# Section 75 Policy Screening
# &
# Rural Needs Impact Assessment (RNIA) Template

# Part 1: Policy Scoping

The template applies to statutory obligations attaching both to Section 75 of the Northern Ireland Act 1998 and the Rural Needs Act (NI) 2016. The first stage of the process is common to both statutes and involves scoping the policy or policy area. The purpose of policy scoping is to help prepare the background and context and set out the aims and objectives for the policy under consideration. At this stage, scoping the policy will help identify potential constraints as well as opportunities and will help the policy maker work through the process on a step by step basis.

You should remember that your 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).

With regard to the Rural Needs Impact Assessment, DAERA recommend that the level of analysis undertaken in the impact assessment should be proportionate to both the scale of the potential impact and significance to rural areas.

## Information about the policy

**Name of the policy or policy area:**

New and Emerging Talent Schemes

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

| Existing | Revised | New |
|---|---|---|
| X | | |

**Brief Description**

Talent development schemes intended to find, develop and support new and emerging writer, directors and producers.

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

Northern Ireland Screen uses merit based and objective development interventions across factual, fiction, live action and animation to develop new and emerging talent to the point that they are of interest to the wider screen industry. This is to ensure that the individuals have the skills, knowledge and ability to make a valuable contribution to the screen sector.

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

| YES | NO | N/A |
|-----|-----|-----|
| X | | |

**If YES, explain how.**
Potential candidates for the schemes will reflect in each of the nine grounds of difference identified in the Section 75 legislation.

**Who initiated or wrote the policy?**
Northern Ireland Screen

**Who owns and who implements each element of the policy?**
Northern Ireland Screen

## Implementation factors

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

| YES | NO | N/A |
|-----|-----|-----|
| X | | |

**If YES, are they**

**Financial: YES (If YES, please detail)**
Yes – finite budgets only allow us to run the schemes once per year and to limit awards to a limited number of the most meritorious participants

**Legislative:  Y / N (If YES, please detail)**
No

**Other, please specify:**

## Main stakeholders affected

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

**Staff:**

New and Emerging Talent Executive, Development Executive, Production Manager, Head of Production.

**Service users:**

Aspiring screenwriters, directors and producers

**Other public sector organisations:**

BFI and ACNI

**Voluntary/community/trade unions:**

N/A

**Other, please specify:**

N/A

## Other policies with a bearing on this policy

**What are they and who owns them?**

BFI Diversity targets
Northern Ireland Screen Education policy
Northern Ireland Screen Governance
Northern Ireland Screen Strategic Plan

**Rural Needs Impact Assessment Step 1: Define the issue**:

- *What impact do you intend it to have in rural areas?*

In searching for new and emerging talent Northern Ireland Screen wants to include all communities and areas in Northern Ireland, irrespective of location.

- *How is 'rural' defined for the purposes of this policy/strategy/service/plan?*

The standard DAERA definition will be used.

- *What would constitute a fair rural outcome in this case?*
More applications from members of rural communities if there is current under-representation.

## Section 75: Available evidence

Evidence to help inform the Section 75 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 relevant Section 75 categories.

| Section 75 Category | Details of Evidence/Information |
|---|---|
| All | All applicants are encouraged to complete and return a section 75 monitoring form. Existing data does not suggest that the scheme shows unfair bias in respect of groups within any s75 category but instead awards reflect on the application of the merit principle. |

## Section 75: 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 | This scheme is open to people of all faiths and beliefs. Reasonable accommodations will be undertaken to ensure that the scheme's activities do not impinge on an individual's ability to follow their faith or belief. |
| Political opinion | This scheme is open to people of all political opinions. Reasonable accommodations will be undertaken to ensure that the scheme's activities do not impinge on an individual's political opinions. |
| Race | This scheme is open to people of all races.  Reasonable accommodations will be undertaken to ensure fair participation. |

| | |
|---|---|
| **Marital status** | This scheme is open to people of all marital status.  Reasonable accommodations will be undertaken to ensure fair participation. |
| **Sexual orientation** | This scheme is open to people of all sexual orientation.  Reasonable accommodations will be undertaken to ensure fair participation. |
| **Gender** | This scheme is open to people of all genders.  Reasonable accommodations will be undertaken to ensure fair participation. |
| **Disability** | This scheme is open to people with disability.  Reasonable accommodations will be undertaken to ensure fair participation. |
| **Age** | This scheme is open to people of all ages.  Reasonable accommodations will be undertaken to ensure fair participation. |
| **Dependency** | This scheme is open to people with and without dependents.  Reasonable accommodations will be undertaken to ensure fair participation. |

**Rural Needs Impact Assessment Step 2: Understand the situation**

Key questions to consider:

- *What is the current situation in rural areas?*

The scheme is open to all applicants across NI and irrespective of location.

