

**AUGUST 2020**

# **EQUALITY IMPACT ASSESSMENT ON ULSTER UNIVERSITY'S RELOCATION OF THE SCHOOL OF HEALTH SCIENCES**

Consultation Document

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# 1. Executive Summary

## ***Introduction***

This Equality Impact Assessment (EQIA) has been prepared by Ulster University to assess the impact of the changes outlined within the University's Consultation Document – 'A Consultation on the Location of the School of Health Sciences'.

An EQIA is an in-depth analysis of a 'policy' to determine the extent of the impact on equality of opportunity for the nine equality categories and the impact on good relations under Section 75 of the Northern Ireland Act 1998.

This EQIA has been carried out subsequent to a screening process undertaken in 2019 / 2020. Ulster University established an EQIA Working Group in February 2020 to oversee the exercise.

## ***The 'Policy'***

With the decision made to relocate the University away from the Jordanstown campus, a decision must be reached on the future optimum location of the School of Health Sciences. In the document, 'A Consultation on the Location of the School of Health Sciences' three options are set out for the future provision of undergraduate courses – the campuses at Belfast, Coleraine or Magee. In each option it is expected that postgraduate provision will be located in Belfast.

## ***Data Collection***

In conducting the EQIA, the Working Group considered a wide range of data including existing quantitative and qualitative institutional data, and data gathered from previous engagement and consultation exercises.

## ***Summary of Assessment of Impacts***

Impacts have been considered across all nine categories as set out in the Northern Ireland Act 1998. In undertaking Equality Screening of the decision to relocate the School of Health Sciences, four of the nine Section 75 categories were considered to have a potentially major impact on equality of opportunity for those affected by this policy. They are *Age; Men and Women Generally; Disability; and Dependants*. In this EQIA, the impacts on all nine are considered in Section 7, with greater specificity on the four referred to above.

## ***Summary of Mitigations and Recommendations***

In Section 8 of this report, a range of mitigants are considered. Recognising that many mitigants cut across Section 75 categories, the mitigants have been grouped into broader themes – *working patterns, terms and conditions, car parking, public transport, student travel and accommodation, campus accessibility, childcare and care support, timetabling, induction and tailored support for colleagues*.

## 2. The Statutory Context

### ***Section 75 of the Northern Ireland (NI) Act 1998***

Section 75 of the NI Act 1998 requires each public authority, when carrying out its functions in relation to Northern Ireland, to have due regard to the need to promote equality of opportunity between:

- persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation;
- men and women generally;
- persons with a disability and persons without; *and*
- persons with dependants and persons without.

Without prejudice to its obligations above, a public authority must also have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

In 2001 the University was designated by the Secretary of State as a public authority, for the purposes of Section 75 of the Northern Ireland Act 1998. Subsequently the University produced its first Equality Scheme. The University's third Equality Scheme was approved and signed by former Vice-Chancellor Professor Paddy Nixon, and former Chair of Council, Mr John Hunter in May 2017.

The Scheme outlines how the University proposes to fulfil its statutory duties under Section 75 and will duly implement the requirements of the Revised Guidance for Public Authorities on Implementation of Section 75. Responsibility for the effective implementation of the Scheme lies with the Council of the University. The Vice-Chancellor is accountable to the Council for the development, implementation, maintenance and review of the equality scheme in accordance with Section 75 and Schedule 9 of the Northern Ireland Act 1998. The Director of People and Culture oversees and reviews the implementation of the Scheme.

### **3. Consultation Approach and Format**

The University welcomes any comments which you may have in terms of the EQIA<sup>1</sup>. We believe that the School's current and prospective students; the people who use the service, their families, relatives, carers and communities; and the staff who deliver the service are best placed to tell us what they think of the University's options for the relocation of the School of Health Sciences. We are therefore keen to involve these groups specifically in the process.

Your views are very important to us. We appreciate the unprecedented circumstances that exist at this time of consultation as a consequence of the Covid-19 pandemic, and would welcome the suggestions of any consultee / stakeholder group as to how they can best provide feedback at this time.

This consultation report has been made available as part of the formal consultation stage of the EQIA, in line with 'Step 4' of the Equality Commission for Northern Ireland (ECNI)'s '7 Step EQIA Process.' The deadline for comments will be: 24<sup>th</sup> November 2020. Following consultation – and in line with best practice from ECNI - a summary report will be made available.

If you have any queries about this document, and its availability in alternative formats please contact Angela Getty, Section Lead: Equality, Diversity and Inclusion on Tel: 028 9036 8869 or e-mail: [ak.getty@ulster.ac.uk](mailto:ak.getty@ulster.ac.uk)

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<sup>1</sup> Consultees are reminded that this EQIA consultation is occurring alongside the consultation on the document 'A Consultation on the Location of the School of Health Sciences' which sets out the three options for the future location of the school. Consultees are invited if they so wish to complete responses to both documents.

## 4. About Ulster University

### ***Vision and Mission***

The University makes a major contribution to the economic, social and cultural advancement of Northern Ireland as a region within a national and international context and plays a key role in attracting inward investment.

In 2016 the University published its 'Five and Fifty' strategic plan, designed to provide a focus for the immediate term (five years) and for the longer term (fifty representing the fiftieth anniversary of Ulster University in 2034). In the document, the Vision and Mission were articulated as follows:

*“As Northern Ireland’s civic university, Ulster University will deliver outstanding research and teaching that encourages the innovation, leadership and vision needed to help our community thrive.*

*Grounded in the heart of the community Ulster University will*

- *transform lives, stretch minds, develop skills and raise ambitions;*
- *deliver globally significant research with local relevance;*
- *encourage a diverse university community; and*
- *make a lasting contribution to society as a whole.”*

Five and Fifty sets out four strategic priorities for Ulster University, based around focusing on delivering a university that is innovative and sustainable with a strong academic and international reputation. The priorities are *civic contribution, academic excellence, global vision, and operational excellence*.

### ***Institutional Structure***

Ulster University (legally known as the University of Ulster) was established by Royal Charter in 1984 and operates across four campuses: Coleraine, Jordanstown, Belfast and Magee. The governing body of the University is the Council.

The Vice-Chancellor is the Chief Accounting Officer of the University. Since August 2020, Professor Paul Bartholomew is the Vice-Chancellor. The Senior Leadership Team and wider Executive team is made up of the Vice-Chancellor and a range of other roles as set out below:

- There are two Deputy-Vice-Chancellor roles, with responsibility respectively for Academic, *and* Research and External Affairs; (one of these posts is currently vacant)
- The University is academically organised with four faculties<sup>2</sup>, and each faculty is headed by an Executive Dean;
- There is a Chief Operating Officer, who has responsibility for Information Services, Estates, and the development of the new Belfast campus;
- A series of Director roles sit within the Vice Chancellor’s office, with responsibility for the roles and functions covering Finance, People and

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<sup>2</sup> Arts, Humanities & Social Sciences (AHSS); Computing, Engineering & Built Environment (CEBE); Life and Health Sciences (LHSS); and Ulster University Business School (UUBS).

Culture, the University Secretary, Strategic Planning, and Marketing and Communications;

- There are two Dean positions with responsibility respectively for Learning Enhancement and Academic Business Development; *and*
- There are three Provosts, one with responsibility for the Coleraine campus; one for the Magee campus; and one for the Jordanstown and Belfast campuses. The Provosts report into the DVC Research and External Engagement.

### ***The School of Health Sciences***

The School of Health Sciences is positioned within the Faculty of Life and Health Sciences. The Executive Dean of the Faculty is Professor Carol Curran, and the Head of the School of Health Sciences is Professor Suzanne Martin.

The School of Health Sciences is the sole provider of education for Allied Health Professions and Healthcare Scientists as a workforce into Health and Social Care (HSC). This includes:

- Diagnostic Radiographers;
- Occupational Therapists;
- Physiotherapists;
- Podiatrists;
- Speech and Language Therapists;
- Therapeutic Radiographers; *and*
- Healthcare Scientists (Cardiology & Respiratory).

Allied Health student places are funded by the Department of Health.

### ***The Equality, Diversity and Inclusion (EDI) Unit***

The EDI Unit is positioned within the Employee Experience team in the People and Culture Directorate. The Director of the People and Culture Directorate is Mr Damian McAlister; the Employee Experience team is led by Mr Mark Latuske; and the Section Lead for EDI is Ms Angela Getty.

## 5. Assessing Equality Impacts – Screening and Equality Impact Assessment (EQIA) Processes

### ***Equality Screening***

As set out in the University's Equality Scheme, policies are **screened** using a standard template and approach to assess impact on the promotion of equality of opportunity or the duty to promote good relations using the following criteria:

- What is the likely impact on equality of opportunity for those affected by this Policy for each of the Section 75 equality categories? (Major / Minor / None);
- Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories;
- To what extent is the Policy likely to impact on good relations between people of a different religious belief, political opinion or racial group? (Major / Minor / None); *and*
- Are there opportunities to better promote good relations between people of a different religious belief, political opinion or racial group?

The completion of a screening process leads to one of three outcomes:

- the policy is 'screened in' for equality impact assessment (EQIA);
- the policy is 'screened out' with mitigation or an alternative policy proposed to be adopted; *or*
- the policy is 'screened out' without mitigation or an alternative policy proposed to be adopted.

### ***Equality Impact Assessments***

An Equality Impact Assessment (EQIA) is a thorough and systematic analysis of a policy, whether that policy is written or unwritten, formal or informal and is carried out in accordance with the Equality Commission for Northern Ireland's (ECNI) Guidance for Implementing Section 75 of the NI Act 1998 and its Practical Guidance on Equality Impact Assessment.

Whilst an EQIA must address all of the nine Section 75 categories, it does not need to afford equal emphasis to each throughout the process – rather the EQIA must be responsive to emerging issues and concentrate on priorities accordingly.

An EQIA should determine the extent of differential impact upon the relevant groups and in turn establish if the impact is adverse. If so, then the public authority must consider alternative policies to better achieve equality of opportunity or measures to mitigate the adverse impact.

### **The Equality Commission's Seven Steps**

This EQIA follows the seven separate elements as outlined in the Equality Commission's guide to Statutory Duties. Note steps six and seven are completed following the end of the consultation process:

<b>ECNI 7 Step Process for an EQIA</b>	
STEP 1	Define the aims of the Policy
STEP 2	Consider available data and research
STEP 3	Make an assessment of the impacts
STEP 4	Other factors to consider – defined as: <ul style="list-style-type: none"><li>• Consideration of measures which might mitigate any adverse impact; <i>and</i></li><li>• Consideration of alternative policies which might better achieve the promotion of equality of opportunity.</li></ul>
STEP 5	Consultation Process undertaken
STEP 6	Decision by public authority & publication of report on results of EQIA
STEP 7	Monitoring for adverse impact in the future and publication of the results of such monitoring

### **The School of Health Sciences EQIA Working Group**

In undertaking this EQIA, a Working Group was established to meet regularly<sup>3</sup> and undertake the activity required in each step. The Working Group is chaired by Brian McAuley, Director of Faculty Operations (Faculty of Life and Health Sciences) and is made up of representatives from the Trade Unions, the School of Health Sciences, the Students' Union and the People and Culture Directorate.

<b>Representative / Role</b>	<b>Name</b>
<b>(Chair) Director of Faculty Operations (DFO)</b>	Brian McAuley
<b>Unite Trade Union</b>	Rhonda Black <i>(replaced Richard Young at meeting on 22 May 2020)</i>
<b>Unison Trade Union</b>	Marianne Buick

<sup>3</sup> The dates of the meetings of the Group are listed in Annex 4.

<b>Other representatives from School</b>	Jean Daly-Lynn Leslie George
<b>Section Lead – Equality, Diversity and Inclusion</b>	Angela Getty
<b>UCU Trade Union</b>	Edel Griffin
<b>Non-P&amp;C or Health Sciences (e.g. Athena Swan)</b>	Shauna Harte
<b>Deputy Director of People and Culture (Employee Experience)</b>	Mark Latuske
<b>People and Culture – People Partner</b>	Ciara McCann
<b>Head of School of Health Sciences</b>	Professor Suzanne Martin
<b>Ulster University Students' Union (UUSU)</b>	Amanda Mulholland
<b>VP Education UUSU</b>	Nicole Parkinson-Kelly, VP Education UUSU (co-opted at meeting on 29 May 2020)
<b>Secretariat Equality, Diversity and Inclusion Advisor</b>	Cara McShane

## 6. The Aims of the Policy (ECNI Step 1)

In 2021 Ulster University will open a new innovative, transformative and vibrant campus in Belfast city centre. Once this new campus is opened the Jordanstown campus will – with the exception of a small number of specialist areas remaining on site – be closed down. This represents a significant change for current and future students, for our staff, and for other key stakeholders. This change provides the opportunity for the University to consider how best to continue to impact as a regional University across Northern Ireland, and how to consolidate and locate its curricular offerings across the three campus locations of Belfast, Coleraine and Magee<sup>4</sup>.

