

ULSTER UNIVERSITY POLICY SCREENING PRO-FORMA

Information about the policy

Note: 'Policy' includes any strategy, policy (proposed/amended/existing) or practice and/or decision, whether written or unwritten.

Name of the policy

Student Mental Health & Wellbeing Strategy

Is this an existing, revised or a new policy?

A new Strategy

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

The purpose of this Strategy is to embed existing policies, procedures and best practice to promote Student Mental Health & Wellbeing throughout our environment, curricula and services to students.

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

If so, explain how.

Disabled students: students with Mental Health Diagnosis

Who initiated or wrote the policy?

Campus Life Directorate

Who owns and who implements the policy?

Director of Campus Life and all University staff in Faculties and services

Part 1

Implementation factors

Are there any factors which could contribute to/detract from the intended aim/outcome of the policy/decision? (Please select one answer)

Yes

No

If yes, are they

financial? (Please specify _____)

legislative? (Please specify _____)

other? (Please specify _____)

Main stakeholders affected

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

Staff

Students

Other service users (i.e. prospective students)

Other public sector organisations

Voluntary/community/trade unions

Other, please specify _____

Other policies with a bearing on this policy

Policy Name	Policy Owner
Health, Safety and Wellbeing Policy	Director of People & Culture
Policy for the Protection of Children and Vulnerable Adults	University Secretary

Part 1

Part 1

Available evidence

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

Note: evidence can come from many sources. Examples include the University's management information systems, internal or external research, surveys or consultation exercises. Anecdotal evidence such as feedback from service users may also be used.

Section 75 category	Details of evidence/information
Religious belief	The University's EO data were reviewed. In the Academic Year (AY) 2017/18, 76.1% of our students identified as 'Christian' and 13.5% identified as having 'No religion'.
Political opinion	The University does not collect data on political opinion, or make assumptions regarding 'Political Opinion' based on 'Community Background'.
Racial group	The University's EO data were reviewed. 4.4% of our students identified as 'BME' in AY2017/18.
Age	The University's EO data were reviewed. In AY2017/18, 24.5% of our students were aged under 21 years, 64.3% were aged 21 and under 40 years, and 11.2% were aged over 40 years old.
Marital status	The University's EO data were reviewed. In AY 2017/18, 78.3% of students were 'Single' and 14.2% were 'Married or in a Civil Partnership'.
Sexual orientation	The University does not collect student data on 'Sexual Orientation'.
Men and women generally	The University's EO data were reviewed. In AY2017/18, 43.8% of students were 'Male'.
Disability	The University's EO data were reviewed. In AY 2017/18, 10.4% of students declared a disability. 263 students reported a mental health disability in AY2017/18, compared with 250 students in AY2016/17

Part 1

Dependants	The University's EO data were reviewed. In AY2017/18, 16% of students declared that they have dependants.
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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? (Please specify details for each of the Section 75 categories)

Section 75 category	Details of needs/experiences/priorities
Religious belief	<p>Northern Ireland has a legacy of political conflict, within which religion is intrinsically linked. Research conducted in 2015 by Ulster University (on behalf of the Commission for Victims and Survivors) found that almost 30% of the NI population suffer mental health problems, and nearly half of those are directly related to the Troubles (i.e. civil unrest). (https://www.bbc.co.uk/news/uk-northern-ireland-31736737)</p>
Political opinion	<p>Northern Ireland has a legacy of political conflict. Research conducted in 2015 by Ulster University (on behalf of the Commission for Victims and Survivors) found that almost 30% of the NI population suffer mental health problems, and nearly half of those are directly related to the Troubles (i.e. civil unrest). (https://www.bbc.co.uk/news/uk-northern-ireland-31736737)</p> <p>The Mental Health Foundation and the Royal College of Psychiatrists found more people died from suicide in Northern Ireland after the Good Friday Agreement (4,400) than during the Troubles (3,600), with Northern Ireland also having the UK's highest suicide rate. (https://www.belfasttelegraph.co.uk/news/northern-ireland/almost-half-of-northern-ireland-young-people-have-mental-health-problems-study-reveals-36776120.html)</p>
Racial group	<p>Certain population subgroups are at higher risk of mental health problems because of greater exposure and vulnerability to unfavourable social, economic and environmental circumstances, which intersect with factors including gender, ethnicity and disability. The Mental Health Foundation, Fundamental Facts About Mental Health-2016 states, "Limited research has been conducted in this area within the UK, which translates into little being known as to the impact of mental health on black, Asian and minority ethnic (BAME) communities" and "BAME communities are generally considered to be at increased risk of poor mental health. The APMS (2014) found the prevalence of common mental health problems to vary significantly by ethnic group."</p>