- *What evidence (statistics, data, research, stakeholder advice) do you have about the position in rural areas?*

No data analysis of monitoring information is currently available by postcode

- *If the relevant evidence is not available, can this be sourced?*

Yes, further analysis can be undertaken should the need arise

- *Do you have access to the views of rural stakeholders about the likely impact of the policy?*

No.

- *Are there existing design features or mitigations already in place to take account of rural needs?*

No.

# Part 2: Section 75 Screening Questions

## Introduction

1. If the conclusion is **none** in respect of all of the Section 75 categories, then you may decide to screen the policy <u>out</u>. If a policy is 'screened out', you should give details of the reasons for the decision taken.

2. If the conclusion is **major** in respect of one or more of the Section 75 categories, then consideration should be given to subjecting the policy to an EQIA.

3. If the conclusion is **minor** in respect of one or more of the Section 75 categories, then consideration should still be given to proceeding with an EQIA, or to measures to mitigate the adverse impact; or an alternative policy.

**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 hence it would be appropriate to conduct an EQIA;

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 among 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 earlier evidence, consider and comment on the likely impact on equality of opportunity / good relations for those affected by this policy, by applying the following screening questions and the impact on the group i.e. minor, major or none.

## Section 75: Screening questions

| 1 | What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 grounds? **Minor/Major/None** | |
|---|---|---|
| **Section 75 Category** | **Details of Policy Impact** | **Level of Impact? Minor/Major/None** |
| **Religious belief** | Timings of meetings, calls and seminars.<br><br>Potential for individuals of differing identities to be challenged by individuals who hold opposing views, as part of the creative process attached to the scheme. | Minor (-)<br><br>Minor (+) |
| **Political opinion** | Potential for individuals of differing identities to be challenged by individuals who hold opposing views, as part of the creative process attached to the scheme. | Minor (+) |
| **Racial / ethnic group** | Potential for individuals of differing identities to be challenged by individuals from differing racial / ethnic groups, as part of the creative process attached to the scheme. | Minor (+) |
| **Age** | Potential for individuals of differing identities to be challenged by individuals of different age groups, as part of the creative process attached to the scheme. | Minor (+) |
| **Marital status** | Potential for individuals of differing identities to be challenged by individuals of different marital status, as part of the creative process attached to the scheme. | Minor (+) |
| **Sexual orientation** | Potential for individuals of differing identities to be challenged by individuals of different sexual orientation, as part of the creative process attached to the scheme. | Minor (+) |
| **Men and women generally** | Potential for individuals of differing identities to be challenged by individuals of different gender, as part of the creative process attached to the scheme. | Minor (+) |
| **Disability** | Potential for individuals of differing identities to be challenged by individuals with or without disabilities, , as part of the creative process attached to the scheme. | Minor (+) |

| | | |
|---|---|---|
| **Dependants** | Timings of meetings, calls and seminars.<br><br>Potential for individuals of differing identities to be challenged by individuals who may or may not have dependents, as part of the creative process attached to the scheme. | Minor (+) |

| 2     Are there opportunities to better promote equality of opportunity for people within any of the Section 75 categories? | | |
|---|---|---|
| **Section 75 Category** | If **Yes**, provide details | If **No**, provide reasons |
| **Religious belief**<br><br>**Political opinion**<br><br>**Race**<br><br>**Marital status**<br><br>**Sexual orientation**<br><br>**Gender**<br><br>**Disability**<br><br>**Age**<br><br>**Dependency** | The programme will take into account the special needs of different religious beliefs and those with dependants when scheduling the necessary meetings, calls and seminars.<br><br>The programme aspires to create a safe environment where diverse identities can be reflected in open discourse thereby enhancing a good and harmonious creative working environment | |

| 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** | The scheme will offer participants of differing identities the opportunity to engage with individuals of differing identities in a safe yet creative working and learning environment. | Minor (+) |

| | | |
|---|---|---|
| **Political opinion** | The scheme will offer participants of differing identities the opportunity to engage with individuals of differing identities in a safe yet creative working and learning environment. | Minor (+) |
| **Racial group** | The scheme will offer participants of differing identities the opportunity to engage with individuals of differing identities in a safe yet creative working and learning environment. | Minor (+) |

| **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**<br><br><br>**Political opinion**<br><br>**Race**<br><br>**Marital status**<br><br>**Sexual orientation**<br><br>**Gender**<br><br>**Disability**<br><br>**Age**<br><br>**Dependency** | The programme aspires to create a safe yet creative environment where diverse identities can be reflected in open discourse thereby enhancing a good and harmonious working environment. | |

## Rural Needs Impact Assessment Step 3: Develop and appraise options

Key questions to consider:

- *Are there barriers to delivery in rural areas?*
  At this time, no barriers have been identified.