In the document ‘A Consultation on the Location of the School of Health Sciences’, the University sets out three preferred location strategies for the school. In each of the three options, it is envisaged that postgraduate provision will be located on the Belfast campus. Undergraduate provision will either be based on the Belfast, Coleraine or Magee campuses. The University sets out in ‘A Consultation on the Location of the School of Health Sciences’ that whilst there are three options for undergraduate provision, Magee is the preferred location. Each campus provides the opportunity for greater alignment of expertise and experience across disciplines within different Schools. Feedback from the consultation on that document and this EQIA document will inform the final decisions on the location of the School of Health Sciences.

The School of Health Sciences has been delivering Allied Health Provision and Healthcare Science courses on the Jordanstown campus since 1974 including:

- Bsc Hons Diagnostic Radiography & Imaging;
- Bsc Hons Health Physiology / Bsc Hons Healthcare Science Cardiac Physiology; BSc Hons Healthcare Science Respiratory Physiology;
- Bsc Hons Occupational Therapy;
- Bsc Hons Physiotherapy;
- Bsc Hons Podiatry;
- Bsc Hons Radiotherapy and Oncology; *and*
- Bsc Hons Speech and Language Therapy.

The School has a distinguished history of producing graduates who go on to become leaders in research, health services and education. The University is seeking to determine the future optimum base(s) for the School to:

- Enable the School to continue to sustain and build on its long track record of excellence;
- Continue to make an impact in delivering healthy communities in Northern Ireland, drawing on the University’s exceptional breadth and depth of experience;
- Sustain the School’s strong history of interdisciplinary teaching, supporting Allied Health Providers (AHPs) and Healthcare Scientists in sharing their skills

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<sup>4</sup> Further detail in relation to each campus can be found in Annex 1

and creating opportunities for AHP students to share elements of education with student nurses and doctors, and also with other AHPs; *and*

- collaborate with broader multi-professional health workforces operating in flexible teams working across primary care and local hospitals – a focus on change as set out in '*Closing the gap: key areas for action on the health and care workforce*<sup>5</sup>' and '*AHPs into Action.*'<sup>6</sup>

The core focus therefore is to draw on Ulster University's exceptional breadth of educational and research experience, and campus locations in relation to the course provision of the School of Health Sciences.

The outcome of the relocation of the School will be that the University is able to sustain and build on the success of its current delivery models and on the School's track record of attainment:

- by building on existing collaborations across disciplines;
- through the deepening of campus identities;
- by cementing Ulster's position as an employer of choice for aspiring, leading and developing researchers, academics, technical and business support staff; *and*
- by the creation of twenty first-century learning experiences that prepare Ulster students for life, work, and global citizenship.

Achieving these outcomes will require a series of clear and transparent objectives, each with 'SMART'<sup>7</sup> targets which are designed to:

- Ensure that students continue to be recruited to meet Department of Health (DoH) workforce needs as set forth in the annual commissioning plan;
- Ensure that students continue to be recruited to meet broader health workforce needs, including attracting students from outside Northern Ireland;
- Continue to provide, support and enhance a positive student and staff experience both in formal and informal learning and with regard to the wider student experience;
- Continue to support all our highly skilled and trained staff (academics, technicians and administrators) in the ongoing delivery of teaching, research and new course provision;
- Enrich current shared teaching, learning and research practices between cognate subject disciplines optimising and maximising the potential of enhancing clinical outcomes as a consequence of the active facilitation of inter-professional learning opportunities;
- Maximise the transformational impact of the University in relation to its regional and civic mission, to include achieving a sustainable and viable student body on each campus; *and*

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<sup>5</sup> The Health Foundation / The King's Fund / Nuffield Trust - March 2019

<sup>6</sup> NHS England - January 2017

<sup>7</sup> SMART – specific, measurable, achievable, realistic, timely

- Secure and maintain the expansion of postgraduate provision to meet the needs of the workforce and develop new income streams for the School to support and facilitate further growth and access to state of the art resources.

As with the operation of any School, Department or Faculty, there are a series of factors that will both assist and hinder the achievement of the desired outcomes – these factors will always cover a multitude of societal, political, and economic matters, and some of these will be referenced in this document. The specific context of the creation of a new Belfast campus, as well as the decision to relocate away from Jordanstown, and associated timeframes presents both challenge and opportunity for the relocation.

This ‘policy’ has been defined and originated by the Faculty Leadership Team within the Faculty of Life and Health Sciences. In Semester 3 of the 2019 / 2020 academic year, input into the definition of the ‘policy’ aims was provided by members of the Equality Impact Assessment (EQIA) Working Group. The relocation of the School will be implemented and delivered by the leadership teams both in the Faculty and the School of Health Sciences, using expertise from appropriate departments across the University as may be required, for example Finance, *and* People and Culture. A continued focus on monitoring of implementation of the ‘policy’, and in coordinating activity will be provided through established governance structures / protocols and ways of working across Ulster University.

It is envisaged that the relocation of the School will have impact on the following internal and external stakeholders and beneficiaries;

- Staff;
- Students (current and prospective);
- Service Users;
- The Department of Health in Northern Ireland;
- Public Sector Organisations including Health Trusts;
- Voluntary and Community Groups;
- Trade Unions; *and*
- Private Sector Providers.

The definition of the policy and its implementation has been / will be guided by the University’s strategic focus on three prioritised areas of People, Recruitment (Staff & Students) and Transformation. In addition, this policy links <sup>8</sup>with the following additional strategies and policies:

- The 5&50 Strategic Plan;
- People and Culture Strategy;
- Equality, Diversity and Inclusion Strategy;
- Staff Wellbeing Strategy;
- Learning and Teaching Strategy;
- Global Engagement Strategy;
- Research and Impact Strategy;

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<sup>8</sup> For some policies – the link may only exist based on specific decisions made in relation to relocation

- Policy on Recruiting and Selecting Employees;
- Policy on Access and Egress for Disabled People;
- Equality Scheme;
- Disability Action Plan;
- Article 55 Affirmative Action programme;
- Athena SWAN Action Plan;
- Students' Good Relations Policy;
- Memorandum of Agreement with DoH;
- Placement Agreement;
- Travel and Expenses Policy;
- Flexible Working Arrangements;
- Car Parking Policy;
- Health and Safety Policy;
- Guidance on Consultation on Fixed Term Contracts;
- Redundancy Policy;
- Approach to Academic Promotions;
- Removal Expenses Guidelines;
- Base Transfer Mileage Policy;
- Organisation Structure Change Policy; *and*
- Sustainability Strategy.

## 7. Consideration of Available Data and Research (ECNI Step 2)

### **Data Considered**

In keeping with the ECNI Guide to the Statutory Duties, quantitative and qualitative data has been drawn from a number of sources in the undertaking of the work for the screening approach and subsequent EQIA.

A full list of the data sets, documents and reports considered either during screening, EQIA, or both are included in the Annex. For the purposes of the EQIA, the following pertinent data sets, documents, inputs and reports have been considered when creating this report:

- Comments and feedback from work undertaken by the **School of Health Sciences EQIA Working Group** across fourteen meetings held between April and August 2020.
- **The University's Equal Opportunity (EO) Monitoring Databases:**  
The University recognises that data collection and analysis is essential to the effective implementation of its Equality Scheme. Bespoke computerised information systems for staff data and student EO data are utilised for the purposes of policy screening and EQIA. For consistency, standardised EO monitoring reports are collated annually on 6 February<sup>9</sup> and made available on the University's Key Equality Data webpage. EO data is also drawn down, by request for planning and statutory reporting purposes.

Additional EO data relating to academic, technical and administrative staff, undergraduate and postgraduate students was commissioned internally for the purposes of this EQIA.

- **Equal Opportunity Profile quantitative data:**  
This data sets out information in relation to key stakeholders impacted by the relocation of the School:
  - University Staff (generally)
  - Staff in SoHS (academic, technical and administrative)
  - University Students (generally)
  - Undergraduate students in SOHS
  - Postgraduate students in SOHS.
- **Results of Stakeholder Engagement Staff Survey undertaken in October 2019 – qualitative and quantitative:**  
During internal consultation on the relocation of the School of Health Sciences, all staff within the School were invited to participate in a 'Stakeholder Engagement Staff Survey'. To ensure confidentiality and anonymity, this online survey was facilitated by the Section Lead for Equality, Diversity and Inclusion (EDI), using Survey Monkey. Separate questionnaires were provided for academic/professional support/technical staff (n=66) and PhD/research staff (n=20).

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<sup>9</sup> 6 February is the census date for the annual Fair Employment and Treatment Order (FETO) Return

The survey took place between 27 September and 16 October 2019. It set out to ascertain staff views on the proposed relocation of the School, the issues each option presented and how these issues could be mitigated, with a view to informing the relocation decision. The survey questionnaire consisted of two sections:

- Section 1 captured staff views on the relocation of Life and Health Sciences. Information provided in this section was anonymised and presented in summary form to the Head of School for processing / inclusion in the 'A Consultation on the Location of the School of Health Sciences' consultation document;
- Section 2 captured staff views on the potential equality impact of each campus relocation, using questions drawn from the policy screening pro-forma. Information provided in this section was anonymised and processed by the Section Lead for EDI. A summary of all responses was used to inform the equality screening decision and to help mitigate any negative impacts identified.

Within the survey, staff were encouraged to contact the Head of School directly to discuss individual equality concerns, in confidence, so that they could be mitigated.

Staff were informed at the start of the questionnaire that all responses were in confidence. Respondents were also given a chance to indicate within a separate question in each questionnaire if they wished their responses to remain confidential.

Overall, 85% (73) of staff provided responses to Section 1 of the questionnaire<sup>10</sup>. In the case of Section 2 of the questionnaire, a maximum of 62 individuals answered any given question, representing a 72% response rate<sup>11</sup>. However, in both cases, not all respondents provided an answer for every question. Where this was the case, percentages were calculated from the total number of respondents to the respective question.

60 staff completed the separate question on confidentiality in section 2 of the Survey. 58% (35) requested that their responses remain confidential, citing a variety of reasons for this. Consequently, in some sections of this report, only summary data may be provided.

- **Outputs from wider Stakeholder Engagement Process August – December 2019.**
  - A total of 1,110 individual contributions were received as part of the stakeholder engagement exercise, 252 from prospective students and 260 existing students. Two key documents made available to the EQIA Working Group:

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<sup>10</sup> 60% (12) of PhD/research staff and 92% (61) of Academic/Administrative/Technical staff provided responses to Section 1 of the questionnaire.

<sup>11</sup> 50% (10) of PhD/Research staff and 79% (52) of Academic/Administrative/Technical staff provided responses to Section 2 of the questionnaire.

- School of Health Sciences Stakeholder Engagement – Executive Summary Report
  - Instant Report from engagement session held on Jordanstown Campus on 18<sup>th</sup> October 2019.
- **Post Consultation Feedback document on the Relocation of the School of Health Sciences January 2018**
    - 19 responses received to a series of questions asked – 11 from staff in the School, 6 from staff in other parts of the University, and 2 from other organisations.
  - **Ulster University’s Equality Scheme** – as published in 2017.

### **Layout of Data**

In considering how best to lay out the data, the University has approached analysis of each of the Section 75 categories in turn. In each category, reference will be made to which of the data sets and reports listed above are being considered. In each category, staff data will be considered first, followed by student data. In some cases, the most recent data is provided alongside comparable data from previous years. Alongside staff and student data, reference is also made in some categories to service users.

The content in this section is primarily ‘quantitative.’ Key ‘qualitative data’ is included in the Section 8 which looks at Step 3 – Impacts.

## **A. Religious Belief**

### **Staff**

Staff Equal Opportunities (EO) Monitoring Data as at 6<sup>th</sup> February 2020 shows that the staff profile for the University as a whole is close to 50 / 50 between Protestant and Catholic. In each of the years shown in Table A1 below, the proportion of Catholic staff has increased and the proportion of Protestant staff has decreased.

**Table A1 – UU Staff Breakdown by Catholic / Protestant**

	Protestant	Catholic	Year-on-year Increase in % Catholic / Decrease in % Protestant
<b>Feb 2020</b>	50.3%	49.7%	0.6%
<b>Feb 2019</b>	50.9%	49.1%	1.8%
<b>Feb 2018</b>	52.7%	47.3%	1.3%
<b>Feb 2017</b>	54%	46%	

*Note – this is data covering only those staff where such data is determined – for example in 2020, the percentage of staff where information in this regard was determined was 17.5%.*

Between 2017 and 2019, there has been a 3.7% increase in the proportion of Catholic staff. Whilst the next Northern Ireland census is not due until 2021, there have been reports in recent years suggesting an overall increase in the percentage of Catholics in Northern Ireland. One such data set is the Labour Force Survey Report published in 2019, comparing the change in key demographics in Northern Ireland between 1990 and 2017. It identified that:

- The proportion of the population aged 16 and over who reported as Protestant decreased by 14 percentage points from 56% to 42%,
- The proportion who reported as Catholic increased by three percentage points from 38% to 41%.
- The proportion reported as 'other/non-determined' has increase from 6% to 17%.

