

# Equality Screening and Impact Assessment form

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## INTRODUCTORY GUIDANCE TO EQUALITY SCREENING AND IMPACT ASSESSMENT

**What is it?** Equality screening and impact assessment helps us consider the effect of our policies and practices<sup>1</sup> on different people. It helps us minimise negative impact and potential discrimination and promote opportunities to advance equality, inclusion and good relations between different groups of people.

There are two main elements to equality screening and impact assessment. Firstly a set of equality screening questions are reviewed. These questions help determine whether the policy is relevant to equality and whether it needs to go through an equality impact assessment. The second element, if required, is the equality impact assessment meeting. This is where a panel of people review the proposed policy, particularly thinking about its impact on different groups of people, trying to identify and counter any potential negative impact and promote any opportunities to enhance equality. The panel suggests actions for the policy owner to adopt.

**Why do we do it?** The process helps us improve our policies and build equality into our work. Equality screening and impact assessment helps us consider the potential impact of what we do on different groups who are susceptible to unjustified discrimination, some of whom are legally protected against this, whether by UK or other law. It helps us demonstrate that we have proactively considered equality when developing our policies.

**When should we do it?** Assessing the impact on equality should start early in the policy development process, or at the early stage of a review. Assessing the impact on equality should be ongoing rather than a one-off exercise, because circumstances change over time, so equality considerations should be taken into account both as the policy is developed and also as it is implemented. The guidance here is to help assess the impact on equality before the policy is implemented.

It takes some time to properly set up an equality impact assessment meeting if one is needed, so the equality screening questions should be considered as early as possible once the policy is drafted. If an equality impact assessment is required it will take a little time to identify a chair, a note-taker, a diverse panel and to set up the meeting arrangements. In addition once the meeting has taken place there are likely to be actions to be implemented before the policy is launched. All this needs to be considered when determining the best time to address equality screening and impact assessment.

When we are implementing a policy that has been developed elsewhere, for example by a government department, or by a partner organisation we also need to assess the impact on equality. Although responsibility for the policy itself rests with the organisation that developed it, we may have choices in how it is implemented that can help eliminate potential discrimination and promote equality, inclusion and good relations.

**How do we do it?** Consider the purpose of the policy, the context in which it will operate, who it should benefit and what results are intended from it. Reflect on its potential impact on people with different equality categories and think about which aspects of the policy, if any,

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<sup>1</sup> Consistent with its broad definition in Section 75 of the Northern Ireland Act and other equality legislation, this guidance uses the term 'policy' as a shorthand for policies, practices, activities and significant decisions about how we work and carry out our functions.

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are most relevant to equality. Answer the equality screening questions to determine whether an equality impact assessment meeting is necessary.

Identify someone to chair the equality impact assessment panel meeting, if one is necessary, and someone to take the notes. The chair and note-taker play a crucial role and specific guidance has been developed to support them ([guidance for Chairs](#); [guidance for Note-takers](#)). A diverse panel should be approached, including a range of colleagues from different teams/departments/countries/regions as appropriate, some of whom should be directly involved in or impacted by the policy. Panel members should be sent the part-completed ESIA form and the policy documents, giving them at least a full week to read them and prepare for the meeting.

We particularly focus on the following equality categories (many of which are protected by equality legislation in the UK and beyond): age, dependant responsibilities (with or without), disability, gender including transgender, marital status/civil partnership, political opinion, pregnancy and maternity, race or ethnic origin, religion or belief and sexual orientation. Invariably there are other areas to consider including full-time/part-time working, geographical location, tribe/caste/clan or language, dependent on the country. We also review what is being proposed against the organisation's values (creativity, integrity, mutuality, professionalism and valuing people).

After the meeting the action points identified by the panel are reviewed by the policy owner and implemented as appropriate. The policy owner confirms implementation of the action points (and outlines a justification for any action points that won't be taken forward) and then signs off and sends the completed form to [ESIA@britishcouncil.org](mailto:ESIA@britishcouncil.org).