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<p>Age</p>	<p>Research from YouGov states that one in four university students in the UK are experiencing mental health problems and this strategy aims to ensure systems and support services meet individual students' needs.</p> <p>The 2014 Adult Psychiatric Morbidity Survey (APMS) details the widening gap between the mental health of young women and young men. Women between the ages of 16 and 24 are almost three times as likely (at 26%) to experience a common mental health problem as their male contemporaries (9%) and have higher rates of self-harm, bipolar disorder and post-traumatic stress disorder.</p>
<p>Marital status</p>	<p>According to Relate, 'people in troubled relationships are three times as likely to experience depression as those who aren't. Unhappy or unsupportive relationships are a risk factor for depression. Some studies have found that over 60% of those with depression consider relationship problems to be the main cause of their illness.' (https://www.relate.org.uk/relationship-help/help-relationships/mental-health/relationships-and-depression)</p> <p>Less than 1 in 10 relationships in Northern Ireland is made up of couples from different religions according to research using Understanding Society. The research also shows that couples from mixed religious backgrounds have lower levels of mental wellbeing than couples who share the same religion. (https://www.understandingsociety.ac.uk/2013/07/09/mixed-religion-relationships-in-northern-ireland-what-are-the-implications)</p>
<p>Sexual orientation (see also 'Men and women generally')</p>	<p>Substantial mental health disparities between lesbian, gay and bisexual (LGB) individuals compared with heterosexuals have been identified. (Source: Mental health of sexual minorities. A systematic review; <i>Plöderl M, Tremblay P Int Rev Psychiatry, 2015; 27(5):367-85.</i>)</p> <p>LGBT students have a particularly high likelihood of mental health problems compared to their heterosexual counterparts (45% vs 22%) (Source: YouGov 2016).</p> <p>According to the Mental Health Foundation, members of the LGBT community are more likely to experience a range of mental health problems such as depression, suicidal thoughts, self-harm and alcohol and substance misuse. (https://www.mentalhealth.org.uk/statistics/mental-health-statistics-lgbt-people)</p> <p>The strategy aims to support the wellbeing of all students and</p>

Part 1

	<p>will target appropriate support at this community.</p>
<p>Men and women generally (see also 'Sexual orientation')</p>	<p>The 2014 Adult Psychiatric Morbidity Survey (APMS) details the widening gap between the mental health of young women and young men. Women between the ages of 16 and 24 are almost three times as likely (at 26%) to experience a common mental health problem as their male contemporaries (9%) and have higher rates of self-harm, bipolar disorder and post-traumatic stress disorder. In Northern Ireland, a total of 268 suicides were registered in 2014. Males accounted for over 75% of this figure (207 deaths).</p> <p>According to Stonewall, more than one in four (27 per cent) transgender young people have attempted to commit suicide and nine in ten (89 per cent) have thought about it. 72 per cent have self-harmed at least once. (<i>Youth Chances 2014, sample size = 956</i>) (https://www.stonewall.org.uk/sites/default/files/trans_stats.pdf)</p> <p>The policy aims to support the wellbeing of all students, including those with mental health issues and to create a 'Suicide Safer' university.</p>
<p>Disability</p>	<p>Students with any disabilities are more likely to face difficulties meeting academic course requirements or during transition to higher education and between years, impacting their well-being and contributing to development of co-morbid mental health conditions.</p> <p>The National Association of Disabilities has recorded feedback from membership on the increase of concerns of mental health in the university sector, and the rising impact and challenges felt by universities in recent years. Mental health is now an intrinsic part of the model of inclusive practice linking the student's mental health to their academic progress and achievement. Ulster University Student Wellbeing Survey 2017 findings revealed that 10% of new entry students received treatment for emotional problems in the previous year. Of the students surveyed, the highest prevalence rates were found for suicidality (31%), major depressive episode (24.2%) and generalised anxiety disorder (22.6%) (Margaret McLafferty and Prof Siobhan O'Neill) This strategy aims to mitigate these risks to wellbeing.</p>
<p>Dependants</p>	<p>Approximately 68% of women and 57% of men with mental health problems are parents. The most common mental health problems experienced during pregnancy and after birth are anxiety, depression and post-traumatic stress disorder (PTSD). (https://www.mentalhealth.org.uk/statistics/mental-health-</p>