In this regard whilst we await the 2021 census, it can be suggested that the increase in the proportion of Catholic staff at Ulster University might be reflective of wider societal trends.

The data (again where determined) is available for 2020 and 2019 in the Faculty of Life and Health Sciences. A different faculty structure existed prior to 2018 making exact comparisons before that date impossible. Compared to the University as a whole, there are more staff from a Catholic background in the Faculty:

**Table A2 – Faculty of Life and Health Sciences Breakdown by Catholic / Protestant**

	Protestant	Catholic	Year on year Increase in % Catholic / Decrease in % Protestant
<b>Feb 2020</b>	43.4%	56.6%	2.7%
<b>Feb 2019</b>	46.1%	53.9%	

The School of Health Sciences sits structurally within the Faculty of Health Sciences. EO monitoring data for staff in the School of Health Sciences in June 2020 indicates:

- Religious Belief - 79.7% of staff (academic, business support clerical *and* business support technical) involved with the provision of Allied Health Courses were Christian. No religion was noted for 15.9% and no data was available for 4.4%.
- Community Background - 42% of staff (academic, business support clerical *and* business support technical) involved with the provision of Allied Health Courses were Protestant, 47.8% were Catholic, and 10.2% not determined.

Of the 61 staff who responded to the religious belief question in the equality section of the Stakeholder Engagement Survey undertaken in October 2019, 24.6% (15) indicated that they have no religion, 41.0% (25) indicated that they were Protestant, and 29.5% (18) indicated that they were Catholic.

Within the Stakeholder Engagement Staff Survey, staff were asked if they would relocate to the Belfast, Coleraine or Magee campus. The data is shown below – *Nb*

the number of responses received for the Belfast and Magee questions was 61, but was 60 for the Coleraine question.

**Table A3 – Staff Relocation Intentions**

Would relocate to Belfast				
	Protestant	Catholic	No Religion	Other Religion
<b>Yes</b>	31.1% (19)	21.3% (13)	14.8% (9)	1.6% (1)
<b>No</b>	6.6% (4)	1.6% (1)	6.5% (4)	0.0%
<b>Undecided</b>	4.9% (3)	6.6% (4)	3.3% (2)	1.6% (1)
<b>Total</b>	42.6% (26)	29.5% (18)	24.6% (15)	3.3% (2)

Would relocate to Coleraine				
	Protestant	Catholic	No Religion	Other Religion
<b>Yes</b>	8.3% (5)	13.3% (8)	8.3% (5)	0.0%
<b>No</b>	11.7% (7)	10.0% (6)	5.0% (3)	1.6% (1)
<b>Undecided</b>	23.3% (14)	6.7% (4)	10.0% (6)	1.6% (1)
<b>Total</b>	43.3% (26)	30% (18)	23.3% (14)	3.3% (2)

Would relocate to Magee				
	Protestant	Catholic	No Religion	Other Religion
<b>Yes</b>	3.3% (2)	8.2% (5)	4.9% (3)	0.0
<b>No</b>	34.4% (21)	11.5% (7)	14.8% (9)	3.3% (2)
<b>Undecided</b>	4.9% (3)	9.8% (6)	4.9% (3)	0.0
<b>Total</b>	42.6% (26)	29.5% (18)	24.6% (15)	3.3% (2)

*Note: Rounding differences may be noticed in totals.*

## Students

The Student Equal Opportunity monitoring data shows that in the Academic Year 2019/20, 73.9% of students across the institution identified as Christian and 12.7% identified as having 'No religion.' The percentage of 'not known' is 9.1%.

34.7% of University students identified as Protestant and 65.3% identified as Catholic. However, representation varies by campus:

- on the Belfast campus, 39.4% of University students identified as Protestant and 60.6% identified as Catholic.
- on the Coleraine campus, 45.4% of University students identified as Protestant and 54.6% identified as Catholic.

- on the Jordanstown campus, 32.7% of University students identified as Protestant and 67.3% identified as Catholic *and*
- on the Magee campus, 24.4% of University students identified as Protestant and 75.6% identified as Catholic.

The data in tables A4 and A5 shows the percentage of Protestant and Catholic undergraduate students attending Allied Health Courses in each of the last four Academic Years. The trend since Academic year 16/17 has shown increased percentages of Protestant students each year, and a fairly consistent position of Catholic students.

**Table A4 – Allied Health Undergraduate Student Breakdown by Catholic / Protestant**

Academic Year	Protestant	Catholic	Not determined
19/20	30%	60.1%	9.9%
18/19	28.4%	59.1%	12.5%
17/18	26.9%	60.6%	12.5%
16/17	25.8%	60%	14.2%

Similar information is available for postgraduate students – note that the proportion of ‘undetermined’ is much higher for postgraduates:

**Table A5 – Allied Health Postgraduate Student Breakdown by Catholic / Protestant**

Academic Year	Protestant	Catholic	Not determined
19/20	23.8%	35.1%	41.1%
18/19	27%	33.1%	39.9%
17/18	25.8%	30.5%	43.7%
16/17	27.2%	35.1%	37.7%

### **B. Political Opinion**

The University does not collect information on Political Opinion, or make assumptions regarding Political Opinion based on Community Background.

### **C. Racial Group**

**Staff**

Staff Equal Opportunities Monitoring Data as at 6<sup>th</sup> February 2020 shows that the staff profile for the University as a whole was 94.4% White and 5.6% Black and Minority Ethnic (BME).

In June 2020, 98.6% staff involved with the provision of Allied Health Courses were White and 1.4% were BME.

Of the 58 respondents who answered the question pertaining to racial group in the equality section of the Stakeholder Engagement Staff Survey, 98.3% were White and 1.7% were BME.

## Students

In the Academic Year (AY) 2019/20, 5.5% of the institution's students identified as BME. This is approximately three times higher than the Northern Ireland population as a whole taken at the date of the last census in 2011 which noted at that time that 1.8% of the NI population was BME.

The proportion of undergraduate students attending Allied Health Courses who are from a BME background has remained steadily between 1.4% and 1.9% in each of the last four Academic Years – this is significantly below the overall proportion across all students in the University.

**Table C1 - Allied Health Undergraduate Student Breakdown by White / BME**

Academic Year	White	BME
19/20	98.2%	1.5%
18/19	98.4%	1.6%
17/18	97.8%	1.9%
16/17	98.2%	1.4%

*Note: In each year the balances making the figures equate to 100% are where the information is not known*

Similar information is available for postgraduate Allied Health Course student data where BME percentages in each of the last two Academic Years are slightly higher than the 2011 census data for Northern Ireland as a whole:

**Table C2 - Allied Health Postgraduate Student Breakdown by White / BME**

Academic Year	White	BME
19/20	92.1%	6.3%
18/19	92.4%	6.4%
17/18	93.4%	4.5%
16/17	94.3%	4.2%

Overseas students attend courses at each of the University's four campuses. Between Academic Year 2017/18 and Academic Year 2019/20, the number of overseas students increased in each year at Belfast, Jordanstown and Magee. The figure for Coleraine is higher in Academic Year 2019 / 2020 than in each of the previous two years, although the figure reduced in Academic year 2018/19 compared to the previous year.

**Table C3 – Overseas Students – Campus by Academic Year**

	2017/18	2018/19	2019/20
<b>Belfast</b>	37	45	55
<b>Coleraine</b>	123	113	139
<b>Jordanstown</b>	221	315	378
<b>Magee</b>	61	67	129

*Nb. Total numbers of overseas students registered for on campus programmes, including non-fee paying exchange, at any time in each of the last 3 academic years (i.e. inclusive of early leavers)*

## D. Age

### Staff

Staff Equal Opportunities Monitoring Data as at 6<sup>th</sup> February 2020 shows that the staff profile for the University as a whole was:

- 3.4% were aged between 16 and 25;
- 13.8% were in the age bracket 26-35;
- 26% of staff were in the '36-45' age band;
- Over one third (34.6%) of our staff were in the '46-55' age band; *and*
- 22.2% of staff were aged '56 and above'.

Additional data is also available for staff within the School of Health Sciences, and for staff involved with the provision of Allied Health Courses, as set out in Table D1 below:

**Table D1 – Age Ranges for Staff from EO Data**

	School of Health Sciences (as at 19 <sup>th</sup> September 2019)	Allied Health Courses (June 2020)
<b>56 +</b>	22.6%	14.5%
<b>46-55</b>	42.4%	39.1%
<b>36-45</b>	21.2%	23.2%
<b>26-35</b>	18.2%	20.3%
<b>18-25</b>	1.5%	2.9%

There is also data on age range available from respondents to the equality section of the Stakeholder Engagement Staff Survey. The following percentages are based on 62 responses received:

**Table D2 – Age Ranges for Staff from Stakeholder Engagement Staff Survey**

Age Group	Percentages
55 +	22.6%
45-54	38.7%
35-44	21.0%
25-34	16.1%
<24	1.6%

46.8% (29) of respondents to the Stakeholder Engagement Staff Survey indicated that they felt that the proposal to relocate the School was likely to create equality of opportunity issues and/or good relations issues, which were specific to them. Of these, 10.3% indicated that they were 25-34 years old, 31% indicated that they were 35-44 years old, 41.4% indicated that they were aged 45-54 years old and 17.2% indicated that they were over 55 years old.

In the Stakeholder Engagement Staff Survey, respondents were asked whether they would relocate to each of the three campuses. The table below shows the number of the following age groups who would relocate to each campus (with the corresponding numbers for 'no' (n) and then 'undecided' (u) in brackets):

**Table D3 – Relocation Intention Data by Age Range - Staff**

	Would relocate to...		
	Belfast	Coleraine	Magee
<b>Under 24</b>	0 (1 u)	0 (1 u)	0 (1 n)
<b>25-34</b>	9 (1 u)	4 (2 n / 3 u)	3 (6 n / 1 u)
<b>35-44</b>	10 (3 u)	5 (2 n / 6 u)	2 (9 n / 2 u)
<b>45-54</b>	20 (1 n / 3 u)	7 (9 n / 8 u)	2 (15 n / 7 u)
<b>55 +</b>	11 (1 n / 2 u)	2 (4 n / 8 u)	3 (8 n / 3 u)
<b>Total</b>	<b>50</b> (2 n / 10 u)	<b>18</b> (17 n / 26 u)	<b>10</b> (39 n / 13 u)

When considered in percentage Yes / No terms for each location, the relocation statistics are as follows:

**Table D4 – Relocation 'Yes / No' Data by Age Range - Staff**

Age Range	Belfast		Coleraine		Magee	
	YES	NO	YES	NO	YES	NO
<b>Under 24</b>						1.6%
<b>25-34</b>	14.5%		6.6%	3.3%	4.8%	9.7%
<b>35-44</b>	16.1%		8.2%	3.3%	3.2%	14.5%
<b>45-54</b>	32.3%	1.6%	11.5%	14.8%	3.2%	24.2%
<b>55 +</b>	17.7%	1.6%	3.3%	6.6%	4.8%	12.9%
<b>Total</b>	<b>80.6%</b>	<b>3.2%</b>	<b>29.5%</b>	<b>27.9%</b>	<b>16.1%</b>	<b>62.9%</b>

*Note: in each case a percentage of staff were 'undecided' and the undecided figure makes up the balance to 100%.*

**Students**

The Equality Commission Northern Ireland's (ECNI) 'Key Inequalities in Education in Northern Ireland' report from 2015 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.

In the Academic Year (AY) 2019/20, the majority of students attending Ulster University (61.5%) were aged between 21 and under 40. 27.3% of students were under 21, and 11.2% over 40.

The following figures set out the age profiles of undergraduates attending Allied Health Courses in each of the last four academic years and depicts a trend of an increase in the 18-20 age range:

**Table D5 – Allied Health Undergraduate Student Age Range**

Age Range	AY 19/20	AY 18/19	AY 17/18	AY 16/17
21-39	58.9%	65.5%	87.3%	97.9%
18-20	39%	32.9%	10.9%	0.5%

A similar breakdown is available for postgraduates in Allied Health Courses:

**Table D6 – Allied Health Postgraduate Student Age Range**

Age Range	AY 19/20	AY 18/19	AY 17/18	AY 16/17
40+	37.9%	35.7%	36.1%	41.4%
21-39	62.1%	64.3%	63.9%	58.6%

## E. Marital Status

### Staff

Staff Equal Opportunities Monitoring Data for the University as a whole as at 6th February 2020 shows that 60% of staff were 'Married or in a Civil Partnership.'

