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**Belfast Metropolitan College**

**EQUALITY SCREENING FORM**

# Background

**Under Section 75 of the Northern Ireland Act 1998, the Further Education Sector is required to have due regard to the need to promote equality of opportunity:**

* between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation;
* **between men and women generally.**
* **between persons with a disability and persons without; and,**
* between persons with dependants and persons without.

**Without prejudice to the obligations set out above, the FE Sector is also required to have regard to the desirability of promoting good relations between persons of different religious belief, political opinion, or racial group.**

Belfast Metropolitan College’s (Belfast Met) 2nd Generation Equality Scheme was approved by the Equality Commission in January 2012. The College is committed to equality screening all policy decisions.

# Equality Screening

The College uses the tools of screening and equality impact assessment to assess the likely impact of a policy on the promotion of equality of opportunity and good relations.

**The screening procedure should lead to one of three conclusions:**

* **The policy being screened does not have a significant impact on equality of opportunity and therefore does not require an Equality Impact Assessment (EQIA)**
* **The policy being screened has a minor impact which can be mitigated and does not require an Equality Impact Assessment (EQIA).**
* **The policy being screened has (or is likely to have) a significant impact on equality of opportunity and will require an EQIA.**

Mitigation – Where an assessment (screening in this case) reveals that a particular policy has an adverse impact (or is likely to have an adverse impact) on equality of opportunity and good relations, the College must consider ways of delivering the policy outcomes which have a less adverse effect on the relevant Section 75 categories including looking at alternative policies.

**Policy Title:** Management of Policies in Belfast Met

**Equality Screening Date:** 21/04/2023

**Screening Outcome (to be inserted**

**after the completion of this form):**  Screened out

**Date signed off by the Policy Holder: 21/04/2023**

**Date submitted to**

**Corporate Development after screening: 21/04/2023**

# 1.0 Information about the policy (Scoping Stage)

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.

**Aim and Description of the policy**

The aim of this policy is to provide a structure for the development, approval, dissemination and review of policies and other supporting documentation to provide assurances to the Governing Body and key stakeholders that a robust policy management system is in place for the lifecycle of policies. This enables Belfast Met to manage its business and resources, meet statutory and contractual obligations and deliver effective services safely.

**Is this an existing, revised or a new policy?**

**New**

**Who owns and who implements the policy?**

Corporate Development

**Are there any Section 75 categories which might be expected to benefit from the intended policy?**

Religious Belief [x]

Political Opinion [x]

Racial Group ✓

Age [x]

Marital Status [x]

Sexual Orientation [x]

Men and Women generally [x]

Disability (with or without) [x]

Dependants (with or without) [x]

If so, explain how each of these groups selected above will benefit:-

The policy outlines how policies should be developed, implemented and reviewed within the College. It incorporates the importance of compliance with legislation including equality and consulting with groups as required, when developing and implementing policies. As a result all groups will be impacted directly or indirectly by this policy.

##### 1.1 Implementation factors

a) What are the factors that would detract from the achievement of the aims of the Policy (add; remove from the list; or tick as appropriate from the list below)?

**Financial** [ ]

**Legislation** [ ]

**Communication** [x]

**Staff Development** [x]

**Consistent approach** [x]

**Other – please specify below:**

Click or tap here to enter text.

##### 1.2 Main stakeholders affected

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon and who need to be consulted with as part of the equality consultation (tick relevant options below)?

Governing Body: [ ]

Managers/staff: [ ]

Trade Unions: [x]

Students/service users: [ ]

Members of the public: [ ]

Third Party Stakeholders: [ ]

Other, please specify below:

Policy owners within the College and all members of the Senior Leadership Team.

Detail below any consultation that has taken place with stakeholders:

The policy and equality screening form will be provided to Trade Unions and to managers for their consideration before the policy is approved. Currently consultation has taken place with some mangers and the Clerk to the Governing Body.

##### 1.3 [Other College policies that relate to this policy](#Onefour)

Please outline all local College Policies and documents which relate to this policy: Click or tap here to enter text.

