

ULSTER UNIVERSITY POLICY SCREENING PRO-FORMA

Part 1

Information about the policy

Name of the policy

Digital and Information Literacy Strategy 2017-2021

Is this an existing, ~~revised~~, or a new policy?

Revised

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

The Strategy outlines the Library's roadmap to deliver Digital and Information literacy training to all users in keeping with the academic and operational excellence objectives of the institutional Strategy, 5&50.

Are there any Section 75 categories which might be expected to benefit from the intended policy? If so, explain how.

Yes, the Strategy is likely to benefit all users, particularly disabled students, BME students and male students. The strategy will provide the opportunity to develop essential lifelong learning and employability skills and therefore enhance employability prospects.

Who initiated or wrote the policy?

The strategy was developed by the Library's Digital and Information literacy Sub Group of the Library Management Team.

Who owns and who implements the policy?

The Chief Digital and Information Officer owns the policy; the University Librarian oversees its implementation.

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Implementation factors

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

Yes

No

If yes, are they

Financial: Reduced budget for staff resource

Legislative? (Please specify)

Other: The Strategy is aligned to and will be influenced by the Learning and Teaching Strategy, Digital Futures Strategy, IT Strategy, Estates Strategy, Internationalisation Strategy, emerging pedagogies, space allocation, advances in technology, budget allocations

Main stakeholders affected

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

Staff

Students

Other service users (e.g. prospective students, conference delegates)

Other public sector organisations

Voluntary/community/trade unions

Other, please specify

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Other policies with a bearing on this policy

Policy Name	Policy Owner
Five and fifty: Ulster five year strategic plan	Vice Chancellor
Learning and Teaching Strategy	PVC (Education)
Research and Impact Strategy	PVC (Research and Impact)
Digital Futures Strategy	PVC (Education)
Library Services Strategy	CDIO
Internationalisation Strategy	PVC (Global Engagement)

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Available evidence

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

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

Section 75 category	Details of evidence/information
Religious belief	The University's Equal Opportunities data were reviewed. Religious Belief was not found to impact on, or have any relevance to this policy.
Political opinion	The University does not collect information on political opinion
Racial group	<p>University Workforce</p> <p>4.67% of the workforce are from a BME background</p> <p>Student Population</p> <p>4.43% of students are from a BME background</p> <p>The data was extracted from the most recent EO data available from the University, however, we anticipate increased representation over the next 5 years due to our internationalisation agenda.</p>
Age	The University's Equal Opportunities data were reviewed. Age was not found to impact on, or have any relevance to this policy.
Marital status	The University's Equal Opportunities data were reviewed. Marital status was not found to impact on, or have any relevance to this policy.
Sexual orientation	The University's Equal Opportunities data were reviewed. Sexual orientation was not found to impact on, or have any relevance to this policy.

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<p>Men and women generally</p>	<p>The University's Equal Opportunities data were reviewed.</p> <p>University Workforce</p> <p>44.72% of staff are male, 55.28% are female</p> <p>Student population</p> <p>43.80% of students are male, 56.20% are female</p>
<p>Disability</p>	<p>Based on the most recent Equal Opportunities Data, 5.02% of the University's workforce has disclosed a disability. Within the student population the figure is 10.36%.</p>
<p>Dependants</p>	<p>The University's Equal Opportunities data were reviewed. This category was not found to impact on, or have any relevance to this policy.</p>

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Needs, experiences and priorities

Taking into account the information referred to above, what are the different needs, experiences and priorities of each of the following categories, in relation to the particular policy/decision? (Please specify details for each of the Section 75 categories)

Section 75 category	Details of needs/experiences/priorities
Religious belief	No specific needs, experiences or priorities have been identified for this group
Political opinion	No specific needs, experiences or priorities have been identified for this group
Racial group	The Policy acknowledges, and aims to support, the projected increase in racial diversity of our user population, which is associated with Ulster's global vision (as described in our Five & Fifty Strategic Plan). One of the strategic priorities (SP3) articulates the Library's commitment to further developing digital and information literacy support for widening participation at regional, national and international levels. Specific measures are already in place such as the delivery of bespoke, pre-sessional induction sessions for international students and a discrete Library guide to support international students. Tailored one-to-one sessions are also available on request to support library users where English is a second or other language. The Library is also exploring the use of emerging technologies such as Techsmith Relay to deliver reusable learning objects to support learning at a time, place and pace of the user's choosing. Optimisation of the Library's virtual presence will support blended and distance learning modes.
Age	No specific needs, experiences or priorities have been identified for this group
Marital status	No specific needs, experiences or priorities have been identified for this group
Sexual orientation	No specific needs, experiences or priorities have been identified for this group

