

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

Campus Life Strategy

Is this an existing, revised or a new policy?

A new Strategy

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

The Strategy focuses on delivering the best possible student, staff and visitor experience across the four campuses of Ulster University

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

If so, explain how.

This Strategy is all encompassing and we expect all categories to benefit all categories, especially disability, religious belief, political opinion and race.

Who initiated or wrote the policy?

The Director of Campus Life

Who owns and who implements the policy?

The Campus Life Directorate

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? Allocation of resources

legislative? Changes to legislation

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 (e.g. prospective students, conference delegates)

Other public sector organisations

Voluntary/community/trade unions

Other, please specify _____

Other policies with a bearing on this policy

Policy Name	Policy Owner
The 5&50 Strategic Plan	Vice Chancellor and President/University Council
People and Culture Strategy	Director of People and Culture
Learning and Teaching Strategy	PVC (Education)
Global Engagement Strategy	PVC (Global Engagement)
Research and Impact Strategy	PVC (Research and Impact)

Part 1

Health, Safety and Wellbeing Strategy	Director of People and Culture
Recruitment Policy	Director of People and Culture
Admissions Policy	Head of Admissions
Access and Egress for Disabled People	Director of Physical Resources
Equality Scheme	Director of People and Culture
Disability Action Plan	Director of People and Culture
Article 55 Affirmative Action programme	Director of People and Culture
Athena SWAN Action Plan	Director of People and Culture
Student Good Relations Policy	Students Union/Good Relations Policy Working Group
Policy for the protection of children and vulnerable adults	University Secretary

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	<p>The University's EO data were reviewed. In the Academic Year (AY) 2018/19, the majority of students (78%) identified as 'Christian'. This comprises 65.8% 'Catholic' and 34.2% 'Protestant', an increase of 1.1% in the Catholic faith since AY2015/16.</p> <p>13% of all Ulster students identified as having 'No religion', a decrease of 1% compared with AY2015/16.</p> <p>In AY2015/16, there were around one-third more Catholic students than Protestant students in Northern Ireland's higher education institutions (Source: Belfast Telegraph 28 June 2017; https://www.belfasttelegraph.co.uk/news/northern-ireland/revealed-47-of-higher-education-students-are-catholics-and-30-protestants-35874614.html).</p>
Political opinion	<p>The University does not collect data on political opinion, or make assumptions regarding Political Opinion based on Community Background.</p>
Racial group	<p>The University's EO data were reviewed. In AY2017/18, 4.4% of our students identified as BME. This indicates a 0.8% increase in BME students compared with AY2012/13.</p> <p>Our BME profile suggests that we are twice as diverse as the local population. The Northern Ireland Census (2011) suggests that 1.8% of the NI population is BME.</p>
Age	<p>The University's EO data were reviewed. In AY 2017/18, the majority of students (64.3%) were aged 21 and under 40. This indicates an 8% increase in students within this age band compared with 2012. This coincides with a 7% decrease in students aged under 21 (to 24.5%) and 1% increase in students</p>

Part 1

	aged 40 and over (to 11.23%).
Marital status	The University's EO data were reviewed. In AY 2017/18, 78.3% of students were 'Single', a 1.6% increase compared with AY2012/13.
Sexual orientation	We do not collect student data on sexual orientation.
Men and women generally	The University's EO data were reviewed. In AY 2017/18, 56.2% of students were 'Female', a 1.1% decrease compared with AY2012/13.
Disability	The University's EO data were reviewed. In AY 2017/18, 10.4% of students declared a disability. Of those who registered with Student Support in AY 2017/18, 40% had mental health issues, 22.2% had multiple disabilities and 37.8% had ASD. This compares with 46.5%, 18.8% and 34.6% in AY2016/17.
Dependants	The University's EO data were reviewed. In AY2017/18, 16% of students declared dependants, a decrease of 1.5% compared with AY2012/13.

