**Equality Screening Form**

**INTRODUCTION**

The information contained in this Equality Screening Form has been extracted from the Equality Commission for Northern Ireland’s Guide for Public Authorities (2010). Additional information about the 5 parts of the form and a flowchart to demonstrate the process of completion is detailed in [**Appendix 1**](#Appendix1) of the form.

This template document and further guidance can be found by clicking the following link - [www.equalityni.org/S75duties](https://www.equalityni.org/S75duties)

**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 Policy** | Psychometric Testing – Train Drivers Policy | | | | | |
| **Is it existing, revised or a new policy?** | Existing |  | New |  | Revised |  |
| **If revised, please outline main updates:** | Changes applied in accordance with legislation and/or railway standards updates | | | | | |
| **What is it trying to achieve?**  **(Intended aims/outcomes)** | Explaining the process and limitations for safety regarding psychometric testing of applicants for Train Driver positions. This is to ensure a strict and consistent process is carried out given the safety critical nature of the role of Train Driver. | | | | | |
| **Are there any Section 75 categories which might be expected to benefit from the intended policy? If so, explain how.** | No | | | | | |
| **Who initiated or wrote the policy?** | HR Services Manager | | | | | |
| **Who owns and who implements the policy?** | Human Resources | | | | | |

**Implementation Factors**

|  |  |  |  |
| --- | --- | --- | --- |
| Yes |  | No |  |

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

If yes, are they: (Select all applicable)

|  |  |
| --- | --- |
|  | 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](#Onefour) (please list):

|  |
| --- |
| * Equal Opportunity Policy * Psychometric Testing Policy |

**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. The following document should help you source data - [Section 75 - Evidence Signposting Guide](https://www.equalityni.org/ECNI/media/ECNI/Publications/Employers%20and%20Service%20Providers/Public%20Authorities/S75DataSignpostingGuide.pdf)

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

|  |  |
| --- | --- |
| **Section 75 category** | **Details of evidence/information** |
| Religious belief | Blog post summarising data that indicates a link between religion and stress: <https://towardsdatascience.com/how-do-psychometric-test-results-vary-across-age-race-and-gender-2651672cd96c>  Article about the impact of stress levels on psychometric testing results: <https://www.psychometricinstitute.co.uk/articles/coping_with_psychometric_test_anxiety.html>  **Fair Employment Monitoring data** from 2022 Train Driver application process:   |  |  |  | | --- | --- | --- | |  | Protestant | Roman Catholic | | Tested | 95 | 86 | | % Tested | 52% | 48% | | Passed | 39 | 29 | | % Passed | 41% | 33% | |
| Political opinion | There is no evidence to correlate this category to the Psychometric Testing - Train Drivers Policy. |
| Racial group | Blog post summarising data that indicates a link between race and stress/depression: <https://towardsdatascience.com/how-do-psychometric-test-results-vary-across-age-race-and-gender-2651672cd96c>  Article about the impact of stress levels on psychometric testing results: <https://www.psychometricinstitute.co.uk/articles/coping_with_psychometric_test_anxiety.html> |
| Age | The Train Driving Licences and Certificates Regulations (NI) 2010 stipulates that to obtain a train driver licence you should be at least 20 years old. |
| Marital status | There is no evidence to correlate this category to the Psychometric Testing - Train Drivers Policy. |
| Sexual orientation | There is no evidence to correlate this category to the Psychometric Testing - Train Drivers Policy. |
| Men and women generally | Blog post summarising data that indicates a link between gender and stress/depression: <https://towardsdatascience.com/how-do-psychometric-test-results-vary-across-age-race-and-gender-2651672cd96c>  Article about the impact of stress levels on psychometric testing results: <https://www.psychometricinstitute.co.uk/articles/coping_with_psychometric_test_anxiety.html>  **Fair Employment Monitoring data** from 2022 Train Driver application process:   |  |  |  | | --- | --- | --- | |  | Male | Female | | Tested | 167 | 17 | |
| Disability | Case study on Meier against BT Plc: summary article - <https://torquelaw.co.uk/beware-the-discrimination-pitfalls-of-psychometric-testing/> |
| Dependants | There is no evidence to correlate this category to the Psychometric Testing - Train Drivers Policy. |

**ADDITIONAL EVIDENCE**

**RSSB Validation Study**

The RSSB carried out a Validation study of the train driver psychometric assessment process in 2018. The aim of this study was to review the reliability, validity and fairness of the current train driver psychometric assessment process as set out in RIS-3751-TOM.