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	statistics-family-and-parenting) Anecdotally, students with caring responsibilities for young children and/or parents may be at a higher risk of poor mental health.
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Consultation

Consultation with relevant groups, organisations or individuals about the policy can provide useful information about issues/opportunities which are specifically related to them (i.e. evidence to inform the policy). Please indicate whether you carried out (or intend to carry out) any consultation exercises prior to equality screening?

The following groups were consulted during the development of the policy:

- Learning and Teaching Committee
- Executive Dean Committee
- Residential Services Team
- Student Support Services
- Students' Union
- Trade Unions

Screening

Introduction

The answers to the following screening questions will assist the University in making a decision whether or not there is a need to carry out an equality impact assessment on the policy. The following information is provided to help you to identify and comment on the level of likely impact of the policy in questions 1-4:

Select 'major' impact if:

- a) The policy is significant in terms of its strategic importance;
- b) Potential equality impacts are unknown, because, for example, there are 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.

Select 'minor' impact if:

- 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;
- e) Differential impact observed and opportunities exist to better promote equality of opportunity and/or good relations.

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Select 'none' if:

- 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 in Part 1, please complete the screening questions (Questions 1-4).

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? (Please provide details)		
Section 75 category	Details of policy impact	Level of impact? (minor/major/none)
Religious belief	We expect this strategy will have a positive impact on this category. The strategy aims to promote the mental health and wellbeing of all students and improve support for those experiencing challenges or illness.	Minor
Political opinion	We expect this strategy will have a positive impact on this category. The strategy aims to promote the mental health and wellbeing of all students and improve support for those experiencing challenges or illness.	Minor
Racial group	We expect this strategy will have a positive impact on this category. The strategy aims to promote the mental health and wellbeing of all students and improve support for those experiencing challenges or illness. Students from BME communities should benefit from increased awareness of their additional requirements and increased vulnerability, and from targeted interventions.	Minor
Age	We expect this strategy will have a positive impact on equality of opportunity for this category. The strategy will develop awareness of the increased vulnerability of younger university students and potential additional needs of older students, groups at increased risk, enabling targeted mental health promoting activities and interventions.	Minor
Marital status	We expect this strategy will have a positive impact on this category. The strategy aims to promote the mental health and wellbeing of all students and improve support for those experiencing challenges or illness.	Minor
Sexual orientation	The strategy is likely to have a positive impact on equality of opportunity for this category. The strategy aims to develop awareness of LGB issues in regard to mental health and wellbeing, vulnerability and risks and will provide targeted support and interventions for LGB students.	Minor

Part 2

<p>Men and women generally</p>	<p>The strategy is likely to have a positive impact on equality of opportunity for this category. The strategy aims to develop awareness of gender and transgender issues in regard to mental health and wellbeing, vulnerability and risks and will provide targeted support and interventions for transgender students.</p>	<p>Minor</p>
<p>Disability</p>	<p>The strategy is likely to have a positive impact on equality of opportunity for this category, as it promotes student wellbeing and aims to reduce the stigma surrounding mental illness. The strategy promotes staff and student awareness and mental health literacy, encourages early self-reporting or identification of concerns, enabling staff to provide targeted support and adjustments.</p>	<p>Minor</p>
<p>Dependants</p>	<p>We expect this strategy will have a positive impact on this category. The strategy aims to promote the mental health and wellbeing of all students and improve support for those experiencing challenges or illness.</p>	<p>Minor</p>

Part 2

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		This strategy provides a university wide framework for promoting all students' mental health and wellbeing and ensuring appropriate support for students with additional needs, diagnosed mental illness and students at risk.
Political opinion		This strategy provides a university wide framework for promoting all students' mental health and wellbeing and ensuring appropriate support for students with additional needs, diagnosed mental illness and students at risk.
Racial group		This strategy provides a university wide framework for promoting all students' mental health and wellbeing and ensuring appropriate support for students with additional needs, diagnosed mental illness and students at risk.
Age		This strategy provides a university wide framework for promoting all students' mental health and wellbeing and ensuring appropriate support for students with additional needs, diagnosed mental illness and students at risk.
Marital status		This strategy provides a university wide framework for promoting all students' mental health and wellbeing and ensuring appropriate support for students with additional needs, diagnosed mental illness and students at risk.

