

DEPARTMENT FOR THE ECONOMY

SECTION 75 EQUALITY OF OPPORTUNITY SCREENING TEMPLATE

This form should be completed when considering options for a new policy, service or programme, or changing an existing policy, service or programme. Those policies identified as having significant implications for equality of opportunity must be subject to full EQIA.

The template will provide a record of the factors taken into account if a policy is screened out, or excluded for EQIA. It will be included in the quarterly Screening Report which is published on the Department's website.

Please complete the Cover Sheet Table below

Policy Title (in full):	Framework for Recommencing On-site Educational Delivery in Further Education Colleges and Non-Statutory Contractors	
Policy Aim	To give providers a framework to support the completion of necessary risk assessments and the development of the policies and procedures required to ensure that all reasonable measures are taken to minimise and reduce the risk to staff and learners.	
Decision (delete as appropriate)	Policy screened out without mitigation or an alternative policy adopted	
Business Area:	Skills and Education Group	
Contact:	Name Redacted	
Date of form completion:	24 08 20	

Screening flowchart and template *(taken from Section 75 of the Northern Ireland Act 1998 – A Guide for public authorities April 2010 (Appendix 1)).*

Introduction

Part 1. Policy scoping – asks public authorities to provide details about the policy, procedure, practice and/or decision being screened and what available evidence you have gathered to help make an assessment of the likely impact on equality of opportunity and good relations.

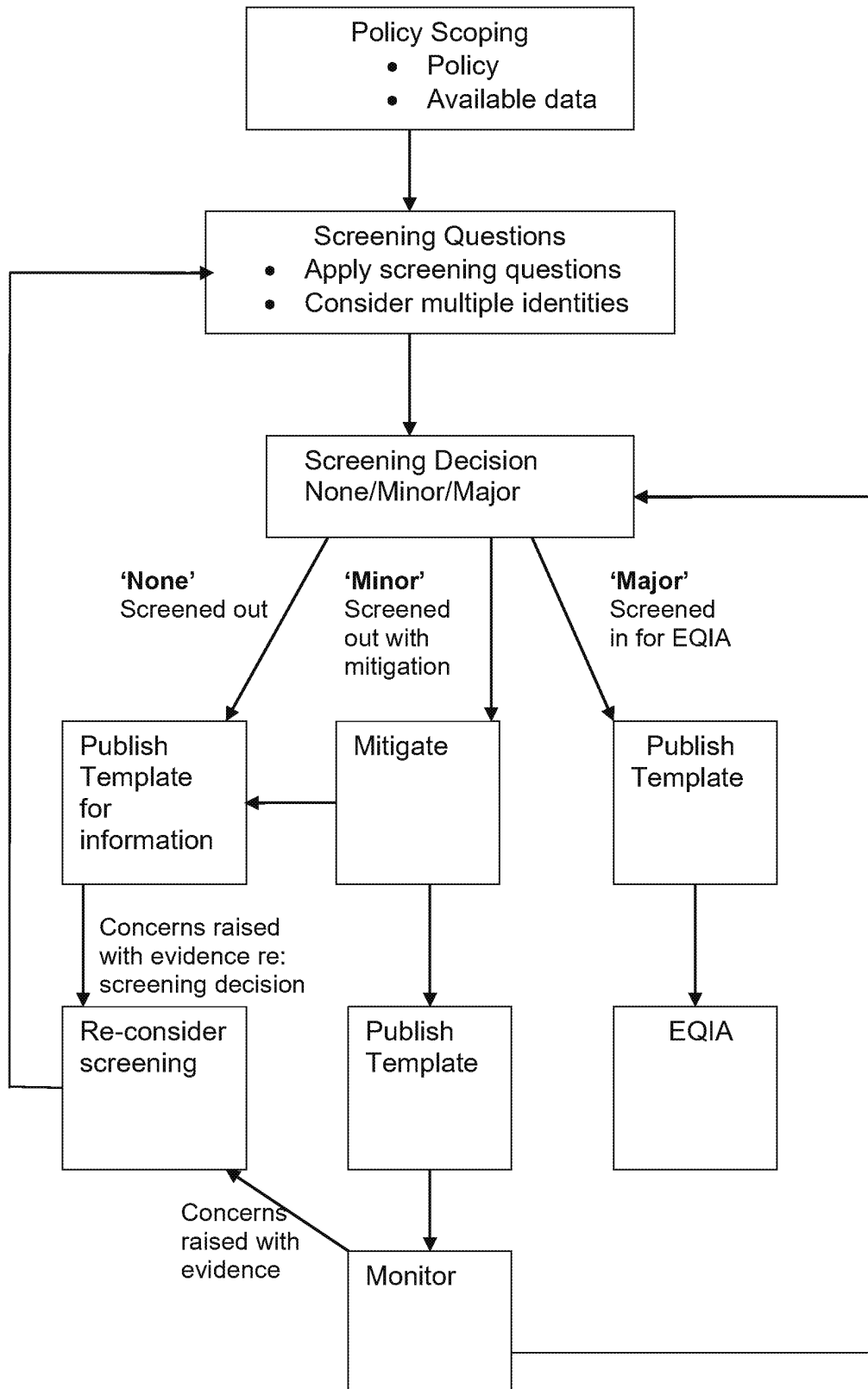
Part 2. Screening questions – asks about the extent of the likely impact of the policy on groups of people within each of the Section 75 categories. Details of the groups consulted and the level of assessment of the likely impact. This includes consideration of multiple identity and good relations issues.