## **Northern Ireland**

There is particular legislation in Northern Ireland which requires a more detailed process of equality screening and impact assessment for policies that are deemed to have high relevance to equality. This includes external consultation with relevant contacts and organisations. Given this, there is a need to confirm whether the proposed policy affects anyone in Northern Ireland. **If it does, all parts of the form need to be completed and the guidance at Annex A must be read and followed.**

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## EQUALITY SCREENING

**POLICY<sup>2</sup> DETAILS** – Please complete

<b>Title of policy</b>	<b>Science Research Programme/Newton Fund</b>
<b>Name of policy owner</b>	<b>Science Research Programme team (c/o Ludmila Vavrova)</b>
<b>Intended implementation date</b>	<b>End of Jan/start Feb</b>

**BACKGROUND** - Provide brief background information about the policy, or change to it. Include rationale, intended beneficiaries and expected outcomes. (Use as much space as you wish, the text box below will expand as you enter information).

Science research programme's remit is to build research collaborations internationally and encouraging grass-roots discussion of science and sustainability issues. We work with UK and overseas partners to strengthen global science communities and fuel prosperity and benefit for current and future generations. The British Council main products in Science include Newton Fund, Researcher Links, Professional Development and Engagement (PDE), Researcher Connect and FameLab.

The Newton Fund builds scientific and innovation partnerships with 16 partner countries to support their economic development and social welfare, and to develop their research and innovation capacity for long-term sustainable growth, and is working in a range of areas such as improving STEM education programmes, providing PhD placements, and linking researchers and research institutions (Research Links Travel Grants, Research Links Workshops and Institutional Links strands). As part of BC capacity building and STEM work, there are Researcher Connect and PDE Programmes. While the first one is a professional development course for researchers that focuses on communication and skills for international multicultural contexts. The second supports the research environment and enable optimal impact from research, shaped by the demands and development priorities of the partner country. Finally, Famelab programme is set up a competition format that allows participants just three minutes to explain a science concept in a clear, concise and accurate way in front of a jury and a live audience. It is not about dumbing science down, but it is about bringing it to life to inspire and entertain.

### IS AN EQUALITY IMPACT ASSESSMENT REQUIRED?

To determine this, please answer the following by ticking yes, no or not sure:

Question	Yes	No	Not sure
Is the policy potentially significant in terms of its anticipated impact on	Yes		

<sup>2</sup> Consistent with its broad definition in Section 75 of the Northern Ireland Act and other equality legislation, this guidance uses the term 'policy' as a shorthand for policies, practices, activities and significant decisions about how we work and carry out our functions.

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employees, or customers/clients/audiences, or the wider community?			
Is it a major policy, significantly affecting how programmes/services/functions are delivered?	Yes		
Might the policy affect people in particular equality categories in a different way?	Yes		
Are the potential equality impacts unknown?	Yes		
Does the policy have the possibility to support or detract from our efforts to promote the inclusion of people from under-represented groups?	Yes		
Will the policy have an impact on anyone in Northern Ireland?	Yes		
<b>Total responses Yes/No/Not sure</b>	<b>6</b>	<b>0</b>	<b>0</b>

## DECIDING IF AN EQUALITY IMPACT ASSESSMENT IS NECESSARY

If all the answers to the questions above are 'no' then an equality impact assessment is not needed.

*Please move to the 'Record of decision' section below.*

If there are any 'yes' responses then an equality impact assessment is necessary.

*Please move to the 'Record of decision' section below.*

If there are no 'yes' responses but there are any 'not sure' responses then please discuss next steps further with the Regional Diversity Lead or with the Diversity Unit, who will help you decide if an equality impact assessment is necessary. Examples of situations where it is not necessary to carry out an equality impact assessment include:

- Producing a team newsletter
- Changing the time of a meeting
- Planning an internal event

In these instances relevant equality issues should still be considered, but there is no need to carry out an equality impact assessment.