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<p>Men and women generally</p>	<p>The Equality Challenge Unit's 2012 Report: 'Male Students: Engagement with academic and pastoral support services' indicates that males engage less with Library services than females. The Library is committed to developing services which will support individual learning styles and modes of learning. The adoption of a range of software apps for learning to support the delivery of information literacy skills training encourages participation and supports flexible approaches to learning. This is reinforced an immersive student support service and an increasing range of personalised services such as the electronic "Ask a Librarian" and live LibChat. These and other service options provide easy access to Library services to meet user need and preferences.</p>
<p>Disability</p>	<p>Equality Commission (NI) guidelines indicate that disabled people may require reasonable adjustments so that they can access information (and the premises where it is located).</p> <p>The Library is kept informed of any issues relating to student disability which may have a bearing on access to library resources through Student Support Services.</p> <p>A range of enhanced Library services is available to users with specific needs. Personalised induction, enhanced borrowing and specific space to meet with support staff is provided.</p>
<p>Dependants</p>	<p>No specific needs, experiences or priorities have been identified for this group</p>

Consultation

Consultation with relevant groups, organisations or individuals about the policy can provide useful information about issues/opportunities which are specifically related to them (i.e. evidence to inform the policy). Please indicate whether you carried out (or intend to carry out¹) any consultation exercises prior to equality screening?

The Policy was scrutinised by Pro Vice Chancellors, Associate Deans (Education and Research & Impact), UUSU Executive, Library Management Team and Faculty Subject Teams through a comprehensive review process and was formally ratified at Senate in November 2017

¹ Please contact equality staff in the Policy Implementation Unit (PIU) if you intend to carry out a consultation exercise prior to equality screening your policy. The PIU will assist you to align some of the consultation questions with the screening pro-forma, so that you receive more meaningful responses.

Part 1

Screening

Introduction

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

Select 'major' impact if:

- a) The policy is significant in terms of its strategic importance;
- b) Potential equality impacts are unknown, because, for example, there are insufficient data upon which to make an assessment or because they are complex, and it would be appropriate to conduct an equality impact assessment in order to better assess them;
- c) Potential equality and/or good relations impacts are likely to be adverse or are likely to be experienced disproportionately by groups of people including those who are marginalised or disadvantaged;
- d) Further assessment offers a valuable way to examine the evidence and develop recommendations in respect of a policy about which there are concerns amongst affected individuals and representative groups, for example in respect of multiple identities;
- e) The policy is likely to be challenged by way of judicial review;
- f) The policy is significant in terms of expenditure.

Select 'minor' impact if:

- a) The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible;
- b) The policy, or certain proposals within it, are potentially unlawfully discriminatory, but this possibility can readily and easily be eliminated by making appropriate changes to the policy or by adopting appropriate mitigating measures;
- c) Any asymmetrical equality impacts caused by the policy are intentional because they are specifically designed to promote equality of opportunity for particular groups of disadvantaged people;
- d) By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations;
- e) Differential impact observed and opportunities exist to better promote equality of opportunity and/or good relations.

Part 2

Select 'none' if:

- a) The policy has no relevance to equality of opportunity or good relations.
- b) The policy is purely technical in nature and will have no bearing in terms of its likely impact on equality of opportunity or good relations for people within the equality and good relations categories.

Taking into account the evidence presented in Part 1, please complete the screening questions (Questions 1-4).

Screening questions

1 What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? (Please provide details)		
Section 75 category	Details of policy impact	Level of impact (minor/major/none)
Religious belief	The strategy is unlikely to impact on equality of opportunity for this category.	NONE
Political opinion	The strategy is unlikely to impact on equality of opportunity for this category.	NONE
Racial group	The strategy is likely to have a positive impact on this category; the emphasis on the increased availability of reusable learning objects to assist with the development of digital and information literacy skills will support and enable learning at a time, place and pace of the user's choosing.	MINOR (+)
Age	The strategy is unlikely to impact on equality of opportunity for this category.	NONE
Marital status	The strategy is unlikely to impact on equality of opportunity for this category.	NONE
Sexual orientation	The strategy is unlikely to impact on equality of opportunity for this category.	NONE

Part 2

Men and women generally	The strategy is likely to have a positive impact on male users, with its focus on accommodating a variety of learning styles and innovative software apps to encourage interaction and learning.	MINOR (+)
Disability	The strategy will have a positive impact with improved access to digital and information skills training through the development and delivery of digital learning objects to support learning at a time, place and pace of the users choosing.	MINOR (+)
Dependants	The strategy is unlikely to impact on equality of opportunity for this category.	NONE

Part 2

2 Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories?		
Section 75 category	If Yes , provide details	If No , provide reasons
Religious belief		The strategy has no relevance to equality of opportunity. It applies to all users regardless of Section 75 equality categories
Political opinion		The strategy has no relevance to equality of opportunity. It applies to all users regardless of Section 75 equality categories
Racial group	The strategy will have a positive impact; the emphasis on increased availability of reusable learning objects will support the development of digital and information literacy skills at a time, place and pace of the user's choosing.	
Age		The strategy has no relevance to equality of opportunity. It applies to all users regardless of Section 75 equality categories
Marital status		The strategy has no relevance to equality of opportunity. It applies to all users regardless of Section 75 equality categories
Sexual orientation		The strategy has no relevance to equality of opportunity. It applies to all users regardless of Section 75 equality categories