Part 3. Screening decision – guides the public authority to reach a screening decision as to whether or not there is a need to carry out an equality impact assessment (EQIA), or to introduce measures to mitigate the likely impact, or the introduction of an alternative policy to better promote equality of opportunity and/or good relations.

Part 4. Monitoring – provides guidance to public authorities on monitoring for adverse impact and broader monitoring.

Part 5. Approval and authorisation – verifies the public authority's approval of a screening decision by a senior manager responsible for the policy.

A screening flowchart is provided overleaf.



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
To give providers a framework to support the completion of necessary risk assessments and the development of the policies and procedures required to ensure that all reasonable measures are taken to minimise and reduce the risk to staff and learners
Is this an existing, revised or a new policy?
Guidelines and directives on existing obligations, from the perspective of the COVID-19 Pandemic
What is it trying to achieve? (intended aims/outcomes)
<ul style="list-style-type: none">• build trust, confidence and understanding that all stakeholders are working together to place safety first;• ensure that staff are advised and Trade Unions consulted on the updating of risk assessments and development of new risk assessments for all activities and spaces;• ensure that staff and local representatives from Trade Unions are consulted on plans to return, whilst acting in the best interests of learners at all times;• ensure that staff and Trade Unions are aware of implemented control measures to minimise and mitigate the risk of the virus spreading within provider settings;• ensure that additional safeguarding measures are in place to protect

staff and learners and those who live with people who are defined as clinically extremely vulnerable or clinically vulnerable;

- provide clarity for providers and users on the type of delivery that will take place in the new academic year;
- ensure that high standards of hygiene and safe systems of work (SSOW) are promoted, and implemented across all provider premises; and
- ensure providers develop and promote plans to all stakeholders relating to hygiene, social distancing, use of additional PPE, reporting of concerns and self-isolating.

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

If so, explain how.

Learners of these providers are a very large and diverse population. They represent a vast age range and include a disproportionately high number of learners from disadvantaged backgrounds, a higher than average number of learners with vulnerabilities such as special education, health or social care needs and a proportion of learners from BAME backgrounds.

The AOG's overarching objective is to ensure that appropriate plans are developed and implemented by providers so that educational provision and related activity can safely resume for both staff and learners at the earliest opportunity.

The measures required to implement and enforce social distancing will look different across the diverse range of learner groups that attend provider premises including adult learners, those undertaking Training for Success, apprentices, businesses, school pupils attending FECS and those learners with learning difficulties and disabilities.

As a result, this guidance will help providers develop models of delivery and safe practices that not only benefit a diverse range of Section 75 groups, but makes specific and special provision from those who are more vulnerable or in need of further support – including the specifically vulnerable (which includes different age groups and pregnant women), BME groups and SLDD learners. A robust framework will provide better equality of opportunity for these groups, specifically reminding providers of their Section 75 opportunities while giving them advice and direction to resume education for these groups in parity with everyone else.

Who initiated or wrote the policy?

The framework was initiated and drafted by DfE Skills and Education Group, being reviewed and developed frequently by an Advisory and Oversight Group of DfE staff, FE Colleges, trade unions and relevant organisations such as ETI NI.

Who owns and who implements the policy?

On publication the DfE will own and update the policy through the Advisory Group, with providers solely responsible for implementation. Compliance is through existing structures.

Implementation factors

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

If yes, are they:

☒ financial

☐ legislative

☒ other - please specify

The current situation and applying the guidance will put unique pressures on provider staffing. It is likely that guidance will remain that anyone displaying symptoms of COVID-19, which are similar to symptoms of any respiratory infection, will be told to self-isolate and obtain a COVID-19 test.