## RECORD OF DECISION

I confirm an equality impact assessment is required.

Policy Owner: Ludmila Vavrova

Ludmila Vavrova

Project Manager PDE, Science Research Programme

Date: 11/11/2016

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**Note 1:** *If an equality impact assessment **is required**, please complete questions 1-3 in the following section and send this part-completed form to the panel along with any relevant background documentation about the policy at least one full week prior to the EIA meeting. This should include the draft policy and any supporting data or relevant papers.*

**Note 2:** *If an equality impact assessment **is not required**, please send this screening section of the form to [ESIA@britishcouncil.org](mailto:ESIA@britishcouncil.org).*

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## EQUALITY IMPACT ASSESSMENT

**PART A:** *This section is to be completed before the EIA panel meeting and sent at least one week in advance to the panel along with the policy and other relevant documents.*

<b>TITLE OF POLICY:</b>	<b>Science Research Programme/Newton Fund</b>
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- 1. Please summarise the purpose of the policy, the context in which it will operate, who it should benefit and what results are intended from it.**

The programme aims to provide researchers and research institutions with skills and international networks which will improve their ability to develop their research and innovation capacity for long-term sustainable growth.

The programme is being undertaken to support building research collaborations internationally and encouraging grass-roots discussion of science and sustainability issues.

In 2016-17, the Newton Fund programme will be delivered in 16 overseas countries: Brazil, Chile, China, Colombia, Egypt, India, Indonesia, Kazakhstan, Malaysia, Mexico, Peru, Philippines, South Africa and wider Africa, Thailand, Turkey, Vietnam. The scope of the Science Research Programme goes beyond the reach of Newton Fund programme, covering also countries in the Gulf region (Bahrain, Oman, UAE, KSA, Qatar, and Kuwait), Wider Europe (Ukraine, Russia) and countries of the European Union (Croatia, Slovenia), South Korea, Singapore and others.

- 2. Please explain any aspects of the policy you've been able to identify that are relevant to equality. This will contribute to the equality-focused discussion the panel will have.**

**Gender** – there is a strong discrepancy of women in research and more broadly in the science, particularly in the UK, we will seek to identify changes in process that will encourage a greater number of women to engage with and apply for Newton Funding. We will make sure there is a balanced participation of women as applicants, grantees, members of grant selection panels as well as trainers.

**Age** – focus on improving opportunities for Early Stage Researchers by ensuring grant processes take into account applicants of all ages and do not create any undue barriers to access.

**Disabilities** – clear target is to identify and improve processes to ensure that we cater fully to people's specific needs. This can be demonstrated through identifying areas of additional financial support in order to encourage people to engage with the Newton Fund. We will seek guidance from the EDI team's advisory group on disability.

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**Ethnicity & Race** - ensuring in the UK that we are reaching institutions with a higher number of BME students/employees. Important also that there are concrete efforts in partner countries to identify harder to reach and marginalised communities. There is often a direct correlation between these populations and ethnicity. We would hope to be able to demonstrate initiatives in each country directly addressing some of the potential challenges and barriers to entry.

**Religion/Belief** – we are able to demonstrate concrete actions both within the global team and with programme participants to evidence that consideration has been given to different religious practices/observances and we will plan accordingly.

**Sexual orientation** – we will aim to ensure that we are mindful of the language used and we will endeavour that all our processes encourage applications from all, regardless of sexual orientation.

We also decided that social inequality is an important EDI area and we would like to look at that too in addition to the 7 BC EDI areas.