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<p>Sexual orientation</p>		<p>This strategy provides a university wide framework for promoting all students' mental health and wellbeing and ensuring appropriate support for students with additional needs, diagnosed mental illness and students at risk.</p>
<p>Men and women generally</p>		<p>This strategy provides a university wide framework for promoting all students' mental health and wellbeing and aims to ensure appropriate support for students with additional needs, diagnosed mental illness and students at risk.</p>
<p>Disability</p>		<p>This strategy provides a university wide framework for promoting all students' mental health and wellbeing and aims to ensure appropriate support for students with additional needs, diagnosed mental illness and students at risk.</p>
<p>Dependants</p>		<p>This strategy provides a university wide framework for promoting all students' mental health and wellbeing and ensuring appropriate support for students with additional needs, diagnosed mental illness and students at risk.</p>

Part 2

3 To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group? (Please provide details)		
Good relations category	Details of policy impact	Level of impact (minor/major/none)
Religious belief	The strategy is likely to have a positive impact on good relations between people of different religious belief. The strategy promotes and affirms diversity within a respectful, inclusive, non-judgemental culture.	Minor
Political opinion	The strategy is likely to have a positive impact on good relations between people of different political opinion. The strategy promotes and affirms diversity within a respectful, inclusive, non-judgemental culture.	Minor
Racial group	The strategy is likely to have a positive impact on good relations between people of different racial group. The strategy promotes and affirms diversity within a respectful, inclusive, non-judgemental culture.	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		The strategy provides a unified pan-university framework for promoting and supporting all students' mental health, wellbeing and achievement.
Political opinion		As above
Racial group		As above

Additional considerations

Multiple identity

<p>5 Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, please provide details of any potential impacts of the policy/decision on people with multiple identities? (<i>For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people</i>). Please include details of any data which you have used to determine/identify this impact</p>	
<p>Section 75 categories (please specify)</p>	<p>Details of policy impact and details of data which describes the policy impact</p>
<p>All</p>	<p>We have not reviewed data relating to impacts on people with multiple identities at this stage. However, we expect all Section 75 equality categories to benefit from the implementation of this strategy (i.e. the strategy is likely to benefit all students experiencing wellbeing and mental health challenges).</p>

Disability Duties

<p>6. Does the policy provide an opportunity to encourage disabled people to participate in University life?</p>	
<p>If Yes, provide details</p>	<p>If No, provide reasons</p>
<p>Yes. The strategy aims to support students with mental health issues and diagnosis of mental illness/disability. The development and implementation of discrete action plans within the strategy will enable and support students with disabilities to more fully participate in life at Ulster, to experience wellbeing and achieve their educational goals. This strategy aligns with the University's Disability Action Plan.</p>	

Part 2

7. Does the policy provide an opportunity to promote positive attitudes towards disabled people?	
If Yes, provide details	If No, provide reasons
<p>This strategy provides an institution wide framework for best-practice in promoting and supporting student mental health and wellbeing for all students, including those with diagnosed mental illness and disability. This strategy aligns with the University's Disability Action Plan.</p>	

Part 3

Screening decision

Based on the evidence considered and outlined in Part 1 and the responses to the screening questions (Part 2), please indicate the screening decision for this policy:

Note: The University should take particular care not to screen out policies that have a procurement aspect if there is potential to promote equality of opportunity through the procurement of services.