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	In its 'Key Inequalities in Education in Northern Ireland' (2015) report, the Equality Commission for Northern Ireland reports that Catholics are persistently more likely to enter higher education than other groups.
Political opinion	In 2013, representatives of the students' Orange Society reported that Unionist students perceive that there is a 'chill factor' at the University for protestant students. The Students Union's Good Relations Working Group (established in 2013) continues to address issues relating to this.
Racial group	In its 'Key Inequalities in Education in Northern Ireland' (2015) report, the Equality Commission for Northern Ireland reports that minority ethnic school leavers are slightly more likely than white school leavers to enter higher education. The majority of our BME students are international students.
Age	The Equality Commission's 'Key Inequalities in Education in Northern Ireland' (2015) report, would suggest that the vast majority of enrolees on most higher education courses are likely to be young, single people with no dependants. With increased age comes increased barriers to accessing or returning to education, such as caring and parenting responsibilities; a lack of available and affordable childcare or flexible respite care; other financial burdens such as fees, materials and travel costs; less time; and previous negative experiences of education.
Marital status	None identified. However, the Equality Commission's 'Key Inequalities in Education in Northern Ireland' (2015) report would suggest that the vast majority of enrolees on most higher education courses are likely to be young, single people with no dependants.

Part 1

<p>Sexual orientation</p>	<p>None identified. The Strategy aims to support all students and staff at Ulster University.</p>
<p>Men and women generally</p>	<p>According to the HEPI Report 84, 2016, young women are now 35% more likely to go to university than men.</p>
<p>Disability</p>	<p>The Equality Commission’s ‘Key Inequalities in Education in Northern Ireland’ (2015) would suggest that school leavers with no Special Educational Needs (SEN) or disability are much more likely (than those with any SEN or disability) to enter higher education. Disabled students are likely to require reasonable adjustments. The Strategy incorporates commitments to support student wellbeing including students with a disability, and indicates initiatives to ensure that our students receive the support and assistance required.</p>
<p>Dependants</p>	<p>The Equality Commission’s ‘Key Inequalities in Education in Northern Ireland’ (2015) report would suggest that the vast majority of enrolees on most higher education courses are likely to be young, single people with no dependants. The Strategy aims to support all students and staff at Ulster University.</p>

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:

- The Senior Leadership Team
- DFO's
- Provosts
- COO Directors
- The Students Union
- Student Support
- Sports Services
- Residential Services
- Catering / Conferencing Services
- Riverside Theatre
- Trade Unions
- All staff, via campus road shows

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.

Part 2

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	The Strategy is likely to have a positive impact on equality of opportunity for this category.	Minor (+)
Political opinion	The Strategy is likely to have a positive impact on equality of opportunity for this category.	Minor (+)
Racial group	The Strategy is likely to have a positive impact on equality of opportunity for this category.	Minor (+)
Age	The Strategy is unlikely to impact on equality of opportunity for this category.	None
Marital status	The Strategy is unlikely to impact on equality of opportunity for this category.	None
Sexual orientation	The Strategy is unlikely to impact on equality of opportunity for this category.	None
Men and women generally	The Strategy is unlikely to impact on equality of opportunity for this category.	None
Disability	The Strategy is likely to have a positive impact on this category.	Minor (+)
Dependants	The Strategy is unlikely to impact on equality of opportunity for this category.	None

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		No. This strategy aims to support a diverse and dynamic University community through the provision of high quality environments, experiences and communication strategies that assist students to make connections with peers, staff and the broader community. Through the activities of Campus Life, the focus is on providing services and support for students that promotes inclusion, diversity and equality.
Political opinion		No. This strategy aims to support a diverse and dynamic University community through the provision of high quality environments, experiences and communication strategies that assist students to make connections with peers, staff and the broader community. Through the activities of Campus Life, the focus is on providing services and support for students that promotes inclusion, diversity and equality.
Racial group		No. This strategy aims to support a diverse and dynamic University community through the provision of high quality environments, experiences and communication strategies that assist students to make connections with peers, staff and the broader community. Through the activities of Campus Life, the focus is on providing services and support for students that promotes inclusion, diversity and equality.
Age		No. This strategy aims to support a diverse and dynamic University community through the provision of high quality environments, experiences and communication strategies that assist students to make connections with peers, staff and the broader community. Through the activities of Campus Life, the focus is on providing services and support for students that promotes inclusion, diversity and equality.