Based on the findings from the present study, as well as past RSSB reviews of the train driver psychometric assessment process, a series of recommendations have been made. These recommendations focus on making changes to pass marks for the WAFA and ATAVT, requirements for further commissioned research and options for further reducing adverse impact within the current train driver psychometric assessment process.

**The full report should be reviewed in line with this screening document.**

**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 | The evidence above indicates that people of different religious beliefs can have differing levels of general stress, e.g. Mormons suffer a higher stress level than those of a protestant religion, and the article from the Psychometric Institute summarises that levels of stress can have an impact on score results – however, both sets of data are very generalist with the Psychometric Institute even outlining, that low stress or high stress can both impact testing scores negatively, and that a balance of stress is needed for optimum performance.  Internal data also shows a good balance in those who sat the Psychometric testing for Train Drivers in 2022 and the balance was again similar in those who passed the test – further supporting the reliability findings of the RSSB Study.  As it is not necessary or appropriate to be aware of an applicants religious belief for testing, then any impact on testing scores by religious belief should be negligible. |
| Political opinion | There is no identified content that a person’s political opinion could impact on the application of the Psychometric Testing - Train Drivers Policy. |
| Racial group | The blog in the evidence listing indicates that different racial groups are impacted by different levels of stress and/or depression, which again, may have an impact on the score results. However, the data shows a very minimal variance and so any impact would be expected to be negligible.  The RSSB Validation Study shows that candidates from Black and Asian ethnic groups score worse than candidates from White ethnic groups. The largest disparity in test scores was between Black and White ethnic groups. |
| Age | Whilst there is a minimum age for licence/certificate holders for Train Driving detailed within the regulations, there is no other information to indicate this has any effect on the age range of those who are to complete the Psychometric Tests for Train Drivers and there is no age criteria within the policy.  The RSSB Validation Study shows that candidates of different ages are generally scoring similarly on the test. |
| Marital status | There is no identified content that a person’s marital status could impact on the application of the Psychometric Testing - Train Drivers Policy. |
| Sexual orientation | There is no identified content that a person’s sexual orientation could impact on the application of the Psychometric Testing - Train Drivers Policy. |
| Men and women generally | The RSSB Validation Study shows that women scored worse on the selection tests than men. There was only a small difference in the raw score. |
| Disability | The policy itself outlines examples of conditions which may have an impact on the required level of cognitive processing for the psychometric testing, however it has made clear the purpose for providing these examples and detailed that it will not necessarily rule out a candidate from testing or re-assessment. However, Train Driver is a safety critical job role therefore an adjustment will only be considered for any parts of the assessment process which are not deemed to be related to safety critical tasks. Safety will always prevail. |
| Dependants | There is no identified content that a person’s dependants status could impact on the application of the Psychometric Testing - Train Drivers Policy. |

**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 the Guide: [Guide for Public Authorities April 2010](https://www.equalityni.org/ECNI/media/ECNI/Publications/Employers%20and%20Service%20Providers/S75GuideforPublicAuthoritiesApril2010.pdf)

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.

**Impact: Major / Minor / None**

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.

**In favour of ‘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. |

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 ‘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. |

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.

**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. |

**Screening Questions 1 - 4**

|  |  |  |
| --- | --- | --- |
| **Screening Question 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 | There is no identified content that would affect a person’s religious belief in order to adhere to the Psychometric Testing - Train Drivers Policy. | None |
| Political opinion | There is no identified content that would affect a person’s political opinion in order to adhere to the Psychometric Testing - Train Drivers Policy. | None |
| Racial group | Candidates from Black and Asian ethnic groups score worse than candidates from White ethnic groups in the application of the Psychometric Testing - Train Drivers Policy. However, the tests have been reviewed in accordance with this finding to address the imbalance. | None |
| Age | Minimum age is listed as a criteria for shortlisting prior to application of this policy for testing, so there is no identified content that would affect a person’s age in order to adhere to the Psychometric Testing - Train Drivers Policy. | None |
| Marital status | There is no identified content that would affect a person’s marital status in order to adhere to the Psychometric Testing - Train Drivers Policy. | None |
| Sexual orientation | There is no identified content that would affect a person’s sexual orientation in order to adhere to the Psychometric Testing - Train Drivers Policy. | None |
| Men and women generally | Women scored worse on the selection tests than men. However, the tests have been reviewed in accordance with this finding to address the imbalance. | None |
| Disability | The policy identifies that those with disabilities may require adjustments to the process, which will be subject to a review of safety risks when determining if an adjustment is reasonable. | Minor |
| Dependants | There is no identified content that would affect whether a person has or has not got dependants in order to adhere to the Psychometric Testing - Train Drivers Policy. | None |