- *If so, how can these be overcome or mitigated?*

- *Will it cost more to deliver in rural areas?*
  NO

- *What steps can be taken to achieve fair rural outcomes?*
  Monitoring of the programme to ensure that there is an equitable outcome by location.

## Rural Needs Impact Assessment Step 4: Prepare for Delivery

Key questions to consider:

- *Do the necessary delivery mechanisms exist in rural areas?*
  Yes

- *Have you considered alternative delivery mechanisms?*
  These would not be cost effective or efficient.

- *What action has been taken to ensure fair rural outcomes?*
  The scheme is open and accessible to all.

- *Is there flexibility for local delivery bodies to find local solutions?*
  No

- *Are different solutions required in different areas?*
- No

## Additional considerations

**Multiple identity**

Individuals are represented across more than one Section 75 category. Taking this into consideration, along with rural needs and social deprivation / isolation, are there any potential impacts of the policy/decision on people with multiple identities?

(For example; socially deprived disabled minority ethnic people; disabled women in urban communities; young Protestant men in rural communities; young lesbians, gay and bisexual people in both urban and rural communities).

N/A

Provide details of data on the impact of the policy on people with multiple identities. Specify aspects of identity concerned.

Existing section 75 monitoring forms

# Part 3: Section 75 Screening Decision

In light of your answers to the previous questions, with regard to Section 75 considerations, do you feel that the policy should: (please underline one):

**1. Not be subject to an EQIA (with no mitigating measures required)**

**2. Not be subject to an EQIA (with mitigating measures /alternative policies)**

**3. Not be subject to an EQIA at this time**

**4. Be subject to an EQIA**

**If 1. or 2. (i.e. not be subject to an EQIA), please provide details of the reasons why:**

Minor impact and generally positive outcomes:

The programme aspires to operate within a safe yet creative working and learning environment where diverse identities can be reflected in open discourse, thereby enhancing a good and harmonious working environment.

**If 2. (i.e. not be subject to an EQIA), in what ways can identified adverse impacts attaching to the policy be mitigated or an alternative policy be introduced?**

N/A

**In light of these revisions, is there a need to re-screen the revised/alternative policy at a future date? YES / NO**

**If YES, when & why?**

None

**If 3. or 4. (i.e. to conduct an EQIA), please provide details of the reasons:**

N/A

## <u>Timetabling and Prioritising EQIA</u>

**If 3. or 4., is the policy affected by timetables established by other relevant public authorities? YES / NO**

**If YES, please provide details:**

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**Please answer the following questions to determine priority for timetabling the EQIA. 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 EQIA.**

| 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 | |

Note: The Total Rating Score should be used to prioritise the policy in rank order with other policies screened in for EQIA. This list of priorities will assist you in timetabling the EQIA. Details of your EQIA timetable should be included in the quarterly Section 75 report.

Proposed date for commencing EQIA: _____

**Any further comments on the screening process and any subsequent actions?**

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# Part 4: Monitoring

**Effective monitoring will help identify any future adverse impacts arising from the policy which may lead you to conduct an EQIA, as well as help with future planning and policy development. You 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, then you should monitor more broadly than for adverse impact (See Benefits, P.9-10, paras 2.13 – 2.20 of the Monitoring Guidance).**

**Please detail proposed monitoring arrangements below:**

> Northern Ireland Screen will continue to encourage all applicants to complete and return a Section 75 monitoring form.
>
> These are reviewed as part of our annual Section 75 review process and the results inform the design of future strategy, policy and schemes.

### Rural Needs Impact Assessment Step 5: Implementation & Monitoring

Key questions to consider:

- *Have you set any rural specific indicators or targets to monitor?*
  No but routine monitoring of applicants will extend to postcode.

- *How will the outcomes be measured in rural areas?*
  In the same manner as all other areas, by policy review.

- *Are there any statistics or data that you will collect to monitor rural needs and impacts?*

Postcode of applicants.

### Rural Needs Impact Assessment Step 6: Evaluation & Review

Key questions to consider:

- *What processes are in place to evaluate and review the implementation of the policy, strategy, plan or service?*

Routine monitoring of applicants by s75 grounds and postcode

- *Have rural needs been factored into the evaluation process?*
See above

- *How will lessons learned in relation to rural outcomes be used to inform future policy making and delivery?*

Through regular review and profiling of applicants, in common with s75 practice.

# Part 5: Approval and Authorisation

| Screened by: | Position/Job Title | Date |
|---|---|---|
| Bernard McCloskey | Head of Education | 14.11.17 |
| Andrew Reid | Head of Production | 14.11.17 |
| **Approved by:** | | |
| Richard Williams | CEO | 19.12.17 |
| John Kremer | S75 Specialist | 18.12.17 |

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 your website as soon as possible following completion and made available on request.