Part 2

<p>Marital status</p>		<p>No. This strategy aims to support a diverse and dynamic University community through the provision of high quality environments, experiences and communication strategies that assist students to make connections with peers, staff and the broader community. Through the activities of Campus Life, the focus is on providing services and support for students that promotes inclusion, diversity and equality.</p>
<p>Sexual orientation</p>		<p>No. This strategy aims to support a diverse and dynamic University community through the provision of high quality environments, experiences and communication strategies that assist students to make connections with peers, staff and the broader community. Through the activities of Campus Life, the focus is on providing services and support for students that promotes inclusion, diversity and equality.</p>
<p>Men and women generally</p>		<p>No. This strategy aims to support a diverse and dynamic University community through the provision of high quality environments, experiences and communication strategies that assist students to make connections with peers, staff and the broader community. Through the activities of Campus Life, the focus is on providing services and support for students that promotes inclusion, diversity and equality.</p>
<p>Disability</p>		<p>No. This strategy aims to support a diverse and dynamic University community through the provision of high quality environments, experiences and communication strategies that assist students to make connections with peers, staff and the broader community. Through the activities of Campus Life, the focus is on providing services and support for students that promotes inclusion, diversity and equality.</p>
<p>Dependants</p>		<p>No. This strategy aims to support a diverse and dynamic University community through the provision of high quality environments, experiences and communication strategies that assist students to make connections with peers, staff and the broader community. Through the activities of Campus Life, the focus is on providing services and support for students that promotes inclusion, diversity and equality.</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 given its focus is around strengthening our campus communities and delivering a positive staff, student and visitor experience while on campus.	Minor (+)
Political opinion	The strategy is likely to have a positive impact on good relations given its focus is around strengthening our campus communities and delivering a positive staff, student and visitor experience while on campus.	Minor (+)
Racial group	The strategy is likely to have a positive impact on good relations given its focus is around strengthening our campus communities and delivering a positive staff, student and visitor experience while on campus.	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		No. The strategy is likely to have a positive impact on good relations given its focus is around strengthening our campus communities and delivering a positive staff, student and visitor experience while on campus.
Political opinion		No. The strategy is likely to have a positive impact on good relations given its focus is around strengthening our campus communities and delivering a positive staff, student and visitor experience while on campus.
Racial group		No. The strategy is likely to have a positive impact on good relations given its focus is around strengthening our campus communities and delivering a positive staff, student and visitor experience while on campus.

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>The Strategy aims to support all students and staff at Ulster University.</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 including mental health issues and diagnosis of disability so they can fully participate in life at Ulster and succeed in their educational goals.</p>	

<p>7. Does the policy provide an opportunity to promote positive attitudes towards disabled people?</p>	
<p>If Yes, provide details</p>	<p>If No, provide reasons</p>
<p>Yes, this strategy aims to support the wellbeing of all students including those with mental health conditions and diagnoses.</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.

The Strategy focuses on delivering the best possible student, staff and visitor experience across the four campuses of Ulster University.

The vision is to create Thriving Campus Communities – placing the student experience at the heart of everything we do. We know that it is the services, environment and experiences that 'wrap around' the academic engagement that can influence the retention and success of students at our University.

This strategy aims to support a diverse and dynamic University community through the provision of high quality environments, experiences and communication strategies that assist students to make connections with peers, staff and the broader community. Through the activities of Campus Life, the focus is on providing services and support for students that promotes inclusion, diversity and equality.

In line with University policy, the Strategy 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	11/1/19
Approved by: 	Director of People and Culture	2/9/19

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:

02/09/21

(Insert date)