Part 2

Men and women generally	The strategy will have a positive impact on all library users with its focus on delivering an enhanced user experience through the development of flexible and enhanced access to Digital and Information literacy skills training.	
Disability	The strategy will have a positive impact on all library users with its focus on delivering an enhanced user experience through the development of flexible and enhanced access to Digital and Information literacy skills training.	
Dependants		The strategy has no relevance to equality of opportunity. It applies to all users regardless of Section 75 equality categories

3 To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group? (Please provide details)

Good relations category	Details of policy impact	Level of impact (minor/major/none)
Religious belief	The strategy is unlikely to impact on good relations.	None
Political opinion	The strategy is unlikely to impact on good relations.	None
Racial group	The strategy is unlikely to impact on good relations.	None

Part 2

4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?		
Good relations category	If Yes , provide details	If No , provide reasons
Religious belief		The strategy has no relevance to good relations.
Political opinion		The strategy has no relevance to good relations.
Racial group		The strategy has no relevance to good relations.

Additional considerations

Multiple identity

5 Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, please provide details of any potential impacts of the policy/decision on people with multiple identities? <i>(For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people)</i> . Please include details of any data which you have used to determine/identify this impact	
Section 75 categories (please specify)	Details of policy impact and details of data which describes the policy impact
All	Delivery of the Digital and Information Literacy Strategy will provide an enhanced experience for all categories of users.

Part 2

Disability Duties

6. Does the policy provide an opportunity to encourage disabled people to participate in University life?	
If Yes, provide details	If No, provide reasons
<p>A range of enhanced Library services is available to users with specific needs. Personalised induction, enhanced borrowing and specific space equipped with assistive technology is available to meet with support staff.</p> <p>The Library Service also works in partnership with Student Support to keep up to date with issues relating to student disability which may have a bearing on access to library resources or services.</p>	

7. Does the policy provide an opportunity to promote positive attitudes towards disabled people?	
If Yes, provide details	If No, provide reasons
<p>The Library Service is committed to equality and diversity as articulated in its values statement.</p> <p>This is reflected in all aspects of current service provision and is an integral element of all consultation processes which include bi-annual meetings with the Students Union and staff attendance at Student Experience Forums where Library issues are discussed.</p> <p>Enhanced Library Services for users with specific needs are transparently</p>	

Part 2

available on the Library Home Page and this is actively promoted.	
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Screening decision

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

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

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

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

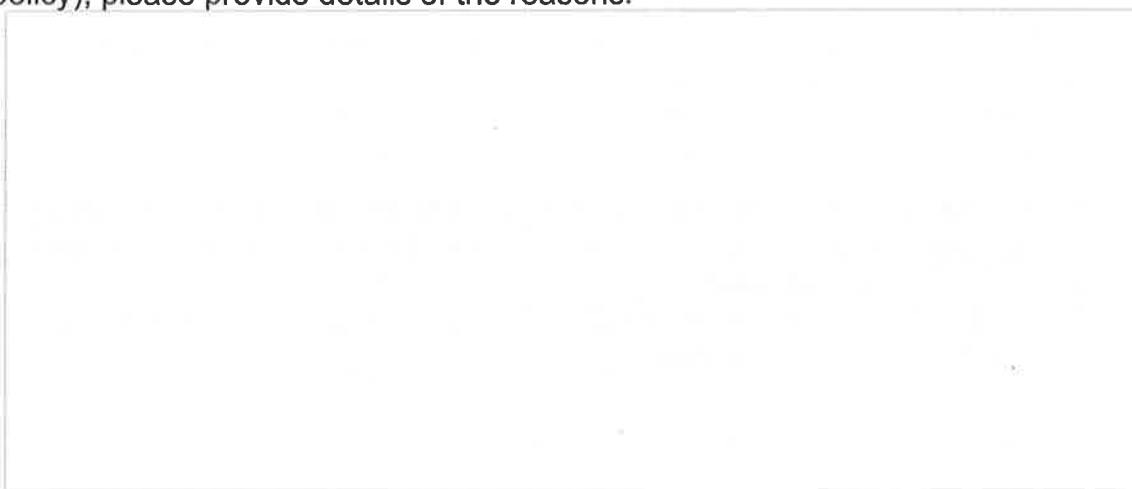
Screen out the policy and **mitigate the impacts on equality** by **amending or changing the policy**, or by **developing an alternative policy or action** (no Equality Impact Assessment)
i.e. the likely impact is 'minor' in respect of one, or more of the equality of opportunity and/or good relations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

Part 3

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



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



Part 3

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

The likely impact is '**minor**' in respect of one, or more of the equality of opportunity and/or good relations categories. However, the strategy is likely to have a positive impact on equality as it offers all users access to an enhanced service to support the development of digital and information literacy skills.

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

Part 3

Timetabling and prioritising

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

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

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

Note: The Total Rating Score will be used to prioritise the policy in rank order with other policies screened in for equality impact assessment. This list of priorities will assist the University in timetabling. Details of the University's Equality Impact Assessment Timetable will be included in its quarterly Screening Reports.


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

Yes

No

If yes, please provide details:

Approval and authorisation

	Position/Job Title	Date
Screened by: 	Chief Digital and Information Officer	23/08/2018
Approved by: 	Director of People and Culture	28/08/18

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

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

Review

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

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

August 2020
(Insert date)