- 3. Please outline any equality-related supporting data that should be considered. This could include consultation with Trades Union Side or staff associations, equality monitoring data, responses from staff surveys or client feedback exercises, external demographic and benchmarking data or other relevant internal or external material.**

- Science Research Programme EDI Strategy & Draft plan
- Minutes from SRP EDI working group meetings on 11 November 2016, 6 February 2017, 3 March 2017
- EDI and Science 2017 – external market research
- Diversity data document from Research Council UK
- Communication toolkit – ‘How to create accessible and inclusive communications’
- EDI incorporated to the programme evaluation process – Pre/Post workshop questionnaires, baseline survey (PDE activities, Research Connect)
- EDI incorporated to the contracts and templates – Grant application form and guidelines for applicants, Reviewer/Panellist guidelines

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**PART B:** This section captures the notes of the Equality Impact Assessment panel meeting.

<b>TITLE OF POLICY<sup>3</sup>:</b>	<b>Science Research Programme/Newton Fund</b>
<b>DATE OF EIA PANEL MEETING:</b>	<b>11/11/2016</b>

1. Please list the names, roles/business areas and geographical location of the panel members. If contributions have been received in writing by people who could not attend please list their details too and note 'input in writing' by their name.

Marta Tedros, Senior Project Manager PDE, Science Research Programme, London  
Shaun Holmes, Science Advisor, Research & Partnerships, London  
Kevin Quinn, Senior Project Manager STEM, Science Research Programme, London  
Ludmila Vavrova, Project Manager PDE, Science Research Programme, London

2. Summarise the main points made in the discussion, noting which documents were reviewed. Note any points relating to clarity/quality assurance as well as points relating to equality issues.

During the session (SRP EDI working group meeting on 11/11/2016), we agreed to draft the EDI strategy and plan document which would serve as a user-friendly tool for incorporating the inclusion, equality and diversity aspect into all SRP/NF programme strands covering programme documents and processes, as well as overall communication towards internal and external stakeholders.

The EDI plan should include a policy statement, followed by specific aims for what we want to achieve under each EDI area and a table which lists concrete measures we are undertaking under each programme/area of work. It identifies positive actions supporting the EDI areas with particular focus on areas of: Communication, Programme beneficiaries, People we work with, Events; and by doing so aims to prevent discriminatory actions towards all Science Research Programme/Newton Fund stakeholders. It was decided that social inequality is an important EDI area and we would like to look at that in addition to the 7 BC EDI areas.

The external research on other Science/Research organisation practice is being undertaken to gather the evidence and the benchmarking evidence collated to serve as a comparison tool for our work.

We discussed how the programme could be further inclusive by helping country offices to promote programme widely and recruit participants for the activities. It was suggested that for the beginning the communication toolkit will be developed that will sum up the resources to encourage inclusive language. A piece of work could be

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done in relation to marketing materials, e.g. Researcher Connect Prospectus, Brochure and programme overview.

Another point of discussion was related to M&E. We decided to review the M&E tools and value for money framework. We are limited in terms of monitoring performance with respect to some EDI areas. Therefore we decided to focus on some of them in particular (gender and age) that can be primarily implemented and captured. As a benchmarking document, we utilise diversity data of other Research funding organisations, such as 'Research Council UK Diversity Data'. In other areas, we focus on identifying positive actions to support inclusion instead, namely ethnicity, race, sexual orientation, religion.

Strong emphasis on EDI should be also at the stage of designing the activities (affecting documents/guidance such as Request for Proposal, Guidance for applicants, Tasks and Timelines, etc.).

Comprehensive study EDI and Science will be developed by the Science advisor to inform the work we are doing.

The EDI plan/strategy is the result of joint effort of members of the SRP EDI working group UK that exists to mainstream EDI across Science work. The EDI working group will keep measuring the impact of the work done and will keep reflecting on the relevance of the planned measures and the need for new ones. Once a final plan is ready, we will share it with the EDI Unit for their input and advice. We will then get sign off from the SRO and the Programme Lead. Once we have the approved draft we will share it with the global team for their input.

The EDI plan will benefit Newton Fund grantees (university and research staff), SRP contractors (UK trainers, Consultants), UK/Global Science Research programme BC colleagues, partner organisations in the UK and overseas as well as researchers globally, university research and management staff and other research funders.