|  |  |  |
| --- | --- | --- |
| **Screening Question** **2** | | |
| Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories? | | |
| Section 75 category | If **Yes**, provide details | If **No**, provide reasons |
| Religious belief |  | No, as the policy has no impact on this category. |
| Political opinion |  | No, as the policy has no impact on this category. |
| Racial group |  | No, as the train driver assessment process has already been reviewed and amended to reduce any negative impact on this group. |
| Age |  | No, as the policy has no impact on this category. |
| Marital status |  | No, as the policy has no impact on this category. |
| Sexual orientation |  | No, as the policy has no impact on this category. |
| Men and women generally |  | No, as the train driver assessment process has already been reviewed and amended to reduce any negative impact on this group. |
| Disability |  | No, as the policy is already designed to provide equality of opportunity while still addressing the minimum standard required to ensure fair and safe practice. |
| Dependants |  | No, as the policy has no impact on this category. |

|  |  |  |
| --- | --- | --- |
| **Screening Question** **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 | No, as the policy has no impact on this category. | None |
| Political opinion | No, as the policy has no impact on this category. | None |
| Racial group | No, as the train driver assessment process has already been reviewed and amended to reduce any negative impact on this group. | None |

|  |  |  |
| --- | --- | --- |
| **Screening Question 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, as the policy has no impact on this category. |
| Political opinion |  | No, as the policy has no impact on this category. |
| Racial group |  | No, as the train driver assessment process has already been reviewed and amended to reduce any negative impact on this group. |

**Additional Considerations**

**Multiple Identity**

Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, are there any potential impacts of the policy/decision on people with multiple identities?  (For example: disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people).

|  |
| --- |
| No multiple categories identified. |

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

|  |
| --- |
| N/A |

**PART 3 - SCREENING DECISION**

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

|  |
| --- |
| As there is little to no impact on any of the categories. Where there are minor impacts, they are there to specifically assist that minority category. |

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**.

|  |
| --- |
| No mitigation necessary |

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

|  |
| --- |
| N/A |

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.

|  |
| --- |
| As the minor impact is positive, no mitigation is required. |

**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 | Choose an item. |
| Social need | Choose an item. |
| Effect on people’s daily lives | Choose an item. |
| Relevance to a public authority’s functions | Choose an item. |

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:

|  |
| --- |
| **N/A** |

**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.

|  |
| --- |
| Equality screening will be reviewed for validity when the policy is next reviewed. |

**PART 5 - APPROVAL AND AUTHORISATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Policy Title:** | **Psychometric Testing - Train Drivers Policy** | **Version No:** | **1.0** |
| **Print Name** | **Position/Job Title** | **Signature** | **Date** |
| **Screened By:** | | | |
| Kerri Adams | HR Compliance & Governance Officer | A close-up of some writing  Description automatically generated with low confidence | 24th April 2023 |
| **Approved by:** | | | |
| Paula Ludlow | HR Services Manager |  | 24th April 2023 |

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.

**APPENDIX 1**

|  |  |  |
| --- | --- | --- |
| **Part** | **Part Title** | **Description** |
| **1** | [**Policy Scoping**](#Part1) | 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 |
| **2** | [**Screening Questions**](#Part2) | 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. |
| **3** | [**Screening Decision**](#Part3) | 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 tointroducemeasures to mitigate the likely impact, or the introduction of an alternative policy to better promote equality of opportunity and/or good relations. |
| **4** | [**Monitoring**](#Part4) | Provides guidance to public authorities on monitoring for adverse impact and broader monitoring. |
| **5** | [**Approval and Authorisation**](#Part5) | Verifies the public authority’s approval of a screening decision by a senior manager responsible for the policy. |

Policy Scoping

* Policy
* Available data

Screening Questions

* Apply screening questions
* Consider multiple identities

Screening Decision None/Minor/Major

Mitigate

Publish Template

Re-consider screening

Publish Template for information

Publish Template

EQIA

Monitor

**‘None’**

Screened out

**‘Major’**

Screened in for EQIA

**‘Minor’**

Screened out with mitigation

Concerns raised with evidence

Concerns raised with evidence re: screening decision