Please state all Sector Policies and documents which relate to this policy: -

All College policies and supporting documents. Available to view on the staff intranet.

[Policies page of the staff intranet](https://belfastmetuat.sharepoint.com/sites/DocumentCentre/SitePages/Policies.aspx)

##### 1.4 Available evidence

Evidence to help inform the screening process may take many forms. Colleges should ensure that their screening decision is informed by relevant data. This can be obtained from MIS (quantitative data) or evidential/qualitative data (surveys, reports, conversations etc).

The Commission has produced a guide to [signpost to S75 data](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?**

Staff Data:-

**Religious Belief**

Enter available evidence below:

|  |  |
| --- | --- |
| **Category**  | **Percentage Totals**  |
| Buddhist  | 0.1%  |
| Christian  | 1.4%  |
| Church of Ireland  | 1.2%  |
| Methodist  | 1.0%  |
| None  | 5.0%  |
| Other  | 0.2%  |
| Presbyterian  | 1.7%  |
| Roman Catholic  | 45.6%  |
| Protestant  | 43.7%  |
| Grand Total  | 100.0%  |

**Political Opinion** Enter available evidence below:

|  |  |
| --- | --- |
| **POLITICAL**  **OPINION**  |  |
| Unionist  | **11.5%**  |
| Nationalist  | **13.2%**  |
| No Political Party  | **0.0%**  |
| Do not wish to answer  | **34.9%**  |
| Other  | **34.7%**  |
| no response  | **5.7%**  |
|   | **100.0%**  |

**Racial Group** Enter available evidence below:

|  |  |
| --- | --- |
| **RACIAL**  **GROUP**  |  |
| White  | **97.8%**  |
| Black African  | **0.0%**  |
| Black Caribbean  | **0.0%**  |
| Chinese  | **0.0%**  |
| Irish Traveller  | **0.0%**  |
| Indian  | **0.1%**  |
| Pakistani  | **0.0%**  |
| Bangladeshi  | **0.0%**  |
| Mixed Ethnic  | **0.4%**  |
| Other  | **0.5%**  |
| no response  | **1.2%**  |
|   | **100.0%**  |

**Age**

Enter available evidence below:

|  |  |
| --- | --- |
| **AGE**  |  |
| 16-25 years  | **1.2%**  |
| 26-35 years  | **16.7%**  |
| 36-45 years  | **24.5%**  |
| 46-55 years  | **28.7%**  |
| 56-65 years  | **24.9%**  |
| 66 plus  | **3.9%**  |
|   | **100.0%**  |

**Marital Status** Enter available evidence below:

|  |  |
| --- | --- |
| **MARITAL** **STATUS**  |  |
| married/civil partnership  | **65.8%**  |
| divorced  | **4.0%**  |
| separated  | **1.3%**  |
| single  | **25.5%**  |
| widowed  | **0.6%**  |
| other  | **2.5%**  |
| no response  | **0.4%**  |
|   | **100.0%**  |

**Sexual Orientation** Enter available evidence below:

|  |  |
| --- | --- |
| **SEXUAL** **ORIENTATION**  |  |
| Heterosexual  | **73.8%**  |
| Gay or Lesbian  | **1.0%**  |
| Bisexual  | **0.4%**  |
| Do not wish to answer  | **18.8%**  |
| Unknown  | **6.0%**  |
|   | **100.0%**  |

**Men and Women generally**

Enter available evidence below:

|  |  |
| --- | --- |
| **GENDER**  |  |
| Male  | **41.0%**  |
| Female  | **59.0%**  |
|   | **100.0%**  |

**For people with or without a disability** Enter available evidence below:

|  |  |
| --- | --- |
| **DISABILITY**  |  |
| With disability  | **3.9%**  |
| No disability  | **96.1%**  |
| unknown  | **0.0%**  |
|   | **100.0%**  |

**For people with or without dependants** Enter available evidence below:

|  |  |
| --- | --- |
| **DEPENDANTS**  |  |
| No caring responsibilities  | **15.7%**  |
| Care for children  | **23.6%**  |
| Care for other relative  | **1.7%**  |
| Other  | **4.0%**  |
| Not known  | **55.0%**  |
|   | **100.0%**  |

