact assessment the public authority should consider if the policy should be **mitigated or an alternative policy be introduced**.

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| There will be reviews taken as part of the introduction of the policy to ensure that there continues to remain no impacts on the Section 75 groups. |

If the decision **is to** subject the policy to an **equality impact assessment**, please provide details of the reasons.

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All public authorities’ equality schemes must state the authority’s arrangements for assessing and consulting on the likely impact of policies adopted or proposed to be adopted by the authority on the promotion of equality of opportunity. The Commission recommends screening and equality impact assessment as the tools to be utilised for such assessments. Further advice on equality impact assessment may be found in a separate Commission publication: Practical Guidance on Equality Impact Assessment.

**Mitigation**

When the public authority concludes that the likely impact is ‘minor’ and an equality impact assessment is not to be conducted, the public authority may consider mitigation to lessen the severity of any equality impact, or the introduction of an alternative policy to better promote equality of opportunity or good relations.

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

If so, give the **reasons** to support your decision, together with the proposed changes/amendments or alternative policy.

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|  |

**Timetabling and Prioritising**

Factors to be considered in timetabling and prioritising policies for equality impact assessment.

If the policy has been **‘screened in’** for equality impact assessment, then please answer the following questions to determine its priority for timetabling the equality impact assessment.

On a scale of 1-3, with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.

|  |  |
| --- | --- |
| **Priority Criterion** | **Rating (1-3)** |
| Effect on equality of opportunity and good relations  | Not Applicable |
| Social need | Not Applicable |
| Effect on people’s daily lives | Not Applicable |
| Relevance to a public authority’s functions | Not Applicable |

Note: The Total Rating Score should be used to prioritise the policy in rank order with other policies screened in for equality impact assessment. This list of priorities will assist the public authority in timetabling. Details of the Public Authority’s Equality Impact Assessment Timetable should be included in the quarterly Screening Report.

Is the policy affected by timetables established by other relevant public authorities?

If yes, please provide details:

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| --- |
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**PART 4 - MONITORING**

Public authorities should consider the guidance contained in the Commission’s Monitoring Guidance for Use by Public Authorities (July 2007).

The Commission recommends that where the policy has been amended or an alternative policy introduced, the public authority should monitor more broadly than for adverse impact (See Benefits, P.9-10, paras 2.13 – 2.20 of the Monitoring Guidance).

Effective monitoring will help the public authority identify any future adverse impact arising from the policy which may lead the public authority to conduct an equality impact assessment, as well as help with future planning and policy development.

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| *If there is a significant changes in the policy upon implementation, there will be a review of the screening document if there are any major changes to the policy.* |

**PART 5 - APPROVAL AND AUTHORISATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Policy Title:** | **Voluntary Training & Education Policy** | **Version No:** |  |
| **Print Name** | **Position/Job Title**  | **Signature** | **Date** |
| **Screened By:** |
| Hannah Campbell | Training Officer | Close-up of a white paper with blue writing  Description automatically generated | 10.09.2024 |
| **Approved by:** |
| Paula Kelly | People & OD Manager | A black signature on a white background  AI-generated content may be incorrect. | 10.09.2025 |

Note: A copy of the Screening Template, for each policy screened should be ‘signed off’ and approved by a senior manager responsible for the policy, made easily accessible on the public authority’s website as soon as possible following completion and made available on request.

**APPENDIX 1**

|  |  |  |
| --- | --- | --- |
| **Part**  | **Part Title** | **Description** |
| **1** | [**Policy Scoping**](#Part1) | Asks public authorities to provide details about the policy, procedure, practice and/or decision being screened and what available evidence you have gathered to help make an assessment of the likely impact on equality of opportunity and good relations |
| **2** | [**Screening Questions**](#Part2) | Asks about the extent of the likely impact of the policy on groups of people within each of the Section 75 categories. Details of the groups consulted and the level of assessment of the likely impact. This includes consideration of multiple identity and good relations issues.  |
| **3** | [**Screening Decision**](#Part3) | Guides the public authority to reach a screening decision as to whether or not there is a need to carry out an equality impact assessment (EQIA), or tointroducemeasures to mitigate the likely impact, or the introduction of an alternative policy to better promote equality of opportunity and/or good relations. |
| **4** | [**Monitoring**](#Part4) | Provides guidance to public authorities on monitoring for adverse impact and broader monitoring. |
| **5** | [**Approval and Authorisation**](#Part5) | Verifies the public authority’s approval of a screening decision by a senior manager responsible for the policy. |

Policy Scoping

* Policy
* Available data

Screening Questions

* Apply screening questions
* Consider multiple identities

Screening Decision None/Minor/Major

Mitigate

Publish Template

Re-consider screening

Publish Template for information

Publish Template

EQIA

Monitor

**‘None’**

Screened out

**‘Major’**

Screened in for EQIA

**‘Minor’**

Screened out with mitigation

Concerns raised with evidence

Concerns raised with evidence re: screening decision