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3. **Capturing information about the protected groups/characteristics** - Based on the notes of the discussion (section above), record here any potential for negative impact identified and any opportunity to promote equality, inclusion and good relations.

<b>Equality categories (with prompts to guide full consideration)</b>	<b>Potential for negative impact</b>	<b>Opportunity to promote equality, inclusion and/or good relations between different groups</b>
Different ages (older, middle-aged, young adult, teenage, children; authority generation; vulnerable adults)	<ul style="list-style-type: none"> <li>• Young research staff face challenges to participate in the project activity due to the character of the work</li> <li>• Older trainers may be disadvantaged for having special needs when travelling to overseas destination (RC workshops)</li> </ul>	<ul style="list-style-type: none"> <li>• Language style: use 'Early career researcher' as oppose to 'Young researcher' (Communication toolkit)</li> <li>• Ensure grant processes take into account applicants of all ages and do not create any undue barriers to access. (Applicants' guidelines)</li> <li>• Embed the age component into the application form, monitoring tools (e. g. add an option - Prefer not to say)</li> <li>• Age justification - motivate in country colleagues to take an older trainer on board, strong facilitation</li> </ul>
Different dependant responsibilities (childcare, eldercare, care for disabled and/or extended family)	<ul style="list-style-type: none"> <li>• Grant recipients unable to travel due to child care duty</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate extra funding from the project owner (BEIS) or delay the travel</li> <li>• Make it clear in the communication that we allocate additional funding and make reasonable adjustments</li> </ul>
Disabled people (physical, sensory, learning, hidden, mental health, HIV/AIDS, other)	<ul style="list-style-type: none"> <li>• Grant recipient with physical disability unable to travel</li> <li>• RC trainers with physical disability having special needs when it comes</li> </ul>	<ul style="list-style-type: none"> <li>• Approve additional budget for premium travel/allocate more travel days on ad hoc basis</li> <li>• Policy and communication around paying</li> </ul>

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Equality categories (with prompts to guide full consideration)	Potential for negative impact	Opportunity to promote equality, inclusion and/or good relations between different groups
	<p>to travel</p> <ul style="list-style-type: none"> <li>• Unable to access the venues</li> <li>• Unable to access/process the training material for sensory issues</li> </ul>	<p>for support to those suffering from disability and make reasonable adjustments</p> <ul style="list-style-type: none"> <li>• Training the team on work with disability, including mental health</li> <li>• Adapt the training presentation/material to accommodate participants with sensory issues</li> <li>• Select accessible venues in the UK and in other countries (Review panels, UK)</li> </ul>
<p>Different ethnic and cultural groups (majority and minority, including Roma people, people from different tribes/castes/clans)</p>	<ul style="list-style-type: none"> <li>• Lack of diversity in promotion and selection of participants, trainers, reviewers, panellists</li> <li>• Hard to get visa</li> <li>• Preference for UK nationality over others</li> </ul>	<ul style="list-style-type: none"> <li>• Use fair and transparent application/selection process across all countries to facilitate the outreach for marginalised communities.</li> <li>• Focus on diversity in the application process</li> <li>• In the UK, reach out to institutions with a higher number of BME students/employees.</li> <li>• Remove photos from biographies/CVs of trainers</li> </ul>
<p>Different genders (men, women, transgender, intersex, other)</p>	<ul style="list-style-type: none"> <li>• Lack of participation of women in the activity</li> </ul>	<ul style="list-style-type: none"> <li>• Embed the gender component into application form, monitoring tools (e.g. Female, Male, Prefer not to say)</li> </ul>

