

# Section 75 Policy Screening Form

## 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 the policy

Business Launch Pad Pilot Programme (BLP)

Is this an existing, revised or a new policy?

New

What is it trying to achieve? (intended aims/outcomes)

The overarching aim of the proposed pilot of BLP is to:

To pilot a programme offer centred on the real-life challenges of a business start up, that will provide the scope for greater coherence of enterprise development within the FE/HE across NI with a continuum to potential business start and mainstream support for those students who wish to progress.

The programme aims to :-

- To enable FE/HE students to be exposed to enterprise as an extra-curriculum activity that complements their course, through promoting enterprise as a life skill and providing practical real-life direction around business start-up.
- To provide a continuum to potential business start and mainstream support for those students who wish to progress.
- 80% of participants to report significant increase in entrepreneurial awareness and associated skills.

A desirable impact of the pilot is that 4 of the business ideas/teams completing the business planning stage, progress onto mainstream business start-up support and that 2 of the teams involved in venture vetting to be successful in securing VC funds.

This dovetails with the fact that the NI Executive Economic Strategy and Invest NI Corporate plan both reference the need to increase entrepreneurial activity, skills development and new business start-ups in order to rebalance the NI economy and to create employment and wealth.

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

If so, explain how.

No particular Section 75 categories.

Who initiated or wrote the policy?

Invest NI Regional Business Group

Who owns and who implements the policy?

Invest NI Regional Business Group

### **Implementation factors**

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

**This is a Pilot Programme and these factors will be considered during evaluation at the programmes end in Dec 201.**

If yes, are they



financial



legislative



other, please specify \_\_\_\_\_

### **Main stakeholders affected**

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



staff



service users



other public sector organisations



voluntary/community/trade unions



other, please specify \_\_\_\_\_

### Other policies with a bearing on this policy

• what are they?

- The Programme for Government 'Building a Better Future' Priorities and Budget 2011-2015)
- NI Executive Economic Strategy Priorities for sustainable growth and prosperity, March 2012
- Invest NI Corporate Plan 2011 – 2015
- DEL Success through Skills Transforming Futures – The Skills Strategy for Northern Ireland (2011)
- FE College Economic Engagement Strategy (2012)
- A Review of Business–University Collaboration Professor Sir Tim Wilson DL (2012)

• who owns them?

•

NI Executive.  
Invest NI

### 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.

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

<b>Section 75 category</b>	<b>Details of evidence/information</b>
Religious belief	The BLP was developed by the Invest NI Programme Team following consultation with individual FE Colleges, Colleges NI and the two NI Universities. As part of the economic appraisal process, KPMG replicated the same consultation process in order to gain views and insights in relation to the proposed BLP. The aim of this process was to supplement the previous consultations and to understand the need and market failure, the strategic fit, any duplication/ displacement issues and any identifiable risks associated with the proposed BLP.
Political opinion	The BLP was developed by the Invest NI Programme Team following consultation with individual FE Colleges, Colleges NI and the two NI Universities. As part of the economic appraisal process, KPMG replicated the same consultation process in order to gain views and insights in relation to the proposed BLP. The aim of this process was to supplement the previous consultations and to understand the need and market failure, the strategic fit, any duplication/ displacement issues and any identifiable risks associated with the proposed BLP.
Racial group	The BLP was developed by the Invest NI Programme Team following consultation with individual FE Colleges, Colleges NI and the two NI Universities. As part of the economic appraisal process, KPMG replicated the same consultation process in order to gain views and insights in relation to the proposed BLP. The aim of this process was to supplement the previous consultations and to understand the need and market failure, the strategic fit, any duplication/ displacement issues and any identifiable risks associated with the proposed BLP.
Age	The BLP was developed by the Invest NI Programme Team following consultation with individual FE Colleges, Colleges NI and the two NI Universities. As part of the economic appraisal process, KPMG replicated the same consultation process in order to gain views and insights in relation to the proposed BLP. The aim of this process was to supplement the previous consultations and to understand the need and market failure, the strategic fit, any duplication/ displacement issues and any identifiable risks associated with the proposed BLP.
Marital status	The BLP was developed by the Invest NI Programme Team following consultation with individual FE Colleges, Colleges NI and the two NI Universities. As part of the economic appraisal process, KPMG replicated the same consultation process in order to gain views and insights in relation to the proposed BLP. The aim of this process was to supplement the previous consultations and to understand the need and market failure, the strategic fit, any duplication/ displacement issues and any identifiable risks associated with the proposed BLP.
Sexual orientation	The BLP was developed by the Invest NI Programme Team following consultation with individual FE Colleges, Colleges NI and the two NI Universities. As part of the economic appraisal process, KPMG replicated the same consultation process in order to gain views and insights in relation to the proposed BLP. The aim of this process was to supplement the previous consultations and to understand the need and market failure, the strategic fit, any duplication/ displacement issues and any identifiable risks associated with the proposed BLP.