When looking more specifically at the staff members impacted by the relocation of the School of Health Sciences:

- At the commencement of the 19/20 Academic Year, on 19th September 2019, 71.2% of staff within the School of Health Sciences were 'Married or in a Civil Partnership'.
- In June 2020, the following information relates to the marital status of staff involved with the provision of Allied Health Courses:

**Table E1 - Marital Status of Allied Health Staff**

	Percentages
--	-------------

<b>Married or Civil Partnership</b>	69.6%
<b>Single</b>	18.8%
<b>'Other'</b>	8.7%
<b>No Data</b>	2.9%

- 75.8% (47) of respondents to the equality section of the Stakeholder Engagement Survey indicated that they were 'Married or in a Civil Partnership'.

## Students

In the Academic Year (AY) 2019/20, 76.2% of students were 'single.'

The following data is available for each of the last four Academic Years in relation to undergraduate students attending Allied Health Courses. It shows that the number of students who are single has fallen slightly each year since 2016/17, and that overall between 2016/17 and 2019/20, there has been a small increase in the number of students who were married or in a civil partnership

**Table E2– Allied Health Undergraduate Student Marital Status**

Academic Year	Single	Married / Civil Partnership	'Other'
<b>19/20</b>	92.2%	4.2%	2.8%
<b>18/19</b>	92.6%	3.6%	2.6%
<b>17/18</b>	92.9%	3.6%	2.7%
<b>16/17</b>	93.3%	3.3%	2.4%

Table E3 sets out for each of the last four Academic Years the data in relation to postgraduates attending Allied Health Courses. There is no consistent trend over the years, with regard to this data, with the proportion of postgraduates being married or in a civil partnership having a range of 51.8% to 55%

**Table E3 – Allied Health Postgraduate Student Marital Status**

Academic Year	Single	Married / Civil Partnership	'Other'
<b>19/20</b>	31%	53.6%	13.5%
<b>18/19</b>	27%	55%	15.8%
<b>17/18</b>	29.4%	51.8%	16.5%
<b>16/17</b>	31.6%	52.3%	14.2%

*Note: For both undergraduate and postgraduate tables above, a small amount of missing data means that the total percentages given just on each row is never quite the full 100%.*

## F. Sexual Orientation

Although we collect staff data on sexual orientation, this is not considered to be reliable. We do not collect student data on sexual orientation.

## G. Men and Women Generally

### Staff

Staff Equal Opportunities Monitoring Data for each of the last four years shows the proportion of male and female staff across the institution is broadly consistent year-on-year:

**Table G1 – UU Staff Breakdown by Male / Female**

	Male	Female
<b>Feb 2020</b>	44%	56%
<b>Feb 2019</b>	44%	56%
<b>Feb 2018</b>	44.8%	55.2%
<b>Feb 2017</b>	44.8%	55.2%

The following information relating to staff specifically affected by this School relocation shows that there is a much higher proportion of females to males than is the case in the University as a whole:

- As at the commencement of the 19/20 Academic Year, on 19 September 2019, **78.8%** of staff within the School of Health Sciences were **female**.
- In June 2020, staff involved with the provision of Allied Health Courses were 78.3% female and 21.7% male.
- 82.3% of respondents to the equality section of the Stakeholder Engagement Staff Survey indicated that they were female.

In looking at additional data from the Stakeholder Engagement Staff Survey:

- 46.8% (29) of all respondents indicated that they felt that this proposal was likely to create equality of opportunity issues and/or good relations issues
- 56.1% (29) of female staff who responded felt that this proposal was likely to create equality of opportunity issues and/or good relations issues, which were specific to them. This compares with 36.4% (4) of male respondents.

Staff were asked whether they would relocate to each of the three campuses. The results are shown in Table G2 below.

**Table G2 –Staff Relocation ‘Yes / No’ by Male / Female**

Gender	Belfast		Coleraine		Magee	
	YES	NO	YES	NO	YES	NO
<b>Male</b>	14.5%	0.0%	4.8%	8.1%	4.9%	9.8%
<b>Female</b>	66.1%	3.2%	24.2%	19.4%	11.5%	54%
<b>Total</b>	80.6%	3.2%	29%	27.4%	16.4%	63.9%

*Note: in each case a percentage of staff were ‘undecided’ and the undecided figure makes up the balance to 100% in each case.*

### Students

In the Academic Year (AY) 2019/20, 57.7% of students at Ulster University were female.

The table below shows the proportion of male and female undergraduate students attending Allied Health Courses in each of the last four academic years, with the proportion of males decreasing year-on-year. In each year there is a much larger percentage of females than would be the case more generally across the full range of Ulster’s undergraduate provision:

**Table G3 – Allied Health Undergraduate Student Male / Female**

Academic Year	Male	Female
19/20	17.4%	82.6%
18/19	18.3%	81.7%
17/18	18.4%	81.6%
16/17	20.5%	79.5%

The proportion of females attending postgraduate Allied Health Courses is even larger as shown in Table G4 below:

**Table G4 – Allied Health Postgraduate Student Male / Female**

Academic Year	Male	Female
19/20	12.1%	87.9%
18/19	10.8%	89.2%
17/18	88.8%	11.2%
16/17	90.9%	9.1%

## **H. Disability**

The Disability Discrimination Act 1995 defines a disabled person as a person with “physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.”

### **Staff**

Whilst staff disability data is captured across a range of sources, it is expected that this data does not fully represent the complete picture across University staff. Therefore whilst the data is shown, caution must be observed as regards its completeness:

- Staff Equal Opportunities Monitoring Data as at 6th February 2020 shows that 5.1% of staff declared a disability.
- As at the commencement of the 19/20 Academic Year, on 19 September 2019, 9.1% of staff within the School of Health Sciences declared a disability.
- In June 2020, 10.1% of staff involved with the provision of Allied Health Courses had declared a disability.

Ulster’s disability declaration rate remains lower than expected, compared with the local population. The NI Census (2011) found that 20.6% of the NI population stated that their day-to-day activities were limited because of a long-standing health problem or disability.

When considering the data from the equality section of the Stakeholder Engagement Staff Survey, 19.4% of staff members that responded indicated that they had a disability. This is a significantly higher proportion than the data referred to in bullets two and three above.

Of those respondents to the Stakeholder Engagement Staff Survey who felt that this proposal (relocation) was likely to create equality of opportunity issues and/or good relations issues, which were specific to them, 13.8% (4) were disabled.

Staff were asked whether they would relocate to each of the three campuses. The results are in Table H1 below which sets out both the total numbers and percentages in relation to each of the three Belfast campuses. The proportion who stated they would not relocate was highest for Magee (75% of 12), and lowest for Belfast (8.3% of 12).

**Table H1 – Relocation ‘Yes / No’ for Staff with Declared Disability**

Disability	Belfast		Coleraine		Magee	
	TOTAL	%	TOTAL	%	TOTAL	%
<b>Yes</b>	9	75.0%	3	25.0%	0	0%
<b>No</b>	1	8.3%	4	33.3%	9	75.0%
<b>Undecided</b>	2	16.7%	5	41.6%	3	25.0%
<b>Total</b>	12	100%	12	100%	12	100%

**Note: In this Table, percentages relate to the total number of respondents.**

## Students

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. Students with a disability are more likely to be underrepresented in postgraduate and ‘part-time/other’ enrolments.

In the Academic Year (AY) 2019/20, 11% of students declared a disability.

For undergraduate students attending Allied Health Courses, the proportion of individuals declaring a disability continues to gradually increase year on year; whereas the pattern is less consistent for postgraduates. In both cases the declared disability percentage is less than the University percentage as a whole:

**Table H2 - Allied Health Students Declaring a Disability**

Academic Year	UG Declaring Disability	PG Declaring Disability
<b>19/20</b>	8.1%	4.8%
<b>18/19</b>	7.4%	3.3%
<b>17/18</b>	6.6%	3.1%

16/17	4.9%	4.1%
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### Other Stakeholders / Service Users

In undertaking its analysis, the EQIA Working Group raised the impact on other Stakeholders and Service Users who have disabilities. These individuals are of importance to the School, playing an important role in collaborating and contributing to teaching and research. In addition one specific group of Service Users are those who received treatment at the podiatry clinic – where in excess of 1,000 members of the public received treatment over the course of a calendar year. The School is perceived as being relatively unique in that it relies significantly on external stakeholders / service users to support teaching.

Whilst specific data is not available to accurately demonstrate disability representation, many of these service users have long term conditions e.g. respiratory, neurological or can generally be quite frail which affects their mobility.

### I. Dependants

#### Staff

Staff Equal Opportunities Monitoring Data as at 6th February 2020 shows that 46.2% of University staff had dependants. The proportion was higher at the start of the 2019/2020 Academic Year in the School of Health Sciences, where 60.6% of staff had dependant responsibilities (as at 19<sup>th</sup> September 2019.)

The following data is taken from the June 2020 position of staff involved with the provision of Allied Health Courses:

**Table I1 – Allied Health Staff with Dependants**

With Dependants	Without Dependants	Missing Data
55.1%	34.8%	10.1%

- Of the 38 individuals who constitute the 55.1% above:
  - 32 have dependants who are children
  - 6 either have dependant responsibilities for an adult, child, or an individual with an incapacitating disability, or combination of persons with incapacitating disabilities.
- Of the 38 individuals with dependant responsibilities, the following information pertains to Gender:

**Table I2 – Allied Health Staff with Dependants – Male / Female**

No. Respondents	Female	Male
38	32	6

Also when considering gender, the proportion of male and female staff who are involved in the provision of academic and business support in relation to Allied Health Courses *and* who have dependants is shown in Table I3:

**Table I3 – Proportion of Male and Female Allied Health Staff with Dependants**

Female	Male
55.6%	53.3%

The Stakeholder Engagement Staff Survey included data that shows that 67.7% indicated that they had dependants. Of those that had dependants Table I4 shows the ‘type’ of dependant:

**Table I4 – Type of Dependant responsibility of Staff**

Care of a child or young person with a disability	Care of a dependant older person	Cared for combination of both a child or young person with a disability <i>and</i> a dependant older person
35.5%	12.9%	21%

- When those with dependants were asked whether they thought the proposal was likely to create equality of opportunity issues and/or good relations issues, which were specific to them, 52% (22) indicated that they thought this would, 28.6% (12) thought it unlikely and 19% (8) were not sure.
- Of the 16 individuals who felt that the relocation proposals were likely to create equality of opportunity issues for them and wished their responses to remain confidential provided additional detail in this matter, 75% (12) detailed issues in relation to caring responsibilities.

The following table demonstrates the attitude to relocation to other campuses amongst those with dependants:

**Table I5 – Relocation Intention Data for Staff with Dependants**

Staff with Dependants	Belfast		Coleraine		Magee	
	TOTAL	%	TOTAL	%	TOTAL	%
<b>Yes</b>	36	69.2%	12	29.3%	5	11.9%
<b>No</b>	10	19.2%	9	21.9%	25	59.5%
<b>Undecided</b>	6	11.5%	20	48.8%	12	28.6%
<b>Total</b>	52	100%	41	100%	42	100%

## Students

In the Academic Year (AY) 2019/20, 15% of students across Ulster University declared that they had dependants. In relation to Allied Health students, the figures for Undergraduates and Postgraduates are provided in the table I6 below. There is

no consistent trend over the last four years for either postgraduates or undergraduates:

**Table I6 – Allied Health Students with Dependants**

<b>Academic Year</b>	<b>UG with dependants</b>	<b>PG with dependants</b>
<b>19/20</b>	7.8%	49.3%
<b>18/19</b>	7.3%	52.1%
<b>17/18</b>	7.4%	46.6%
<b>16/17</b>	7.3%	48.8%

The Equality Commission's 'Key Inequalities in Education in Northern Ireland' (2015) report would suggest that the vast majority of enrollees on most higher education courses are likely to be young, single people with no dependants.

## 8. Assessment of Impacts (ECNI Step 3)

There are three options for the future campus location and each brings the potential for impact or indeed the perception of the potential for impact. In undertaking Equality Screening of the decision to relocate the School of Health Sciences, four of the nine Section 75 categories were considered to have a potentially major impact on equality of opportunity for those affected by this policy. They are *Age; Men and Women Generally; Disability; and Dependants*.

In undertaking the Equality Impact Assessment, the following approach was undertaken with the sub-group:

- Individuals were asked to review the data sources (as listed earlier in this report) and submit impacts that they identified from the review in relation to each of the nine categories;
- The sub-group reconvened to discuss the impacts that they had personally identified;
- The four categories identified at screening stage were considered in additional depth by the sub-group. The approach taken was to convene two smaller groups to look in more depth at two of the categories each. The work undertaken by these two smaller groups was shared for further comment and perspective with the other group; *and*
- In considering all nine categories, members of the sub-group were asked to balance their consideration of the available data with their perspective and experience.

In this section all of the nine categories are considered in turn, beginning with religious belief, political opinion, racial group, marital status and sexual orientation. The four categories where there is considered to be a potentially major impact are then dealt with in more detail.

### A. Religious Belief

During Equality Screening we found that the decision to relocate the School of Health Sciences is unlikely to impact on equality of opportunity and / or good relations for this category in terms of either religious belief or community background.