The delivery model that providers expect to use on reopening to control physical interaction may create workload pressure. This may stem from, e.g. staff delivering a greater number of smaller workshops, a requirement to provide support for home learning and a need to supervise classes while lecturers/tutors move instead of learner groups.

To deal with this the guidance also signposts additional guidance and resources to support FECs and NSCs in planning, preparing and managing a return of staff and learners to provider premises, or other learning centres whilst ensuring that their health, safety and wellbeing is placed at the centre of the decision making process

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
Non-statutory Training Organisations
Apprenticeships

The core policy is on the resumption of face-to-face further education – as such it has potential to impact on providers, learners, staff, and the people who represent them, as well as closely connected stakeholders such as awarding exam bodies.

Other policies with a bearing on this policy

- what are they?

1. *Implementing Social Distancing in Education Settings in NI: Coronavirus (Covid-19)* (Department of Education, April 2020).

<https://www.education-ni.gov.uk/publications/implementing-social-distancing-education-settings-ni-coronavirus-covid-19>

2. *Public Health Agency Advice*

www.publichealth.hscni.net

3. *'FE Means Success' – Further Education Strategy*

www.economy-ni.gov.uk/further-education-means-success

- who owns them?

1. The policy is owned by the Department for the Economy and implemented by Further Education Division.

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.

This guidance document has been developed taking into consideration feedback from members of the Advisory and Oversight Group for the Resumption of On-site Educational Provision and Related Activity (AOG) and representatives from Trade Unions. The AOG includes representatives from the Department for Economy (DfE), the FECs and NSCs, Trade Unions and advisors including the Equality Advisor and the Educational and Training Inspectorate.

Consultation with the group was not a 'passive' exercise – as seen below the group identified groups particularly affected by COVID-19 arrangements and were specifically asked for input in these categories. Further information for this exercise was gathered through public health advice and focused consultation with providers and trade unions through this advisory group.

Where groups were identified and further evidence sought, we have recorded below.

Section 75 category	Details of evidence/ information
Religious belief	
Political opinion	
Racial group	Advice from Stakeholders was that this group required its own individual consideration in a COVID-19 context. Supporting evidence includes: https://www.gov.uk/government/publications/covid-19-

	<u>understanding-the-impact-on-bame-communities</u>
Age	<p>Older people are considered vulnerable under PHA advice:</p> <p><u>https://www.nidirect.gov.uk/articles/coronavirus-covid-19-advice-vulnerable-people</u></p> <p>Advice for this group is in parity with people below 70 with particular health concerns, and both are considered in out guidance.</p>
Marital status	Partners and carers for dependants and previously had specific advice under the 'shielding' arrangements of PSA – the guidance continues to recognise difficulties and offer specific advice and consideration.
Sexual orientation	
Men and women generally	<p>As a precaution, pregnant women and currently considered in COVID-19 arrangements to ensure they are not put at undue risk.</p> <p>Supporting sources include:</p> <p><u>https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/pregnancy-and-coronavirus/</u></p>
Disability	<p>Persons with disabilities may fall under the 'particularly vulnerable' category of people under PHA guidance:</p> <p><u>https://www.nidirect.gov.uk/articles/coronavirus-covid-19-advice-vulnerable-people</u></p> <p>SLDD learners have distinct needs identified by the advisory group, prompting their own individual consideration.</p>
Dependants	Carers for dependants and partners previously had specific advice under the 'shielding' arrangements of PSA – the guidance continues to recognise difficulties and offer specific advice and consideration.

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	Religious groups have no distinct needs or experiences identified, but there is provision under the framework to make adjustments should something emerge in practice, to ensure any they have access to the same quality of education through delivery model or return to face-to-face learning.
Political opinion	Political opinions have no distinct needs or experiences identified, but there is provision under the framework to make adjustments should something emerge in practice, to ensure any they have access to the same quality of education through delivery model or return to face-to-face learning.
Racial group	<p>As there is evidence that COVID-19 may disproportionately affect some groups, notably black and minority ethnic communities (BAME), providers are asked to ensure their staff and learner support includes practical support and advice to BAME staff and learners, particularly where they are anxious about protecting themselves and their families.</p> <p>While calling for further detailed research into root cause, the findings are that BAME groups have worse outcomes when tested positive for COVID-19 and so specific risk assessment to protect BAME staff and learners should be considered.</p>
Age	All minority ethnic staff and learners with underlying health conditions and disabilities, who are over 70 or who are pregnant should be individually risk assessed and appropriate reasonable or workplace and learning adjustments should be made following risk assessment. The over 70 age group has additional precautions under PHA advice.
Marital status	Living with or caring for someone who is recognised as ‘extremely vulnerable’ comes with challenges. Carers and partners need to consider their interactions and letting their employer / learning provider know – in turn the provider needs to do something with that information. Specific