Student Data

| **METRIC** | **BELFAST MET FIGURES** |
| --- | --- |
| Sex | Regarding the breakdown of Belfast Met learners, 48.6% (4,558) are female and 51.1% (4,791) are male. In total, 0.3% (28) students indicated their gender as *‘Not Stated’*. |
| Age | The student population of Belfast Met is predominantly represented by those at what is defined as the younger working ages (people aged 16 to 39 years) (86.8%, 8,915).A much smaller proportion of the Belfast Met student population make up the other age demographics.Of the 8,915 students aged 16-39, almost half are aged 16-19 years old (3,998). |
| Disability | 921 Belfast Met learners have a declared disability, accounting for 9% of all students. |
| Ethnicity | In total, 92.3% of learners state their ethnic origin as *‘White’*. The remaining 7.7% of learners indicate that they are from a minority ethnic group, with the largest single group within this category identifying as *‘Black African’* (2.3%). |
| Marital Status | The vast majority of Belfast Met learners are single (83.7%). |
| Persons with dependants | * 1,000 students have indicated that they have responsibility for one or more dependent children, this is 9.7% of the total number of students.
* 108 students have indicated that they have responsibility for one or more dependant adults. This is 1.1% of the total number of students.
* 485 learners have indicated during the application/enrolment process that they have dependants, but there is no caring responsibility. This is 4.7% of the total number of students.
* 158 students have indicated they have responsibility for one or more persons with a disability. This is 1.5% of all students.
 |
| Sexual Orientation | 7.6% of students in identify as Lesbian, Gay or Bisexual (LGB). |
| Religious Background | The proportion of students reporting *‘Catholic or brought up Catholic’* was 38.3% while 39.4% belonged to or were brought up in *‘Protestant, Other Christian, or Christian related denominations’*.The percentage of students reporting that they were brought up in *‘Other Religions’* or *‘None/Not Stated’* is 1.8% and 20.5% respectively. |
| Political Opinion | Not reported on. |

Student Equality Data

##### 1.5 Needs, experiences, and priorities

Taking into account the information referred to above, what are the different needs, experiences and priorities of each of the section 75 categories outlined below, in relation to this policy/policy decision?

Tip - considerations may include access to courses (e.g., those with caring responsibility – action could be timetabling courses at different times, provision of crèche facilities, distance learning, use of Blackboard and technology); Some faith groups need prayer time which may fall during a lesson – Action to promote equality is to ensue Attendance policy incorporates permission for approved absences for students.

**Religious Belief**

Detail Needs, Experiences, and priorities to be considered

This is an overarching framework for the development and review of policies within the College. The policy highlights the significance of equality legislation and adherence with the equality screening process when developing policies. It also provides the templates for equality screening and contacts for managers to get further advice and training. As a result, there are no specific needs and experiences relating to each category which can be identified for this policy. It is anticipated that through this policy there will be a more robust system in place for policy development, including adherence with equality legislation. Managers will be better versed at identifying impacts on the various s75 categories which in turn will help make better and more equitable policies.

Detail actions to promote Equality for this category below: -

Not applicable

**Political Opinion**

Detail Needs, Experiences, and priorities to be considered

This is an overarching framework for the development and review of policies within the College. The policy highlights the significance of equality legislation and adherence with the equality screening process when developing policies. It also provides the templates for equality screening and contacts for managers to get further advice and training. As a result, there are no specific needs and experiences relating to each category which can be identified for this policy. It is anticipated that through this policy there will be a more robust system in place for policy development, including adherence with equality legislation. Managers will be better versed at identifying impacts on the various s75 categories which in turn will help make better and more equitable policies.

Detail actions to promote Equality for this category below: -

Not applicable

**Racial Group**

Detail Needs, Experiences, and priorities to be considered

This is an overarching framework for the development and review of policies within the College. The policy highlights the significance of equality legislation and adherence with the equality screening process when developing policies. It also provides the templates for equality screening and contacts for managers to get further advice and training. As a result, there are no specific needs and experiences relating to each category which can be identified for this policy. It is anticipated that through this policy there will be a more robust system in place for policy development, including adherence with equality legislation. Managers will be better versed at identifying impacts on the various s75 categories which in turn will help make better and more equitable policies.