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Equality categories (with prompts to guide full consideration)	Potential for negative impact	Opportunity to promote equality, inclusion and/or good relations between different groups
Different marital status (single, married, civil partnership, other)	n/a	
Different political views or community backgrounds (particularly relevant to Northern Ireland)	<ul style="list-style-type: none"> <li>Conflicting nationalistic views during delivery of international workshops</li> </ul>	<ul style="list-style-type: none"> <li>Guidance sheet on code of conduct. Facilitator/trainer to reinforce respect for different views</li> </ul>
Pregnancy, maternity, paternity and adoption (before/during/after)	<ul style="list-style-type: none"> <li>Grant recipient is unable to travel due to pregnancy to countries with medical risks (Brazil)</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate extra funding from the project owner or delay the travel</li> <li>Make it clear in the communication that we allocate additional funding and make reasonable adjustments</li> </ul>
Different or no religious or philosophical beliefs (majority/ minority/ none)	<ul style="list-style-type: none"> <li>Unable to apply or take part in the activity due to religious traditions, national holidays</li> </ul>	<ul style="list-style-type: none"> <li>Be flexible about deadlines of application calls and other timings (e.g. dates for workshops, deadlines for final reports)</li> <li>Be mindful of religious festivals when organising Panels (e.g. avoid Ramadan)</li> <li>Factor time for praying during events and consider that for logistics (indicate fate room in BC offices)</li> </ul>
Different sexual orientations (gay, lesbian, bisexual, heterosexual)	<ul style="list-style-type: none"> <li>Risk around how people treat each other</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate mindful language used in the external communication (guidelines for applicants, grant agreements, framework agreements with suppliers, procurement tools)</li> <li>Code of conduct and strong facilitation</li> </ul>

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Equality categories (with prompts to guide full consideration)	Potential for negative impact	Opportunity to promote equality, inclusion and/or good relations between different groups
Additional equality grounds (such as full-time/part-time working, language, geographical location, other <sup>4</sup> )	<ul style="list-style-type: none"> <li>• RC Trainers without PhD are harder to be allocated for workshops due to the countries/ universities requirements</li> <li>• Hard to get visa (Russia)</li> <li>• English language</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance of trainers and strong facilitation with in country colleagues</li> <li>• Help with visa letters and cover additional costs when necessary</li> <li>• Develop an online resource/tutorial with commentary that accommodates the needs of local trainers who are not native English speakers</li> </ul>
British Council values (valuing people, creativity, integrity, mutuality, professionalism)	<ul style="list-style-type: none"> <li>• Risk people feel the programme is too UK focused</li> </ul>	<ul style="list-style-type: none"> <li>• Code of conduct. The panel chair to reinforce respect for cultural difference and allocate space to all panellists.</li> </ul>

<sup>4</sup> Any other categories people share that might impact on how the policy affects them.

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Action identified by Panel	Agreed by Policy Owner (Yes/No)	Justification if not agreed	Date to be implemented	Confirmation of implementation
1. SRP Communication managers to develop the Communication toolkit 'How to create accessible and inclusive communications' Evidence item 1	Yes		June 2017	Yes
2. EDI statement included in guidelines for applicants Evidence item 2	Yes		April 2017	Yes
3. Embed the gender/age component into the monitoring tools (pre workshop, follow up workshop survey) Evidence item 3a and 3b	Yes		April 2017	Yes (partially: gender completed, age to be yet embedded)
4. Develop an online resource/tutorial with commentary that accommodates the needs of local trainers who are not native English speakers	Yes		April 2017	In progress (to be delivered by Dec 17)
5. Guidance sheet on code of conduct. Facilitator/trainer to reinforce respect for different views.	Yes		April 2017	No (to be reviewed/assigned in 2018)
6. EDI included in Grant Agreements Evidence item 4	Yes		2016/17 calls	Yes

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7. Procurement - mini competition template (to add a question on evidence of supporting EDI)	Yes				On hold (general update of procurement documents/process in 2017)
8. Marketing material	Yes			April 2017	In progress
9. To plan call deadlines considering major religious festival/religious calendar	Yes			May 2017	Yes
10. Science and EDI external research conducted to inform our future work Evidence item 5	Yes			February 2017	Yes
11. EDI Deliverable for SRP Staff	Yes			July 2017	In progress (to be reviewed - focus on the members of the SRP EDI group at its first phase)
12. SRP EDI SharePoint set up to archive strategy/plan, best practice & resources	Yes			January 2017	Yes

**4. Agreed actions - Insert additional rows for more action points and number these.**

**5. Sign off by policy owner**

I confirm that the policy has been amended as identified in the **Agreed actions** table above.  
If the policy has an impact on people or functions in Northern Ireland, I confirm Annex A has also been completed.