	advice is given in the framework for this.
Sexual orientation	Sexual orientation has no distinct needs or experiences identified, but there is provision under the framework to make adjustments should something emerge in practice, to ensure any they have access to the same quality of education through delivery model or return to face-to-face learning.
Men and women generally	<p>All minority ethnic staff and learners with underlying health conditions and disabilities, who are over 70 or who are pregnant should be individually risk assessed and appropriate reasonable or workplace and learning adjustments should be made following risk assessment. The pregnancy category has additional precautions under PHA advice. They have not been directed to shield but should stay at home as much as possible and should minimise contact with those outside their households. Pregnant women are specifically advised to work from home after 28 weeks gestation. Risk assessments for pregnant or returning mothers who are breastfeeding must now also include consideration in respect of risks posed from exposure to COVID-19.</p> <p>There are no other identified differences in experience.</p>
Disability	<p>All minority ethnic staff and learners with underlying health conditions and disabilities, who are over 70 or who are pregnant should be individually risk assessed and appropriate reasonable or workplace and learning adjustments should be made following risk assessment. Some conditions have additional precautions under PHA advice.</p> <p>SLDD learners may have additional support needs and individuals may find social distancing compliance more difficult, but should be given the same opportunities as their peers to return to on-site education wherever possible, with their needs considered in the risk assessment and planning stages.</p>
Dependants	Living with or caring for someone who is recognised as 'extremely vulnerable' comes with challenges. Carers and partners need to consider their interactions and letting their employer / learning provider know – in turn the provider needs to do something with that information. Specific advice is given in the framework for this.

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 10-12 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

1 What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? minor/major/none		
Section 75 category	Details of policy impact	Level of impact? minor/major/none
Religious belief	No identified impact or obstacles.	None
Political opinion	No identified impact or obstacles.	None
Racial group	<p>BAME employees and learners should receive individual risk assessments and practical advice to help them through the COVID-19 outbreak. This is dealing with an increased risk in line with existing public health findings.</p> <p>Without a guiding framework choices could have been made between equality of opportunity and safety at the wrong (personal) level.</p>	Minor
Age	<p>This framework ensures provider awareness and compliance with PHA advice in the over 70s category.</p> <p>Employees and learners over 70 should receive individual risk assessments and practical advice to help them.</p>	Minor
Marital status	<p>No identified impact or obstacles.</p> <p>Guidance has been supplied as to what employers, providers and learners should do if a partner of a vulnerable person, or when working with that person to ensure</p>	None

	their fair treatment.	
Sexual orientation	No identified impact or obstacles.	None
Men and women generally	<p>No identified impact or obstacles for men and women generally.</p> <p>This framework ensures provider awareness and compliance with PHA advice for pregnant women.</p> <p>Pregnant women should receive individual risk assessments and practical advice to help them.</p>	Minor
Disability	<p>This framework ensures provider awareness and compliance with PHA advice in the over 70s category.</p> <p>Employees and learners over 70 should receive individual risk assessments and practical advice to help them.</p> <p>SLDD pupils may need additional resource and consideration at this time, with an individual part of the framework dedicated to this.</p>	Minor
Dependants	<p>No identified impact or obstacles.</p> <p>Guidance has been supplied as to what employers, providers and learners should do if a carer of a vulnerable person, or when working with that person to ensure their fair treatment.</p>	None

2 Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories?		
Section 75	If Yes , provide details	If No , provide reasons

category		
Religious belief		No identified impact or obstacles. In general the framework aims to provide assurance to staff and learners, and providers are asked to be considerate of individual circumstances. While any exercise in engagement, understanding and support is likely to be a positive and improve relations, there is nothing specifically targeted,
Political opinion		No identified impact or obstacles. In general the framework aims to provide assurance to staff and learners, and providers are asked to be considerate of individual circumstances. While any exercise in engagement, understanding and support is likely to be a positive and improve relations, there is nothing specifically targeted,
Racial group	This framework ensures provider awareness and compliance with public health findings for BAME groups. This will provide assurance that BAME learners and staff will have their concerns considered and don't have to unduly compromise their equality of opportunity to stay safe.	
Age	This framework ensures provider awareness and compliance with PHA advice on the over 70s. This will provide assurance that learners and staff over 70 don't have to unduly compromise their equality of opportunity to stay safe.	
Marital	The framework, and providers following the framework, acknowledges the existence of	