Detail actions to promote Equality for this category below: -

Not applicable

**Age**

Detail Needs, Experiences, and priorities to be considered

This is an overarching framework for the development and review of policies within the College. The policy highlights the significance of equality legislation and adherence with the equality screening process when developing policies. It also provides the templates for equality screening and contacts for managers to get further advice and training. As a result, there are no specific needs and experiences relating to each category which can be identified for this policy. It is anticipated that through this policy there will be a more robust system in place for policy development, including adherence with equality legislation. Managers will be better versed at identifying impacts on the various s75 categories which in turn will help make better and more equitable policies.

Detail actions to promote Equality for this category below: -

Not applicable

**Marital Status**

Detail Needs, Experiences, and priorities to be considered

This is an overarching framework for the development and review of policies within the College. The policy highlights the significance of equality legislation and adherence with the equality screening process when developing policies. It also provides the templates for equality screening and contacts for managers to get further advice and training. As a result, there are no specific needs and experiences relating to each category which can be identified for this policy. It is anticipated that through this policy there will be a more robust system in place for policy development, including adherence with equality legislation. Managers will be better versed at identifying impacts on the various s75 categories which in turn will help make better and more equitable policies.

Detail actions to promote Equality for this category below: -

Not applicable

**Sexual Orientation**

Detail Needs, Experiences, and priorities to be considered

This is an overarching framework for the development and review of policies within the College. The policy highlights the significance of equality legislation and adherence with the equality screening process when developing policies. It also provides the templates for equality screening and contacts for managers to get further advice and training. As a result, there are no specific needs and experiences relating to each category which can be identified for this policy. It is anticipated that through this policy there will be a more robust system in place for policy development, including adherence with equality legislation. Managers will be better versed at identifying impacts on the various s75 categories which in turn will help make better and more equitable policies.

Detail actions to promote Equality for this category below: -

Not applicable

**Men and Women generally**

Detail Needs, Experiences, and priorities to be considered

This is an overarching framework for the development and review of policies within the College. The policy highlights the significance of equality legislation and adherence with the equality screening process when developing policies. It also provides the templates for equality screening and contacts for managers to get further advice and training. As a result, there are no specific needs and experiences relating to each category which can be identified for this policy. It is anticipated that through this policy there will be a more robust system in place for policy development, including adherence with equality legislation. Managers will be better versed at identifying impacts on the various s75 categories which in turn will help make better and more equitable policies.

Detail actions to promote Equality for this category below: -

Not applicable

**For people with or without a disability**

Detail Needs, Experiences, and priorities to be considered

This is an overarching framework for the development and review of policies within the College. The policy highlights the significance of equality legislation and adherence with the equality screening process when developing policies. It also provides the templates for equality screening and contacts for managers to get further advice and training. As a result, there are no specific needs and experiences relating to each category which can be identified for this policy. It is anticipated that through this policy there will be a more robust system in place for policy development, including adherence with equality legislation. Managers will be better versed at identifying impacts on the various s75 categories which in turn will help make better and more equitable policies.

Detail actions to promote Equality for this category below: -

Not applicable

**For people with or without dependants**

Detail Needs, Experiences, and priorities to be considered

This is an overarching framework for the development and review of policies within the College. The policy highlights the significance of equality legislation and adherence with the equality screening process when developing policies. It also provides the templates for equality screening and contacts for managers to get further advice and training. As a result, there are no specific needs and experiences relating to each category which can be identified for this policy. It is anticipated that through this policy there will be a more robust system in place for policy development, including adherence with equality legislation. Managers will be better versed at identifying impacts on the various s75 categories which in turn will help make better and more equitable policies.

Detail actions to promote Equality for this category below: -

Not applicable

Part 2

# 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 this Guide.

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.

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.