This EQIA is undertaken on the basis of the decision to relocate the School. There are three options for future campus location and each brings the potential for impact or indeed the perception of the potential for impact.

Responses to the Staff Stakeholder provide an insight into staff relocation preferences, by religious belief (Tables A6-7, derived from Table A3 in Section 7). Here, proportions of respondents indicating that they would relocate to another campus decrease in line with distance from the Jordanstown campus, regardless of religious belief:

- 31.1% (19) of respondents indicated that they would relocate to the Belfast Campus and were Protestant, 21.3% (13) were Catholic, and 16.4% had 'No religion' or an 'other' religion;
- 8.3% (5) of respondents indicated that they would relocate to the Coleraine Campus and were Protestant, 13.3% (8) were Catholic, and 8.3% (5) had 'No religion'; and
- 3.3% (2) of respondents indicated that they would relocate to the Magee Campus and were Protestant, 8.2% (5) were Catholic, and 4.9% (3) had 'No religion'.

**Table A6 - Summary Table (derived from Table A3)**

Would relocate to:				
	Protestant	Catholic	No Religion	Other Religion
<b>Belfast</b>	31.1% (19)	21.3% (13)	14.8% (9)	1.6% (1)
<b>Coleraine</b>	8.3% (5)	13.3% (8)	8.3% (5)	-
<b>Magee</b>	3.3% (2)	8.2% (5)	4.9% (3)	-

However, the survey results also suggest that a decision to relocate the School to Magee may be less attractive to staff from a Protestant background:

- 6.6% (4) of respondents indicated that they would not relocate to the Belfast Campus and were Protestant, 1.6% (1) were Catholic, and 6.5% (4) had 'No religion';
- 11.7% (7) of respondents indicated that they would not relocate to the Coleraine Campus and were Protestant, 10% (6) were Catholic, and 5% (3) had 'No religion'; and
- 34.4% (21) of respondents indicated that they would not relocate to the Magee Campus and were Protestant, 11.5% (7) were Catholic, and 14.8% (9) had 'No religion'.

**Table A7 – Summary Table (derived from Table A3)**

Would not relocate to:				
	Protestant	Catholic	No Religion	Other Religion
<b>Belfast</b>	6.6% (4)	1.6% (1)	6.5% (4)	-
<b>Coleraine</b>	11.7% (7)	10.0% (6)	5.0% (3)	-
<b>Magee</b>	34.4% (21)	11.5% (7)	14.8% (9)	-

Consideration should be given to the potential that there may be a loss of staff from a protestant background based on a Magee location being adopted.

## B. Political Opinion

There is limited pertinent data available in respect of this category. During Equality Screening we found that the decision to relocate the School of Health Sciences is

unlikely to impact on equality of opportunity and / or good relations on the grounds of political opinion.

This EQIA is undertaken on the basis of the decision to relocate the School. There are three options for future campus location and each brings the potential for impact or indeed the perception of the potential for impact.

### C. Racial Group

The workforce composition in the School shows a lower proportion of BME staff than is the case in either the wider Ulster University workforce profile or the data available from the 2011 census for Northern Ireland. The proportion of BME students is higher amongst postgraduates than undergraduates. During Equality Screening we found that the decision to relocate the School is unlikely to impact on equality of opportunity and / or good relations on the grounds of ethnicity.

This EQIA is undertaken on the basis of the decision to relocate the School. There are three options for future campus location and each brings the potential for impact or indeed the perception of the potential for impact. Possible impacts raised in engagement and consultation activities undertaken since 2018 have included:

- Missing the opportunity to widen diversity by choosing a single campus location;
- A perception that a Belfast base might result in a more diverse and multi-cultural experience; and might be more attractive to international students; *and*
- How to mitigate against a perception that the accessibility of Magee and Coleraine might be less attractive to international students.

### D. Age

As documented in Section 7, the current age ranges of academic and business support staff involved with the provision of Allied Health Courses is:

**Table D7 – Age Ranges for Allied Health Staff – June 2020**

Age Range	Percentage of Staff
18-25	2.9%
26-35	20.3%
36-45	23.2%
45-55	39.1%
56+	14.5%

The student age breakdown currently is as follows:

**Table D8 – Age Ranges for Allied Health Students**

Age Range	Undergraduate	Postgraduate
18-20	39%	0.0%

<b>21-39</b>	58.6%	62.1%
<b>40+</b>	2.4%	37.9%

Anecdotally, older staff and students are more likely to have caring responsibilities which might impact on their ability to commute longer distances than are currently the case.

Similarly, it might be reasonably expected that older staff and students may be more likely to be disabled / have a long-term health condition. Depending on the condition or disability, it is feasible that it could be exacerbated by a commute which is longer than is currently the case. As has been shown earlier in this report, whilst the number of individuals declaring a disability is known, we cannot definitively say that this represents all of those who are disabled. Therefore an exact analysis of the hypothesis is not possible.

In undertaking its work, the EQIA Working Group identified the following potential impacts from an age perspective:

- In the case of undergraduates, only 2.4% of that population undertaking Allied Health courses are currently over 40; however 37.9% of postgraduates are in this age profile. It is possible that any of the three location options for undergraduate provision may impact the volume of students aged over 40+, however each will feasibly both attract local prospective students as well as potentially discourage students who live a long distance from the selected campus;
- Impact on individuals with disabilities and long-term medical conditions – It was noted that with the onset of years, staff and students alike may be increasingly susceptible to long-term medical conditions or disabilities. The impacts in relation to those with disabilities are explored in greater detail in the disability part of this Section;
- Impact of a longer commute on the health and wellbeing of older staff and students;
- Impact on individuals with Dependants – It was noted that with age comes the increased likelihood of dependants. The impacts in relation to those individuals are explored in greater detail in the dependants part of this Section;
- *“...mature students from the south and south eastern parts of the province have been indicating that campus relocation to Magee will prohibit them from embarking on the programme;” and*
- The potential loss of more mature staff with significant experience who would potentially not choose to be relocated to Coleraine and Magee based on increased journey time and associated complexities in balancing work, childcare and social commitments.

## E. Marital Status

During equality screening we found that the decision to relocate the School of Health Sciences is unlikely to impact on equality of opportunity and / or on good relations on the grounds of marital status. Subsequently, the EQIA Working Group considered the matter and did not identify any impacts on equality of opportunity and / or good relations in this regard.

## **F. Sexual Orientation**

During equality screening we found that the decision to relocate the School of Health Sciences was unlikely to impact on equality of opportunity and / or good relations in this regard. This position remained the same following consideration by the EQIA Working Group.

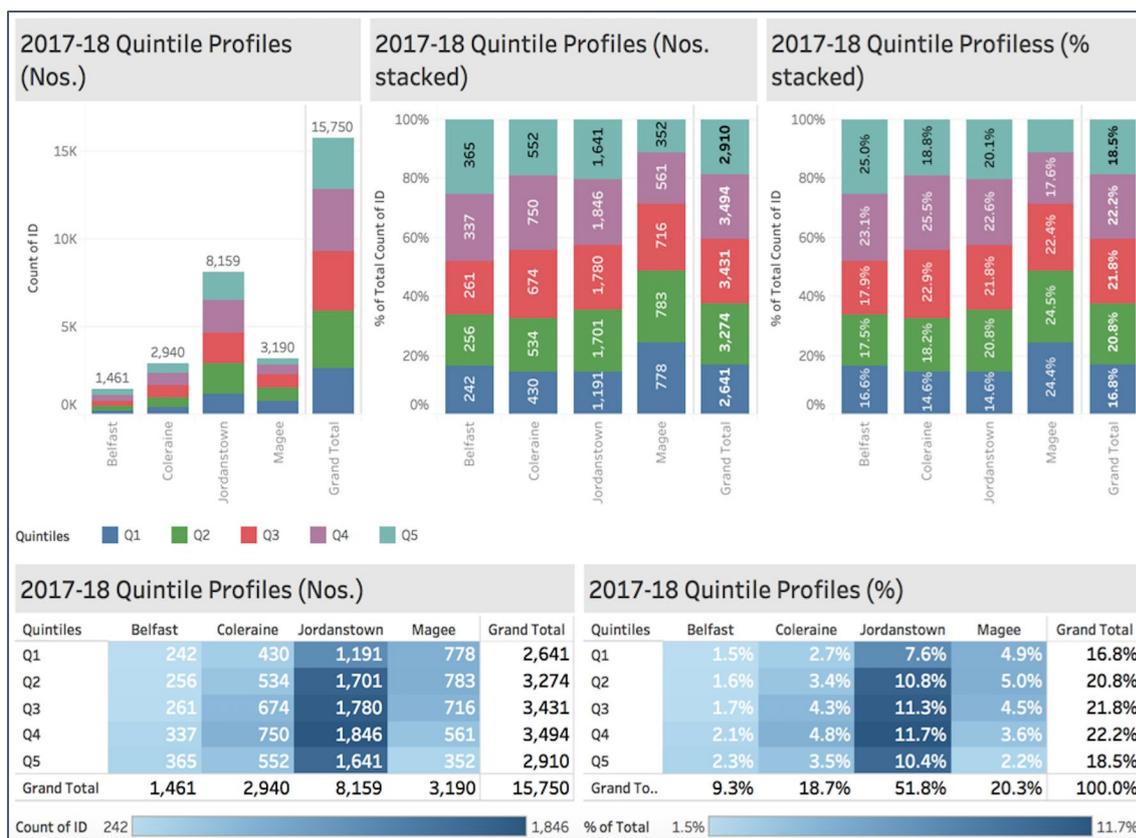
## **G. Men and Women Generally**

Typically, it might be expected that women are more likely to have caring responsibilities, and consequently might require flexible working and may be unable to commute longer distances to work.

According to the 2016 Higher Education Policy Institute (HEPI) Report 84, young women are now 35% more likely to go to university than men. Indeed, the [University's Widening Access Plan 2021](#) suggests lower participation in Higher Education by young males, particularly those from disadvantaged backgrounds. One of the University's targets is to increase participation for this group. In order to provide equitable access, widening access interventions are applied at the University level (i.e. not campus specific), with demographics monitored annually by campus to inform the statutory WAP plan to the Department for the Economy. This monitoring will enable any impacts of relocation on widening access for students to be acted upon. Typically, the Magee campus has the highest percentage proportion of enrolments from students from Quintiles 1 and 2 the (highest levels of deprivation) compared with other campuses.

In 2017/18, 46.7% of students enrolled at the Magee campus were from Quintiles 1 and 2, compared with 31.5% at the Coleraine campus and 33.1% at the Belfast campus.

### **Figure G1 - Campus and Quintile Profiles by Number and Percentages for 2017/18**



**N=15,750, excluding 457 nulls<sup>8</sup>**

Source: [https://www.ulster.ac.uk/data/assets/pdf\\_file/0016/513214/2021-WAP-Plan.pdf](https://www.ulster.ac.uk/data/assets/pdf_file/0016/513214/2021-WAP-Plan.pdf)

The following impacts were identified by the working of the EQIA sub-group:

- The majority of staff in the School are female and many will have childcare responsibilities. There are potentially time, cost and wellbeing impacts (these are further explored in the dependants category below);
- For staff members who have worked to develop successful careers at Ulster and who would have an ambition to continue to progress, there is a potential impact from a greater commuting time to a new campus. The lost hours and potentially heightened fatigue from an increased journey time could impact on continued development and progression;
- Concern about time to make the decision and willingness of staff to make commute: *“lost a number of staff due to the uncertainty around the campus moving e.g. staff having to move from Jordanstown to Coleraine means a lot of staff unwilling to travel;”*
- For students who undertake a placement in the Greater Belfast area there is a requirement often to be on placement early in the morning or later at night. If a student is ordinarily residing closer to a campus in Magee or Coleraine, there is a significant time and cost implication of being able to travel to accommodate such placement hours. For those reliant on public transport, the ability to meet such placement hours may be impossible given public

transport schedules. The reality may necessitate the individual to consider funding dual residences at significant additional cost;

- There is a potential impact in terms of perceptions of personal safety in making the journey from any of the campuses to public transport locations during cold and dark winter months; *and*
- A perception of limited availability of car parking spaces for staff, students and patients may necessitate earlier starts than may be normally necessary.