Screen in the policy (subject the policy to an Equality Impact Assessment)
i.e. the likely impact is 'major' in respect of one, or more of the equality of opportunity and/or good relations categories

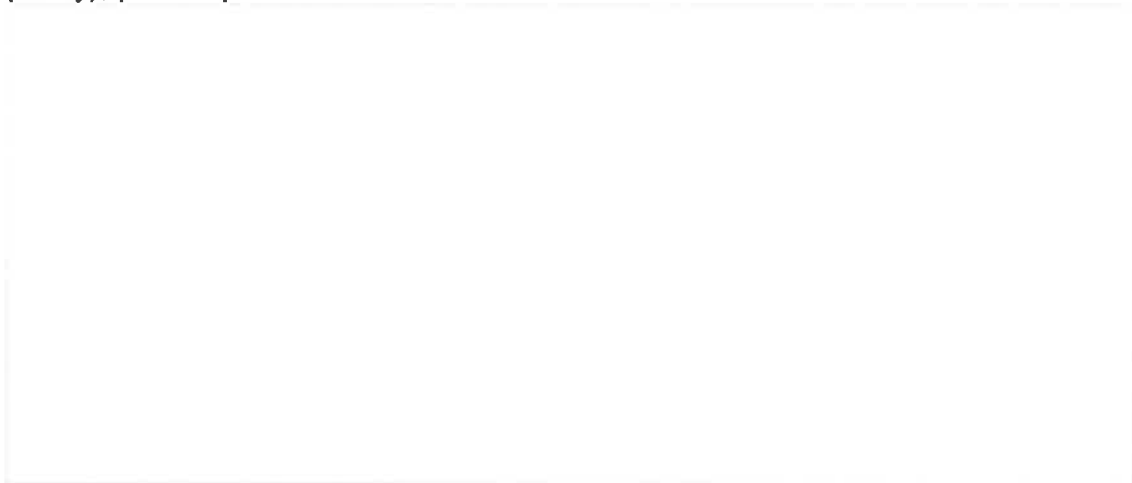
Screen out the policy without mitigation or an alternative policy proposed to be adopted (no Equality Impact Assessment)
i.e. the likely impact is 'none' in respect of all of the equality of opportunity and/or good relations categories

Screen out the policy and **mitigate the impacts on equality by amending or changing the policy, or by developing an alternative policy or action** (no Equality Impact Assessment)
i.e. the likely impact is 'minor' in respect of one, or more of the equality of opportunity and/or good relations categories

Part 3

If the decision is to subject the policy to an equality impact assessment (i.e. 'screen in' the policy), please provide details of the reasons.

If the decision is not to conduct an equality impact assessment (i.e. 'screen out' the policy), please provide details of the reasons.



Part 3

If the decision is not to conduct an equality impact assessment (i.e. 'screen out' the policy) and mitigate the impacts on equality by amending or changing the policy, or by developing an alternative policy or action, please provide reasons to support your decision, together with the proposed changes/amendments or alternative policy:

The likely impact is '**minor**' in respect of one, or more of the equality of opportunity and/or good relations categories. However, this impact is likely to be positive.

The purpose of this Strategy is to embed existing policies, procedures and best practice to promote Student Mental Health & Wellbeing throughout our environment curricula and services to students.

In line with University policy, the policy will be reviewed two years after it has been implemented, and if necessary amended.

Timetabling and prioritising

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

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

Priority criterion	Rating (1-3)
Effect on equality of opportunity and good relations	
Social need	
Effect on people’s daily lives	
Relevance to the University’s functions	

Note: The Total Rating Score will 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 University in timetabling. Details of the University’s Equality Impact Assessment Timetable will be included in its quarterly Screening Reports.

Is the policy affected by timetables established by other relevant public authorities?

Yes

No

If yes, please provide details:

Approval and authorisation

	Position/Job Title	Date
Screened by: 	Director of Campus Life	14/11/18
Approved by: 	Director of People and Culture	14/11/18

Note: Following approval by the Senior Leadership Team/Senate, the policy owner must inform the University Secretary that the policy has been approved. Once the Council of the University has been informed of the policy (either directly or through an appropriate Committee), the policy owner can then promulgate the policy and develop appropriate training or awareness raising material in relation to the policy.

A copy of the screening pro-forma will be made available on the University's website and be made available on request.

Review

Note: Policies must be reviewed at least every two years, but sooner if changes in legislation or other variables require review.

This policy is due for review (in terms of its impact on equality of opportunity and good relations) by the policy owner on:

14/11/20

 (Insert date)