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 a ‘major’ impact**

1. The policy is significant in terms of its strategic importance;
2. 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;
3. 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;
4. 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;
5. The policy is likely to be challenged by way of judicial review;
6. The policy is significant in terms of expenditure.

**In favour of ‘minor’ impact**

1. The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible;
2. 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;
3. 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;
4. By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations.

**In favour of none**

1. The policy has no relevance to equality of opportunity or good relations.
2. 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.

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.

# 2.0 Screening questions

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

**Religious Belief**

Identify the level of impact on this category None

Provide details of the impact on this category Paragraph 1.5 above refers

**Political Opinion**

Identify the level of impact on this category None

Provide details of the impact on this category Paragraph 1.5 above refers

**Racial Group**

Identify the level of impact on this category None

Provide details of the impact on this category Paragraph 1.5 above refers

**Age**

Identify the level of impact on this category None

Provide details of the impact on this category Paragraph 1.5 above refers

**Marital Status**

Identify the level of impact on this category None

Provide details of the impact on this category Paragraph 1.5 above refers

**Sexual Orientation**

Identify the level of impact on this category None

Provide details of the impact on this category Paragraph 1.5 above refers

**Men and Women generally**

Identify the level of impact on this category None

Provide details of the impact on this category Paragraph 1.5 above refers

**With or without a disability**

Identify the level of impact on this category None

Provide details of the impact on this category Paragraph 1.5 above refers

**With or without dependants**

Identify the level of impact on this category None

Provide details of the impact on this category Paragraph 1.5 above refers

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

**Religious Belief** Yes [x]  No [ ]

If you have answered Yes above please provide details in the section below:-

The policy has been designed to help improve policy decisions within Belfast Met and ensure that the impacts on each category of difference are taken into account in the policy development process.

**Political Opinion** Yes [x]  No [ ]

If you have answered Yes above please provide details in the section below:-

The policy has been designed to help improve policy decisions within Belfast Met and ensure that the impacts on each category of difference are taken into account in the policy development process.

**Racial Group**  Yes [x]  No [ ]

If you have answered Yes above please provide details in the section below:-

The policy has been designed to help improve policy decisions within Belfast Met and ensure that the impacts on each category of difference are taken into account in the policy development process.

**Age** Yes [x]  No [ ]

If you have answered Yes above please provide details in the section below:-

The policy has been designed to help improve policy decisions within Belfast Met and ensure that the impacts on each category of difference are taken into account in the policy development process.

**Marital Status** Yes [x]  No [ ]

If you have answered Yes above please provide details in the section below:-

The policy has been designed to help improve policy decisions within Belfast Met and ensure that the impacts on each category of difference are taken into account in the policy development process.

**Sexual Orientation** Yes [x]  No [ ]

If you have answered Yes above please provide details in the section below:-

The policy has been designed to help improve policy decisions within Belfast Met and ensure that the impacts on each category of difference are taken into account in the policy development process.

**Men and Women generally** Yes [x]  No [ ]

If you have answered Yes above please provide details in the section below:-

The policy has been designed to help improve policy decisions within Belfast Met and ensure that the impacts on each category of difference are taken into account in the policy development process.

**With or without a disability** Yes [x]  No [ ]

If you have answered Yes above please provide details in the section below:-

The policy has been designed to help improve policy decisions within Belfast Met and ensure that the impacts on each category of difference are taken into account in the policy development process.

**With or without dependants** Yes [x]  No [ ]

If you have answered Yes above please provide details in the section below:-

The policy has been designed to help improve policy decisions within Belfast Met and ensure that the impacts on each category of difference are taken into account in the policy development process.

**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

**Religious Belief**

Identify the level of impact on this category None

Provide details of the impact on this category The specific policy has no impact but the outworking’s of it should improve good relations.

**Political Opinion**

Identify the level of impact on this category None

Provide details of the impact on this category The specific policy has no impact but the outworking’s of it should improve good relations.

**Racial Group**

Identify the level of impact on this category None

Provide details of the impact on this category The specific policy has no impact but the outworking’s of it should improve good relations.