In the Stakeholder Engagement Staff Survey, respondents made the following comments in relation to specific location options:

- When considering travelling to Belfast, commentary was received from those staff members who felt that there would be no increase in travel time or costs, although others disagreed, commenting:
  - *“A move to Belfast would be fine for commuting. The only difficulty would be parking. I may need to consider public transport rather than using my own car. The financial impact would be similar although parking would be more expensive unless the university can acquire more car parks for staff.”*
  - *“Car parking in city centre too costly and too difficult to find. Public transport NOT an option where I commute from so have to go by car.”*
- When considering travelling to Coleraine, commentary was received from staff members who felt that there would be increases in travel time and costs i.e. *“Completely unfeasible in terms of cost/travel and detrimental for my young family”*. For others their personal circumstances might mean the relocation would be beneficial: *“This was my original contracted Campus...Travel time would be significantly reduced.”*
- Other respondents pointed to significant and unworkable increases in travel time to the Magee campus i.e. *“It would take me approx. 2 hours 20 minutes to travel to Magee from my home. This would be a commute of almost 5 hours per day which would be unreasonable.”*
- The impact on current users of the podiatry clinic must be considered should it be established in Coleraine or Magee. A specific piece of feedback from a staff member was:
  - *“Existing patients who have been attending the clinic for years would have nowhere to go to avail of this service. They have built trust with staff and students over the years, and also with the admin team who they meet when attending the clinic. Patients are already concerned about what treatment is available to them once the move happens. They rely on this service and some travel from miles to attend the clinic.”*

## H. Disability

It is reasonable to expect that disabled staff and students are likely to require reasonable adjustments and may be unable to commute longer distances to work/study.

The following impacts were identified by the working of the EQIA sub-group:

- Car Parking Spaces:
  - The concern that there would be insufficient spaces to accommodate disabled staff, students, patients and visitors – in some cases a lack of suitable parking may make it impossible for an individual to be able to park their car and undertake their planned activity on campus.
  - The concern that spaces not being appropriately located creates both access issues and inconsistency in ‘staff / student experience.’
  - For those disabled staff, students and patients travelling long distance, there is potentially an impact on quality of life if there are insufficient and inappropriately located spaces, which may require an earlier departure from home to secure a space. The potential also exists for an impact on physical and mental health and wellbeing through additional pressure and stress.
- Infrastructure Links – the negative impact of inconsistent and incomplete public transport availability was identified at all campuses:
  - Disabled staff, students and patients travelling by train to Derry / Londonderry and Yorkgate (Belfast) have no simple way of journeying onwards to the Magee and Belfast campuses respectively.
  - The train station at the Coleraine campus does not operate a normal service during summer months.
  - There are no bus services that stop directly at the Magee campus.
- Campus Navigation – the Magee and Coleraine campuses have buildings dispersed across a large site - many of which are older, less accessible buildings; and in the case of Magee, the significant complication of buildings (and parking spaces) located at different gradients, with restricted access and restricted lift accessibility in some buildings and levels. In respect of both Coleraine and Magee, it may be the case that staff, students and visitors would need to drive between different buildings given distance between locations; and in the case of Magee, given inclines which may not be traversable. Such scenarios may also be exacerbated in inclement weather or inability to drive. If significant barriers exist to navigation, this is a matter of critical importance to the ability of staff, students and visitors alike to fully undertake their activities and go about their business on campus.
- Impact of navigating around a new campus and a new working location – specific location of school on each of the campuses is not yet determined, creating the possibility of individual access issues.
- Residential Position – Consideration of impact on students with disabilities in respect potentially having to fund residences to support both home and accommodation close to placements. For disabled staff, consideration of funding and other implications of any possible relocation.
- Overall Health and Wellbeing – whether considering the potential for additional time spent driving, the additional pressure from navigating a new and potentially more difficult campus setting, or indeed other factors associated with a relocation to a new campus - the potential impact on both physical and mental health and wellbeing must be considered.
- Consistent Treatment – the impact of specific access arrangements for disabled staff can be both invasive and intrusive, impacting both the disabled individual and their peers. This can create a disempowering environment, leading to difference and potential ‘power imbalances’. For example access arrangements for a group of individuals heading to a meeting room may

require the disabled individual to take an alternative route from the group that they are with, to reach the same location. This creates the potential for a sense of difference and separation or force the individual to disclose.

- Access to work grants: *“...some staff use ATW taxis to / from work and staff don’t think the Department (for Communities)...would support the significant increase in funding that a move to Magee would necessitate.”*

The data in relation to attitude to campus location for disabled staff as set out in the previous section should be reconsidered from an impact perspective:

**Table H1 (repeated in this section) – Relocation ‘Yes / No’ for Staff with Declared Disability**

Disability	Belfast		Coleraine		Magee	
	TOTAL	%	TOTAL	%	TOTAL	%
<b>Yes</b>	9	75.0%	3	25.0%	0	
<b>No</b>	1	8.3%	4	33.3%	9	75.0%
<b>Undecided</b>	2	16.7%	5	41.6%	3	25.0%
<b>Total</b>	12	100%	12	100%	12	100%

It is clear from the data that Magee and to a lesser extent Coleraine are not seen as attractive as Belfast, and so based on current feedback, there is a potentially more significant impact on existing disabled colleagues should a move to Magee be required.

In undertaking its analysis, the EQIA Working Group raised the impact on other Stakeholders and Service Users who have disabilities. The School is perceived as being relatively unique in that it relies significantly on external stakeholders / service users to support teaching, which in turn contributes to Ulster’s focus on being a Civic University. One key example here is the podiatry clinic which is mentioned throughout this document. Whilst specific data is not available, many of these service users (the podiatry clinic has in excess of 1,000 members of the public who use the service per annum) have long term conditions e.g. respiratory, neurological or can generally be quite frail which affects their mobility. For these individuals, there are clear Impacts from having to travel to a different campus to maintain access to the service; and for many this will not be practical and therefore necessitate sourcing of alternative services which can potentially bring a range of challenges including a reduced ease of access as well as financial implications. There are beneficial impacts for future service users who may have access to the services based in a new campus based on more convenient locations for them; but those benefits must be considered alongside the impacts on existing users.

## I. Dependants

The following impacts were identified by the activity of the EQIA Working Group, reflecting their review of existing data and their own experiences:

- Infrastructure Links – the negative impact of inconsistent and incomplete public transport availability was identified at all campuses:

- The train stations serving the Magee and Belfast campus are not particularly convenient for the campuses in both locations and present an additional challenge in terms of access;
  - The train station at the Coleraine campus does not operate a normal service during summer months; *and*
  - There are no bus services that stop directly at the Magee campus.
- Time and Cost to Travel – the potentially negative impact of a longer journey to campus in excess of current arrangements. This could impact in terms of additional time and cost to the individual who may need to secure additional caring arrangements for their dependants. This will be mitigated by new and future road schemes across Northern Ireland including dualling of the A5, A6 and improvements to sections of the A2. These are due to either start or finish within the next 12 months.
  - Preparing to Travel – staff and students with dependant responsibilities will potentially need to consider in advance other matters to protect their own health and wellbeing – for example how to ensure appropriate rest given excess travelling, preparing food and drink to compensate for a limited / non-existent service offering on early trains.
  - Many current staff members in the School are of an age where they are part of the ‘sandwich generation’ with responsibility for both children and for older relatives – there is the potential to impact on their own wellbeing through a longer working day, as well as to impact on their ability to undertake their normal role as care providers for the full range of their dependants. This has the potential to impact on levels of stress for the individual and potentially for their family unit.
  - Flexibility – The challenge exists that where a commute is significantly extended, a parent cannot as easily be as flexible and readily available where a problem arises with a child, for example a sudden sickness whilst at nursery school. A similar situation may occur for others with adult dependants.
  - Impact of a longer commute on the staff member or student who has responsibility for others i.e. a longer commute may necessitate the requirement to source and fund longer childcare arrangements.

## **Intersectionality**

The University recognises that people – students and colleagues - do not neatly fit into one Section 75 category – no individual is the same. Therefore pure statistical information does not, and cannot capture these unique circumstances and complexities. This document also provides some qualitative input based on the perspective of individuals who have been involved in engagement on this matter in the last number of years, but as with quantitative data, the full range of each individual’s unique circumstances is not necessarily fully captured. In that regard as the University makes a final decision on location, it will be important to consider individual circumstances *at that time* and specifically in relation to intersectionality,

where a combination of factors impacts a student or colleague, the University will consider specific impacts and mitigations on a case by case basis.

## Location Options

The document 'A Consultation on the Location of the School of Health Sciences' sets out three options for the School. In each of the three options, it is envisaged that postgraduate provision will be undertaken on the Belfast campus. There are potentially positive and negative impacts to this decision which will be seen across the Section 75 categories. These include:

- Having a presence on the Belfast campus presents opportunities for those who currently reside nearby to Jordanstown and Belfast to have a location for study and work which is more convenient than Magee and Coleraine;
- At the town hall engagement event in October 2019 attended by 95 stakeholders from across Northern Ireland, 79% considered Belfast to be the optimal location for the School, with 11% and 9% for Magee and Coleraine respectively. Based on this data, a decision to move to Magee or Coleraine would have impact on those responders;
- 252 prospective students responded to a survey in 2019 and 71.83% said Belfast was their preferred campus, 18.65% Coleraine and 9.52% Magee. The percentages for current students in the School was 69% Belfast, 16% Coleraine and 15% Magee. For those disinclined to attend the course should it be based outside Belfast, it is feasible that some may decide to opt for a similar course in England, where additional financial incentives (5,000 per year towards student studies) are available across the water may seem increasingly attractive, despite the fact that they will be required to pay tuition fees;
- In a survey of staff, of 61 responses, 51 said Belfast would be the best location for the School, 6 said Coleraine, 2 said Magee, and 2 did not respond. Based on this data, a decision to move to the Magee or Coleraine Campus would have impact on colleagues; *and*
- When asked "Do you think that the School should be consolidated on one campus" in the Stakeholder Engagement Survey, 44 said one location only, 2 said across locations, 9 were undecided and there was a nil response from 6. Similar sentiments were provided in detailed discussions at the stakeholder event.

In the School Stakeholder Engagement, staff gave a range of views in support of and against each of the three campuses. These personal perceptions reflect potential impacts on staff, students and patients and include:

### Belfast

- *"Easy access for patients throughout N Ireland to attend podiatry clinic."*
- *"The majority of student placements are in the Belfast area."*

- *“It allows the best access and reach to the Clinical partners both in the hospitals and Department of Health.”*
- *“Belfast is easily accessible, as is Jordanstown...” – perception that academics and administrative staff would be more likely to stay should Belfast be chosen.”*
- *“Many students would have travelling difficulties if the School was re-located to Coleraine and Derry. Some parts of NI do not have direct transport links to Coleraine and Derry e.g. Omagh/Enniskillen.”*
- *“In the open days for prospective students, many of them expressed a desire to study in a vibrant student city. They reported that from their perspective Belfast was the only vibrant student city in Northern Ireland so if it is not an option for health profession study then they would prefer to study in a student city in England or Scotland.”*

### **Coleraine**

- *“Staff are more likely to move here-plans made from before Health sciences would further secure Coleraine as a centre of science excellence in both research and teaching.”*
- *“There is currently space that can be reconfigured to suit the needs of the programmes. We could have out-facing clinics to the public (podiatry as we now do and perhaps physiotherapy in the future). I do not feel that there will be adequate space in Belfast. The campus situation at Coleraine is conducive to an excellent student experience. Placing health sciences at Coleraine would help secure the provision of education at a Coleraine campus.”*
- *“More likelihood of retaining existing Academic staff. Magee would entail longer travel. Belfast has ongoing accessibility issues - regular delays on M1 and M2.”*

### **Magee**

- *“I believe that the opportunity to build a centre of excellence on one campus for Nursing, AHP's, and perhaps the Medical school would promote interdisciplinary working and foster greater respect among and between future healthcare employees.”*
- *“In my opinion, with the medical school coming to Magee it would make sense to have the School of Health Sciences closely aligned here.”*

As has been referred to in this report, students in the School of Health Sciences have to undertake placements. With the exception of the 30-week final placement undertaken by Health Sciences students, placements do not tend to be full-year, and range from 1-11 weeks in length. The majority of clinical placements are within the five Health and Social Care Trusts in Northern Ireland, with a small number of placements in the private sector. The number of placements provided by each Trust was agreed following consultation with the DoH and Allied Health Professional leads. As stands, the proportion of places offered by trust is as follows:

	Physiotherapy %	Occupational therapy %	Speech & language therapy %	Radiography Diagnostic %	Radiotherapy and Oncology %	Health sciences %	Podiatry %
<b>TRUST</b>							
<b>Belfast</b>	32.5%	25.9%	29.7%	32.2%	75%	26.6%	21%
<b>Northern</b>	17.9%	20.5%	17%	15.3%		13.3%	21%
<b>Western</b>	12.2%	13.8%	14%	32.2%	25%	20 %	21%
<b>Southern</b>	19.5%	19.6%	18%	12%		16%	19.5%
<b>South Eastern</b>	17.9%	19.6%	17%	8.5%		13.3%	21%
<b>Total</b>							

Note: figures will not add up to 100%. Placements required do not always add up to numbers provided, by location.

## 9. Mitigations and Alternative Policies (ECNI Step 4)

In line with the Equality Commission’s guidance on equality impact assessments, this EQIA has considered mitigating factors which minimise the potential adverse equality impacts as considered in section 8. This EQIA has been prepared by Ulster University on the basis of available information. Through the consultation process in relation to both the EQIA and the linked ‘A Consultation on the Location of the School of Health Sciences’ document, the University will receive feedback and perspective from consultees to enable fuller consideration of potential impacts and mitigations. The University is committed to taking account of all the information, views and opinions from all stakeholders to assist in the decision-making process.