Ludmila Vavrova (Name)    Project Manager, Science Research Programme (Role)    03.03.2017 (Date)

**6. Record keeping**

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The Policy Owner (or their agent) must email the completed ESIA form to [ESIA@britishcouncil.org](mailto:ESIA@britishcouncil.org).



## POLICIES WITH AN IMPACT IN NORTHERN IRELAND

In accordance with the Guide for Public Authorities, policies which have a MAJOR impact on equality will share some of the following factors:

- they are deemed to be significant in terms of strategic importance;
- the potential equality impacts are unknown;
- the potential equality and/or good relations impacts are likely to be adverse or experienced disproportionately by groups who are marginalised or disadvantaged;
- the policy is likely to be challenged by a judicial review;
- the policy is significant in terms of expenditure.

Policies which have a MINOR impact on equality will share some of the following factors:

- they are not unlawfully discriminatory and any residual potential differential impact is judged to be negligible;
- aspects of the policy are potentially unlawfully discriminatory but this possibility can readily and easily be eliminated by making the changes identified in the action points at Section 4;
- any differential equality impact is intentional because the policy has been designed specifically to promote equality for particular groups of disadvantaged people;
- by amending the policy there are opportunities to better promote equality, inclusion and/or good relations.

Policies which have NO impact on equality will share some of the following factors:

- they have no relevance to equality, inclusion or good relations;
- they are purely technical in nature and have no bearing in terms of the impact on equality, inclusion or good relations for people in different equality groups.

For policies impacting on people or functions in Northern Ireland, you must identify whether any of the issues identified by the EIA panel in the table at Section 3 are likely to have a MAJOR, MINOR or NO impact on equality. This consideration must be given to all the items listed in the table at section 3 whether they have potential for negative impact or the opportunity to promote equality, inclusion and good relations.

Equality categories	Negative/Positive impact on equality, inclusion or good relations		
	NO	MINOR	MAJOR
Age		Y	
Dependants		Y	
Disability		Y	
Ethnicity	Y		
Gender		Y	
Marital status		Y	
Political opinion	Y		
Religious belief		Y	
Sexual orientation		Y	

**If the answer to the above questions is NO, no further action is needed.**

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If MINOR impact is identified and the actions listed at Section 4 will address this, no further action is needed. Where the actions listed at Section 4 will not sufficiently address the impact, additional measures that might mitigate the policy impact as well as alternative policies that might better achieve the promotion of equality of opportunity and/or good relations should be considered. If mitigating measures and/or an alternative approach cannot be taken then the policy should be subject to full Equality Impact Assessment (EQIA) aligned to Northern Ireland's equality legislation.

If a MAJOR impact is identified in any of the answers above then the policy should be subject to full Equality Impact Assessment (EQIA) aligned to Northern Ireland's equality legislation.

*For guidance on completing full EQIA aligned to Northern Ireland's equality legislation, see <http://www.equalityni.org/archive/pdf/S75GuideforPublicAuthoritiesApril2010.pdf>.*

A member of the Diversity Unit should be involved in any EQIAs that take place.

**RECORD OF DECISION AND SIGN OFF BY POLICY OWNER:** I confirm that a full EQIA is not needed and no further action needs to be taken.

**Signed by:**

Ludmila Vavrova (Name)      Project Manager, Science Research Programme (Role)

03.03.2017 (Date)



**RECORD KEEPING**

The Policy Owner (or their agent) must email the completed ESIA form to [ESIA@britishcouncil.org](mailto:ESIA@britishcouncil.org).