Men and women generally	The BLP was developed by the Invest NI Programme Team following consultation with individual FE Colleges, Colleges NI and the two NI Universities. As part of the economic appraisal process, KPMG replicated the same consultation process in order to gain views and insights in relation to the proposed BLP. The aim of this process was to supplement the previous consultations and to understand the need and market failure, the strategic fit, any duplication/ displacement issues and any identifiable risks associated with the proposed BLP.
Disability	Delivery may be on campus but must be easily accessible to participating students. Students are not likely to travel between FE Colleges or University campuses to access the programme.
Dependants	The BLP was developed by the Invest NI Programme Team following consultation with individual FE Colleges, Colleges NI and the two NI Universities. As part of the economic appraisal process, KPMG replicated the same consultation process in order to gain views and insights in relation to the proposed BLP. The aim of this process was to supplement the previous consultations and to understand the need and market failure, the strategic fit, any duplication/ displacement issues and any identifiable risks associated with the proposed BLP.

### 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 specific needs identified.
Political opinion	No specific needs identified.
Racial group	No specific needs identified.
Age	No specific needs identified.
Marital status	No specific needs identified.
Sexual	No specific needs identified.

orientation	
Men and women generally	No specific needs identified
Disability	Delivery may be on campus but must be easily accessible to participating students. Students are not likely to travel between FE Colleges or University campuses to access the programme.
Dependants	No specific needs identified.

## 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 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

- 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.

### **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.

### **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.

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.

### Screening questions

<b>1</b> 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
All	None	None
<b>2</b> Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories?		
Section 75 category	If <b>Yes</b> , provide details	If <b>No</b> , provide reasons
ALL		No direct opportunity as this programme is accessible to all students at the 6 FE colleges and both universities within N Ireland.

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	None	
Political opinion	None	
Racial group	None	

4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?		
Good relations category	If <b>Yes</b> , provide details	If <b>No</b> , provide reasons
Religious belief		No direct opportunity, however this programme is accessible to all students at the 6 FE colleges and both universities within N Ireland within an integrated environment.
Political opinion		No direct opportunity, however this programme is accessible to all

		students at the 6 FE colleges and both universities within N Ireland within an integrated environment.
Racial group		No direct opportunity, however this programme is accessible to all students at the 6 FE colleges and both universities within N Ireland within an integrated environment.

### **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).*

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

**Not applicable**

### **Part 3. Screening decision**

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

No mitigation is required under this programme and an EQIA is not felt necessary at this time.

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.

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

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.

### 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	
Social need	
Effect on people's daily lives	

Relevance to a public authority's functions	
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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

#### **Part 4. Monitoring**

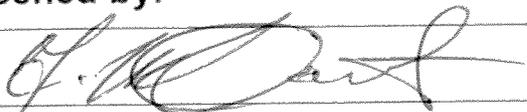
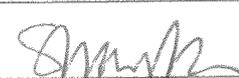
**A full evaluation of the Pilot programme will be carried out at the end of the programme in December 2013.**

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.

## Part 5 - Approval and authorisation

Screened by:	Position/Job Title	Date
	DP	16/01/13
Approved by:		
	G7	16/01/12

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.