Outwith the undertaking of this Equality Impact Assessment, the University is in the process of decommissioning the Jordanstown campus and creating a new campus in Belfast. The new campus has a vision to “...promote a creative, innovative, transformative and vibrant environment that will stimulate, inspire and add value to our core activities of teaching and learning, and research and innovation.” The new campus in Belfast will join the University’s existing Coleraine and Magee locations in a three-campus approach delivering excellence across Northern Ireland.

For the School of Health Sciences, the closure of Jordanstown presents an opportunity to relocate the School in a way which ensures a continuation of its track record of achievement, and which enables the benefits that arise from collocating relevant disciplines and subjects.

The University accepts that relocation of the School will for many staff, students and patients represents upheaval and change. Such change is difficult at the best of times, but potentially more marked in the current circumstances of the Covid-19 pandemic as the School works to continuing to ensure academic delivery within the context of the impact of significant change in the way that health and social care is provided. The University is committed to maintaining and enhancing the School’s

excellent track record and making an impact on health communities in Northern Ireland. The University is reiterating that this commitment will remain throughout the transition from the Jordanstown campus.

The University is exploring three options for the future location of the School and those options are considered in the document – ‘A Consultation on the Location of the School of Health Sciences’. In each option post graduate provision will be based at the Belfast campus. Undergraduate provision will be provided in Belfast, Coleraine or Magee. The Magee campus is the University’s preferred location for undergraduate provision as stated in the campus relocation consultation included as part of this wider consultation process. The preferred option is based upon the subject synergies and adjacencies that this campus affords in terms of nursing and medicine. In each option there will be facilities for colleagues from the School at all three campus locations. *Nb: the current practical implications of the use of hot desks during the Covid-19 pandemic will need to factor in health and safety approaches, including appropriate risk assessments.*

In each option, post-graduate provision will be at Belfast. The rationale for this is set out in the document – ‘A Consultation on the Location of the School of Health Sciences’ and included identifying ways to set out the distinctiveness of each campus where teaching and research adjacencies exist, and maximising postgraduate and research growth opportunities on the campus. On this basis, there is the opportunity to create patterns of working and study that accommodate flexible location approaches, balanced with the provision of all requisite activity. It is considered that having a permanent presence in Belfast could be a significant mitigation for colleagues and students who might have assumed that all activity would relocate to either of Magee or Coleraine. Having available space in each of the campuses will be explored further in the mitigants that follow.

When considering mitigants, the EQIA Working Group have explored options to address identified impacts. It should be noted that many of the mitigants suggested will be outside the direct control of the School and Faculty – both in terms of the implementation of the mitigation and in ensuring that the mitigant achieves the desired outcome. In each case these suggested mitigations will require significant and detailed consideration as the new location strategy for the School is put into place.

Given the inter-sectionality of many of the impacts set out in section 8, mitigants are considered under broad themes below:

### **Working Patterns and Approaches**

***Mitigations impact the following S75 categories: Age; Men and Women Generally; Disability; and Gender.***

There are three options for how the School will be located in the future. In every one of those options there is envisaged to be a presence on the Belfast campus. In practical terms this will mean that should there be a dual campus location strategy for a non-consolidated school, staff members will have access to working space in both Belfast and / or Magee or Coleraine.

Flexibility will also be achieved by ensuring that regardless of location decision, there will be school-specific flexible working facilities on every campus. However such a mitigation must consider how best to work for colleagues with disabilities and particular health conditions which make the use of hot desks particularly difficult. In addition, the current practical implications of the use of hot desks during the Covid-19 pandemic will need to factor in health and safety approaches, including appropriate risk assessments.

Over the course of the first half of 2020, the University like other employers has had to come to terms with the impact of the Covid-19 pandemic. This has created the conditions for mandatory homeworking of necessity – although acknowledging that many academic staff will have had home working arrangements prior to the pandemic. As the University acclimatises to the ‘new normal’, a focus will be put into considering the longer-term impacts for home working and a range of additional flexible working approaches.

Implementing new working patterns and approaches will require additional effort from those who have ‘people management’ responsibilities. Training will be put in place to better equip ‘people managers’ to undertake these duties. Staff will also require support and training on opportunities and responsibilities within flexible working and home working approaches.

Consideration has already been given to timetabling scheduling shifting to block teaching for example and focused topics for staff and students, in addition to more online provision with significantly more blended learning. This could be further enhanced to timetable flexibility including earlier publication and release of timetables enabling colleagues to better plan ahead.

Targeted use of better working practices will be considered - learning the lessons from the Covid-19 pandemic and from the experience of other organisations – for example, not expecting colleagues to be in a different campus for a shorter meeting when can be done online, more asynchronous teaching and use of digital eLearning tools..

### **Terms and Conditions**

***Mitigations impact the following S75 categories: Age; and Men and Women Generally.***

For those colleagues considering their retirement options or approaching that stage, consideration will be given to what can reasonably be accommodated in individual circumstances.

For those colleagues choosing to relocate their homes, the University will provide financial and other support. Whilst this will not be a feasible or desired option for most, the mitigation will be put in place for those whose journey to work will be significantly changed and who may identify a range of benefits from the possibility of undertaking a move.

As may be appropriate in such a mitigation which could concern terms and conditions, negotiation with representative trade union bodies will be required through established negotiation channels.

### **On-Campus Car Parking**

***Mitigations impact the following S75 categories: Age; Men and Women Generally; and Disability.***

Each campus has its own 'on-campus' car parking arrangements. Possible mitigations to be considered include:

- The demarcation of specific parking spots reserved for staff and students who have door-to-door journey times in excess of an hour;
- An increase in available parking spaces for disabled staff, students, visitors and patients on level ground;
- Specific parking spots set aside for patients with disabilities / health conditions who are visiting clinics on campus; *and*
- Disability access audits for campuses with associated action plan (see also 'Campus Accessibility' mitigant on next page) – to include focus on car parking. This action plan would be reviewed and monitored by the Faculty Leadership Team;
- Regular monitoring and appropriate adjustments of car parking approaches when campus location is confirmed to enable tailored approaches to be designed and implemented. Once the new campus location is enacted, monitoring will be undertaken to ensure planned approaches deliver envisaged benefits.

The development of specific and feasible mitigations will require work to be undertaken with colleagues in the Estates Directorate – this can be advanced upon final confirmation of the location(s) for the School.

### **Public Transport Infrastructure**

***Mitigations impact the following S75 categories: Age; Men and Women Generally; Disability; and Gender.***

Whilst the provision of public transport is not a role of the University, and falls with Translink and other private providers; the University will explore with external organisations possible steps to enhance current shortfalls in public transport provision. Possible mitigants might include:

- Accessible shuttle buses between each campus and the nearest train station – *nb this would have a wider benefit for all staff and students;*
- Accessible shuttle buses linking all campuses (part of a wider focus on greater connectivity between all campuses);
- Lobbying for the alteration of existing bus routes to include better campus connectivity;

- Focusing on provision of shuttle buses at all times to mitigate the potential risks identified in winter months with darker, longer mornings and evenings; and during summer months when bus services can be reduced; *and*
- Increased catering provision on early trains.

As stated the above mitigants are not within the gift of the University to deliver, however the University will engage with external providers to explore how connectivity and provision might feasibly be enhanced.

### **Student Travel and Accommodation**

***Mitigations impact the following S75 categories: Age; Men and Women Generally; Disability; and Gender.***

*Note: the mitigants in the previous sections on car parking and public transport infrastructure also apply here.*

The University can provide accessible student accommodation for students with disabilities in University-owned premises in Coleraine and Magee. In Belfast the University would have to rely on commercial providers in this regard given the distance between the Belfast campus and the on-campus accommodation in Jordanstown.

Should undergraduate provision be located outside of Belfast and a student placement be based in Belfast, short term leases and accommodation could be made available at preferential rates for students whilst on placement.

Consideration will be given to enhanced timetable flexibility including earlier publication and release of timetables enabling students to better plan ahead for their activity on campus. This would include analysis of appropriate start times based on bus services, arrival of train services in locality, and requisite journey time from the station to the campus. Given the complexity in developing timetables for a multi-course, multi-location university, this will require significant scrutiny and analysis, and engagement with representative trade unions.

### **Campus Accessibility**

***Mitigations impact the following S75 categories: Disability.***

The University could undertake disability access audits leading to the creation of action plans which would be reviewed and monitored by the Faculty Leadership Team. The EQIA Working Group urged caution in how such an audit should be undertaken, reflecting that this should fully engage with disabled staff / service users. It was also noticed that the undertaking of such audits should consider the composition of those undertaking the audit, and include disabled individuals.

The exact buildings / floor levels that would be the base of the School for the campus locations that are ultimately chosen are not yet confirmed. Once the specific buildings / levels are confirmed, there is a mitigation to specifically look at the current experiences of disabled staff, students, and visitors in these location(s) to best

inform the steps that must be taken to properly mitigate the impacts that have been / will be identified.

Irrespective of the carrying out of an audit, a key mitigation will be ensuring thorough engagement with a variety of staff / service users with disabilities to utilise their knowledge / experience to improve accessibility.

A further mitigation would be the exploration of the viability to install lifts and ramps, externally and internally, to enhance access to and around campus for disabled people. The specific mitigations will only be possible once future campus location is agreed, and the specific building location(s) of the School are finalised. In existing buildings it can be the case that the installation of ramps and lifts may not be feasible. Significant analysis and coordination will need to be undertaken with colleagues from the Estates Directorate.

Focus on mapping and signage to aid navigability of campus for those with disabilities. This could potentially include the use of app-based technologies.

### **Childcare Facilities and Care Support Packages**

***Mitigations impact the following S75 categories: Age; Men and Women Generally; and Gender.***

A possible mitigation in this regard is to explore partnerships with childcare providers close to campuses to identify ways in which the provider and the University could work together to offer specific beneficial arrangements to accommodate staff and student need.

Additional financial arrangements could also be considered including Childcare Vouchers.

Consideration could be given to working with external providers on the provision of specific support packages for those with caring responsibilities for elderly relatives and other adult family members.

### **Timetabling**

***Mitigations impact the following S75 categories: Age; Men and Women Generally; and Gender.***

Timetabling and Pedagogical practices will be reviewed to identify and create flexibility and options for students, as well as to look for opportunities to provide for earlier publication and release of timetables enabling students to better plan ahead.

A further mitigation is setting out working arrangements so that colleagues and students need not be on campus every day. This would require a focus on clustering lectures and seminars better to ensure journeys are more worthwhile. *Nb: would need to be mindful and address intensity of teaching / studying. Consideration would also need to be given to potential impacts of 'block teaching' on for example individuals with specific education needs.* This could also have an impact on staff and student financial wellbeing i.e. no requirement to be on campus multiple days,

however this would need to be balanced with consideration of the overall staff / student experience.

In addition, consideration should be given to arranging start and finish times to better reflect train arrival times *and* appropriate walking time from stations; as well as travel times more generally and car parking arrangements. One other element that will need to be factored in across this ‘theme’, is the provision of adequate breaks for staff and students alike.

Given the complexity in developing timetables for a multi-course, multi-location university, this will require significant scrutiny and analysis and engagement with representative trade unions

### **Campus Induction**

***Mitigations impact the following S75 categories: Age; Men and Women Generally; Disability; and Gender.***

Enhance the campus experience for students and staff relocating to a new campus drawing on the experiences of existing colleagues and students on a campus – making this the centre piece of induction. This would have an advantage of providing an opportunity to share successes but also to identify and then take action to address any unforeseen issues and challenges. *Note: this will not be possible should the School be fully located in the new Belfast building. In which case, a wider induction approach for all campus newcomers will be followed.*

As part of the approach referred to above, similar lived experiences of those colleagues and students with disabilities already on campus could be used to support the induction process of newcomers with disabilities to the campus.

A further mitigation is to focus on mapping and signage to aid navigability of campus. This could potentially include the use of app-based technologies. This approach could highlight specific facilities such as accessible and gender-neutral toilets.

Whatever the location(s) of the School, a package of initiatives will need to be put in place to ensure a focus on a welcoming environment for all. This should include initiatives before an individual relocates to a different campus, focused induction for the first number of days, and ongoing efforts to enhance the student and staff experience in the weeks that follow.

### **Tailored Peer Support**

***Mitigations impact the following S75 categories: Age; Men and Women Generally; Disability; and Gender.***

Maintaining and enhancing where required a 1-to-1 process for staff to speak with managers to identify individual impacts and any appropriate mitigation based on the School relocation. As appropriate, colleagues from People and Culture can also play a role in this process.

Establishment of relocation teams to support individual needs on relocation – this would focus on ensuring the transition was as simple as possible for all, and particularly for those with specific needs. The membership, scope and terms of reference for these groups would need to be scoped out, however would likely require inputs from a range of teams and stakeholders across the University.