status	partners and the problems they may face. Consideration and understanding of this position is likely to be important and valued in this difficult situation – and this advice is not specifically prejudicial towards a given marital status or relationship.	
Sexual orientation		No identified impact or obstacles. In general the framework aims to provide assurance to staff and learners, and providers are asked to be considerate of individual circumstances. While any exercise in engagement, understanding and support is likely to be a positive and improve relations, there is nothing specifically targeted,
Men and women generally	This framework ensures provider awareness and compliance with PHA advice for pregnant women. This will provide assurance that learners and staff who are pregnant don't have to unduly compromise their equality of opportunity to stay safe.	No identified impact or obstacles. In general the framework aims to provide assurance to staff and learners, and providers are asked to be considerate of individual circumstances. While any exercise in engagement, understanding and support is likely to be a positive and improve relations, there is nothing specifically targeted,
Disability	<p>This framework ensures provider awareness and compliance with PHA advice for existing conditions under COVID-19. This will provide assurance that learners and staff who have these don't have to unduly compromise their equality of opportunity to stay safe.</p> <p>This framework recognises the diversity of learners with SLDD and unique difficulties individuals and providers might face. It provides specific advice, and direction these pupils should still receive fair</p>	

	consideration and access.	
Dependants	The framework, and providers following the framework, acknowledges the existence of carers and the problems they may face. Consideration and understanding of this position is likely to be important and valued in this difficult situation.	

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	<p>Increased support for BAME groups is dealing with an increased risk in line with existing public health findings and is to be considered across <i>*all*</i> BAME groups.</p> <p>Individual risk assessment is not prejudicial, and is unlikely to be perceived of as prejudicial by the recipient or observers.</p>	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 Yes , provide details	If No , provide reasons
Religious belief		No particular obstacles or experiences that could be resolved through the framework are identified.

Political opinion		No particular obstacles or experiences that could be resolved through the framework are identified.
Racial group	In acknowledging BAME groups receive worse outcomes in COVID-19, and suggesting a risk assessment in line with this, this presents a good opportunity to meet with BAME staff, in an environment focused on realities and safety and identify other risks associated with being BAME that had been overlooked or have changed.	

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).

The Department is not aware of any evidence, which suggests that that the proposals within the strategy will adversely impact on people with multiple identities. Where a person with multiple identities falls into several parts of the framework, all should be applied and can be done so meaningfully. Running through an example of a disabled BAME staff member with a high vulnerability partner, there's a logical and consistent way within the framework to consider all of these needs without prejudice to others.

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

The Department does not envisage any adverse impact on people with multiple identities.

Part 3. Screening decision

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

The publication of this framework will provide a tool to help providers meet their existing responsibilities – including Section 75, which is mentioned in the particular. This will not impede their ability to do so whatsoever and can only be expected to be a positive outcome to this group. The ‘policy’ segment of this document is small and based entirely on these existing responsibilities.

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.

While the decision is made not to screen, ultimately as best practice screening considerations were made throughout this documents development, and mitigation has already taken place. This template serves as a record of this consideration.

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.

While the decision is made not to screen, ultimately as best practice screening considerations were made throughout this documents development, and mitigation has already taken place:

- Providers are reminded that their existing commitments and legislative responsibilities to equality still apply;
- BAME groups were given specific consideration and advice in the framework ;
- SLDD learners were given specific consideration and advice in the framework ;
- A section for partners and carers was added under vulnerable groups, with the language specifically considered from their perspective; and
- Pregnant women, people over 70 and medical conditions that increase risk under COVID are recognised and the advice integrated into the framework.

This is a living document with an active group looking at it – should further Section 75 needs be recognised in the implementation stage – and the advice as written provides plenty of opportunity to find them should they exist – the advice can be updated.

Timetabling and prioritising

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

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

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

Priority criterion	Rating (1-3)
Effect on equality of opportunity and good relations	Not Applicable (Policy Screened Out)
Social need	Not Applicable (Policy Screened Out)
Effect on people's daily lives	Not Applicable (Policy Screened Out)
Relevance to a public authority's functions	Not Applicable (Policy Screened Out)

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

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
Name Redacted	DP / FE Policy	18 08 2020
Name Redacted	G7 FE EU Exit and International	24 08 2020

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.