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

**Religious Belief** Yes [x]  No [ ]

If you have answered **Yes** above please provide details in the section below:-

The specific policy has no impact but the outworking’s of it should improve good relations.

If you have answered **No** above please provide reasons in this section:-

Click or tap here to enter text.

**Political Opinion** Yes [x]  No [ ]

If you have answered **Yes** above please provide details in the section below:-

The specific policy has no impact but the outworking’s of it should improve good relations.

If you have answered **No** above please provide reasons in this section:-

Click or tap here to enter text.

**Racial Group**  Yes [x]  No [ ]

If you have answered **Yes** above please provide details in the section below:-

The specific policy has no impact but the outworking’s of it should improve good relations.

If you have answered **No** above please provide reasons in this section:-

Click or tap here to enter text.

##### 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

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

The policy has been designed to help improve policy decisions within Belfast Met and ensure that the impacts on each category of difference and those with multiple identities, are taken into account in the policy development process.

Part 3

# 3.0 Screening decision

Select below the outcome of the equality screening exercise

**Option 1 (no impact)** tick [x]

If the decision is not to conduct an equality impact assessment and mitigation is not necessary, please provide details of the reasons in the text box below: -

Click or tap here to enter text.

If Option 1 is identified proceed to Part 4 of the form.

**Option 2 (minor impact)** tick [ ]

The decision is not to conduct an equality impact assessment, but the policy should be mitigated, or an alternative policy be introduced. Detail the reasons for this assessment in the text box below: -

Click or tap here to enter text.

If Option 2 is identified proceed to 3.1 Mitigation (minor impact and/or alternative policy).

**Option 3 (major impact)** tick [ ]

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

Click or tap here to enter text.

If Option 3 is identified proceed to 3.2 EQIA - Timetabling and prioritising

##### 3.1 Mitigation (minor impact)

When the college concludes that the likely impact is ‘minor’ and an equality impact assessment is not to be conducted, the college may consider mitigation to lessen the severity of any negative 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?

 Choose an item.

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

Click or tap here to enter text.

##### 3.2 EQIA - Timetabling and prioritising

An EQIA is a mechanism, where existing and proposed policies are assessed to determine whether they have an adverse impact on equality of opportunity for the relevant Section 75 categories EQIA’s require the analysis of both quantitative and qualitative data.

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 Choose an item.

Social need Choose an item.

Effect on people’s daily lives Choose an item.

Relevance to a public authority’s functions Choose an item.

Total Rating Score Click or tap here to enter text.

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? Yes [ ]  No [ ]

If you answer yes above, please provide details in the text box below: -

Click or tap here to enter text.

Part 4

# 4.1 Monitoring

Equality monitoring is a legal obligation under our Equality Scheme. Equality monitoring is more than data collection, it is also about analysing information that is relevant to, and necessary for, promoting equality of opportunity and good relations. Monitoring is an ongoing process, the objective of which is to highlight possible inequalities and why these might be occurring. Monitoring will allow the college to demonstrate that its services are accessible to all sections in the community and how it has adapted services to better meet the needs of specific users and community groups thereby widening participation.

More detailed guidance can be provided by the Equality and Good Relations Officer 90265456 equalityservices@belfastmet.ac.uk or through the [Equality Commissions’ Monitoring Guidance.](http://www.equalityni.org/archive/pdf/S75MonitoringGuidance0707.pdf.)

The College 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 college identify any future adverse impact arising from the policy which may lead the college to conduct an equality impact assessment, as well as help with future planning and policy development.

As part of the monitoring qualitative and quantative data may be used.

Please state monitoring proposals in the section below: -

**What will be monitored?** Implementation of the Policy

**What is the timescale?** This will form part of the review of the policy once it has been implemented. It will be in line with the policy review dates specified in the policy.

**Who will monitor the impact?** Corporate Development

Part 5

# Signing off of Screening form for the policy.

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 College website as soon as possible following completion and made available to anyone who requests a copy.

Signed: Mary Coffey Date: 21/04/2023

Signed:  Date: 21/04/2023

Signed:  Date: 21/04/2023