The School will continue to give consideration to the provision of personalised work patterns and / or arrangements to facilitate employees' personal circumstances, wherever possible.

Any requirements for reasonable adjustments for staff with disabilities will be facilitated in line with the University's approach to reasonable adjustment requests.

### **Widening Access**

***Mitigations impact the following S75 categories: Age and Men and Women Generally.***

High quality and effective widening access and participation (WAP) strategies and targeted interventions aimed at reducing access gaps in Northern Ireland is central to Ulster University as a Civic University. The School of Health Sciences is a key provider of courses in support of widening access. It is therefore critical that any campus move of the School builds upon this. The University undertakes to monitor access and participation data for the School to ensure that any campus move continues to meet existing School commitments to target prospective students from groups that are currently under-represented and to the wider WAP agenda for the University and take remedial action if they do not.

As outlined in the 'Affirmative Action Programme 2020-2022' section of the University's Article 55 (A55) Review, the following actions can be considered as mitigants in this regard:

- As part of a wider civic engagement programme across the organisation, outreach with local community groups and representative organisations will be made through University processes and other University Networks, to encourage applications from the under-represented communities.
- Ulster University is determined to continue and improve a range of outreach activities to promote the University as an employer of choice and to raise awareness of career opportunities to a diverse range of people.

### **Intersectionality**

The University recognises that people – students and colleagues - do not neatly fit into one Section 75 category – no individual is the same. Therefore pure statistical information does not, and cannot capture these unique circumstances and complexities. Where a combination of factors impacts a student or colleague, the University will consider specific impacts and mitigations on a case by case basis.

## 10. ECNI Step 5 - Consultation

The University recognises the importance of consultation in all aspects of the implementation of its statutory equality duties. The University wishes to consult as widely as possible on this Equality Impact Assessment. With this in mind, and in line with the University's Equality Scheme:

- All consultees listed in the University's Equality Scheme will be notified of the EQIA consultation;
- A copy of the EQIA document will be published on the University's Consultation webpage;
- Consultees have indicated that their usual preference is to consult via electronic means. A tailored response pro-forma will be available on the consultation web page;
- This document can be made available to consultees in appropriate formats to ensure meaningful consultation. If a consultee makes a request for an alternative format this will be considered by the University and upon provision of the alternative format, additional time will be made available for the consultee to respond.

We would welcome your comments and specifically your views on the questions in the table below.

### Consultation Questions:

1	Are there any data, needs or issues in relation to any of the Section 75 equality categories that have not been identified in Section 7 of the EQIA consultation document? If so, what are they? Please provide details?  <i>Please note: If your comments are campus specific, please state which campus.</i>
2	Are there any adverse impacts in relation to any of the Section 75 equality groups that have not been identified in section 8 of the EQIA Consultation document? If so, what are they?  <i>Please note: If your comments are campus specific, please state which campus.</i>

3	<p>Please state what action you think could be taken to reduce or eliminate any adverse impacts that you have highlighted, and/or improve (i.e. better promote) the promotion of equality of opportunity and/or good relations?</p> <p><i>Please note: If your suggestions relate specifically to a Section 75 category or campus, please indicate this in your feedback below.</i></p>
4	<p>There are three options proposed for the relocation of the School of Health Sciences:</p> <ul style="list-style-type: none"> <li>• All (postgraduate and undergraduate) provision to be based at the Belfast campus;</li> <li>• Postgraduate provision to be based at the Belfast campus, undergraduate provision to be based at the Coleraine campus; or</li> <li>• Postgraduate provision to be based at the Belfast campus, undergraduate provision to be based at the Magee campus.</li> </ul> <p>Which do you believe has the potential to <i>least adversely</i> impact on equality of opportunity and good relations? Please set out your reasons for this view.</p>
5	<p>Are there any other comments you would like to make in regard to this pro forma or the consultation process generally?</p>

Please complete the response pro forma and return it to Ms. Angela Getty ([ak.getty@ulster.ac.uk](mailto:ak.getty@ulster.ac.uk)) by 24<sup>th</sup> November 2020. The consultation document and response forma are available to download at [ulster.ac.uk/peopleandculture/employee-benefits/equality-diversity/equality-scheme/consultation-exercises](http://ulster.ac.uk/peopleandculture/employee-benefits/equality-diversity/equality-scheme/consultation-exercises) .

If you require the consultation document in an alternative format, or if you or your organisation would like to have a 'virtual' face-to-face meeting to present your views on the equality implications of this impact assessment, please contact Cara McShane on 028 7012 4871 or by email [c.mcshane@ulster.ac.uk](mailto:c.mcshane@ulster.ac.uk).

**The outcome of this Equality Impact Assessment will be disseminated to all consultees and posted on the University website:**  
[ulster.ac.uk/peopleandculture/employee-benefits/equality-diversity/equality-scheme/completed-equality-impact-assessments](http://ulster.ac.uk/peopleandculture/employee-benefits/equality-diversity/equality-scheme/completed-equality-impact-assessments)

## **11. ECNI Steps 6 and 7 – Decision and Ongoing Monitoring**

The University will provide feedback to consultees in a timely manner. A feedback report will be prepared which includes summary information on the policy consulted upon, a summary of consultees' comments and a summary of the University's consideration of and response to consultees' input. The feedback will normally be provided electronically, by email to consultees who have responded and by placing it on the University's website.

The University will take into account the consultation carried out in relation to this EQIA and the feedback received before a final decision is made. This is in keeping with the University's Equality Scheme. As has been noted earlier in this EQIA consultation document, there is a consultation ongoing as to the three options for future location. The feedback from this will also inform the decision made.

When the formal consultation process is concluded, all feedback will be considered and submitted to the Senior Leadership Team (SLT) of the University in the form of a consultation outcome report. This will inform any decision making or recommendation of the SLT.

Once a decision has been made, the decision will be subject to monitoring in line with the University's Equality Scheme.

In line with the Equality Commission's guidance and the University's commitment to continuously improve, the University is committed to monitoring for any future adverse impacts in relation to the relocation of the School. At the time of undertaking the EQIA the Covid-19 pandemic continued to impact on all aspects of life. At the stage of writing this consultation document, whilst trends and statistics are available, the full picture in terms of definitive impact on specific groups of individuals is still emerging. In addition there is still significant work to be done to understand the medium and longer term impacts from a health and societal perspective. In this context, monitoring the ongoing impacts in relation to the move of the School of Health Sciences will receive appropriate focus.

## **Annex 1 – Ulster University Campuses**

Ulster University is a multi-campus institution; with over 25,000 students and 2,582 staff members, it is one of the larger universities in the UK and the largest on the island of Ireland. Situated in Belfast, Jordanstown (Greater Belfast), Derry~Londonderry (Magee Campus) and Coleraine, we are firmly embedded within local communities to provide regionally distinctive, economically viable campuses that are safe, vibrant, socially engaged and accessible.

The University is currently involved in a transformative change from Jordanstown to a new city centre campus in Belfast – Greater Belfast Development (GBD).

### **Jordanstown campus**

Jordanstown is the largest of Ulster's campuses, with over 13,000 students and 1,174 staff. Located just seven miles north of Belfast, the campus has a strong profile in computing, built environment, business, engineering, social sciences, communication and academic disciplines relating to the science and coaching of sport. Sport plays a significant part in the life of the campus which is home to the Sports Institute of Northern Ireland (SINI).

### **Belfast campus**

The Belfast campus is situated in the artistic and cultural centre of the city, the Cathedral Quarter. The campus currently has almost 2,000 students and 263 members of staff. Although traditionally associated with art, the campus spans an increasing and exciting range of subjects including architecture, hospitality, event management, photography and digital animation.

Our vibrant campus plays host to frequent fashion shows and art exhibitions and is an exciting place to study and work. It is also home to The Academy training restaurant.

### **Coleraine campus**

The relaxed, outdoor atmosphere of the north coast is reflected in the feel of this thriving campus. With the nearby seaside towns of Portrush and Portstewart and the Giant's Causeway World Heritage Site, this area is a major international tourist destination.

A wide range of subjects are available at Coleraine including biomedical sciences, geography and environmental science, psychology, pharmacy, English, history, media and journalism, travel and tourism, and teacher training. There are over 4200 students and 750 staff at the campus.

### **Magee campus**

The friendly village atmosphere of our Magee campus offers an intimate learning environment in the heart of Northern Ireland's second city, Derry~Londonderry. Located in the North West and a short distance from County Donegal, Derry~Londonderry is ideally situated for exploring some of Ireland's most dramatic landscapes. Ongoing investment has provided state-of-the-art teaching, research and support facilities for the 5000+ students and 395 staff. Students on the Magee campus consistently report the highest levels of student satisfaction.

Teaching strengths on campus include business, cinematic arts, Irish, music, drama, computing, engineering, nursing and law. In 2020 it was announced that a Graduate Entry Medical School would be established on the Magee campus.

## **Annex 2 – Data Tables Considered in Report**

### **Section 7 – ECNI Step 2 – Data**

#### A – Religious Belief

- A1 – UU Staff Breakdown by Catholic / Protestant
- A2 – Faculty of Life and Health Sciences Breakdown by Catholic / Protestant
- A3 – Staff Relocation Intentions
- A4 – Allied Health Undergraduate Student Breakdown by Catholic / Protestant
- A5 – Allied Health Postgraduate Student Breakdown by Catholic / Protestant

#### C – Racial Group

- C1 - Allied Health Undergraduate Student Breakdown by White / BME
- C2 - Allied Health Postgraduate Student Breakdown by White / BME
- C3 – Overseas Students – Campus by Academic Year

#### D – Age

- D1 - Age Ranges for Staff from EO Data
- D2 – Age Ranges for Staff from Stakeholder Engagement Staff Survey
- D3 – Relocation Intention Data by Age Range - Staff
- D4 – Relocation 'Yes / No' Data by Age Range – Staff
- D5 – Allied Health Undergraduate Student Age Range
- D6 – Allied Health Postgraduate Student Age Range

#### E – Marital Status

- E1 - Marital Status of Allied Health Staff
- E2– Allied Health Undergraduate Student Marital Status
- E3 – Allied Health Postgraduate Student Marital Status

#### G – Men and Women Generally

- G1 – UU Staff Breakdown by Male / Female

- G2 – Staff Relocation ‘Yes / No’ by Male / Female
- G3 – Allied Health Undergraduate Student Male / Female
- G4 – Allied Health Postgraduate Student Male / Female

#### H – Disability

- H1 – Relocation ‘Yes / No’ for Staff with Declared Disability
- H2 - Allied Health Students Declaring a Disability

#### I – Dependants

- I1 – Allied Health Staff with Dependants
- I2 – Allied Health Staff with Dependants – Male / Female
- I3 – Allied Health Staff with Dependants – Male / Female
- I4 – Type of Dependant responsibility of Staff
- I5 – Relocation Intention Data for Staff with Dependants
- I6 – Allied Health Students with Dependants

### **Section 8 – ECNI Step 3 – Impact**

- D – Age
- Table D7 – Age Ranges for Allied Health Staff – June 2020
- Table D8 – Age Ranges for Allied Health Students

#### H – Disability

- H1 – Relocation ‘Yes / No’ for Staff with Declared Disability.

## **Annex 3 – Data considered at Screening and EQIA Stages**

### **Screening**

- Staff Equal Opportunities (EO) monitoring data
- Student EO monitoring data
- Post Consultation Feedback on the Relocation of the School of Health Sciences **January 2018**
- Results of Stakeholder Engagement Survey Oct-Nov 2019 (*62 staff responded to the equality section of this survey*)
- Staff and stakeholder evidence from workshop held on the 18th October 2019
- Strategic Growth Plan for Derry and Strabane
- Belfast Region City Deal
- Student residential data for Jordanstown, Magee, Coleraine and Belfast
- Current staff home addresses and commute impacts for each option
- Ulster University’s Equality Scheme

### **EQIA**

- The University’s Equal Opportunity (EO) Monitoring Databases for Staff and Students

- Equal Opportunity Profile quantitative data
- Results of Staff Survey focused on undertaken in October 2019 – qualitative and quantitative:
- Outputs from wider Stakeholder Engagement Process August – December 2019.
- Post Consultation Feedback document on the Relocation of the School of Health Sciences January 2018
- Ulster University’s Equality Scheme – as published in 2017.

## Annex 4 – Dates of EQIA Working Group Meetings

The EQIA Working Group met on the following occasions:

<b>EQIA WORKING GROUP</b>	
Meeting 1	24 April 2020
Meeting 2	13 May 2020
Meeting 3	22 May 2020
Meeting 4	29 May 2020
Meeting 5	3 June 2020
Meeting 6	12 June 2020
Meeting 7	19 June 2020
Meeting 8	24 June 2020
Meeting 9	3 July 2020
Meeting 10	9 July 2020
Meeting 11	16 July 2020
Meeting 12	23 July 2020
Meeting 13	30 July 2020
<b>Meeting 14</b>	6 August 2020

