

UNIVERSITY OF ULSTER POLICY SCREENING PRO-FORMA

Introduction

In line with Section 75 of the Northern Ireland Act 1998, the University is required to ensure that its policies are reviewed to assess their likely impact on equality of opportunity and good relations on specific groups of people (i.e. the Section 75 categories¹). This review is called policy screening. Screening ensures that equality of opportunity and good relations are central to policy decision-making and service provision (i.e. they are mainstreamed).

During policy screening, the impacts associated with a policy are assessed using relevant quantitative or qualitative data. These data provide evidence to inform the screening decision. The screening decision may be to carry out an equality impact assessment (i.e. 'screen in' the policy), or not to carry out an equality impact assessment (i.e. 'screen out' the policy). Furthermore, where policies are screened out, there may also be a decision to introduce measures to mitigate the likely impact of the policy, or to introduce an alternative policy to better promote equality of opportunity and/or good relations.

In the context of Section 75, the term 'policy' is very broadly defined. 'Policy' includes any strategy, policy (proposed/amended/existing) or practice and/or decision, whether written or unwritten, internal (relating to staff) or external (relating to those who are, or could be served by the University). This means that all of the University's planning decisions, service changes, corporate strategies, policy development, practices, guidelines, procedures and protocols, and corporate/strategic decisions etc, both written and unwritten, must be screened.

Policy screening is usually carried out by the policy decision-maker who has the authority to make changes to that policy, in conjunction with any other staff members who implement the policy, staff members from other relevant work areas and/or any key stakeholders. Policy Implementation Unit (formerly Equality and Diversity Services) staff assist in the screening process. It is more effective and efficient if screening takes place whilst the policy is in the early stages of development or policy review.

This policy screening pro-forma has been developed using the Equality Commission for Northern Ireland's (ECNI's) template to ensure that all policies are reviewed systematically and consistently. Part 1 of the pro-forma focuses on the scope of the policy (i.e. information about the policy), whilst Part 2 contains the screening questions. Part 3 contains the screening decision, and Part 4 contains the approval, authorisation and review date details.

¹ The Section 75 categories are religious belief, political opinion, racial group, age, marital status, sexual orientation, sex, disability and dependants.

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Parts 1-3 of the pro-forma must be completed and attached to the final draft of the policy before each can be considered (*and approved*) by Senior Management Team.

Following this, and in line with the University's 'Procedures for developing, introducing and reviewing University of Ulster Policies', the policy owner must inform the Head of Governance and Legal Services 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.

The final approved pro-forma and policy will be made available to the general public during the University's policy screening consultation exercises and will be available on the University's web pages. Policy screening consultation exercises will take place twice a year, as appropriate.

Part 1

Information about the policy

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

Name of the policy

Students' Union Good Relations Policy

Is this an existing, revised or a new policy?

Revised

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

This Good Relations Policy is intended to ensure that students of different race, culture, political and religious belief are welcomed to and supported in an environment in which they are free to participate fully, safely and without fear, whilst respecting the diversity of opinion and the rights of others.

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

If so, explain how.

Yes, race, political opinion and religious belief, as described above.

Who initiated or wrote the policy?

The Review of the Students' Union Good Relations Policy Working Group

Who owns and who implements the policy?

The Students' Union

Part 1

Implementation factors

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

Yes

No

If yes, are they

financial? (Please specify _____)

legislative? (Please specify _____)

other? (Please specify: NUS-USI Objectives/Initiatives)

Main stakeholders affected

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

Staff

Students

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

Other public sector organisations

Voluntary/community/trade unions

Other, please specify _____

Other policies with a bearing on this policy

Policy name	Policy Owner
University of Ulster Equality Scheme	University Secretary

Part 1

Available evidence

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

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

The following information sources have been considered during the screening of this policy:

- Census NI 2011 data
- Student Equal Opportunities data
- ECU Equality in Higher Education: Statistical report 2013
- The Unionist Students' submission to the University's Equality /Officer
- Results of the Students Union 'Coming in from the Cold' snapshot survey 2013.

Section 75 category	Details of evidence/information
Religious belief	<p>Student EO data 2012/13 shows that 28% of all students are Protestant. 49% of students are Catholic.</p> <p>By contrast, Census 2011 data indicates that 45.14% of all usual residents of Northern Ireland are Catholic or were brought up Catholic and 48.36% of all usual residents of Northern Ireland are Protestant and Other Christian or were brought up as Protestant and Other Christian. 0.92% identified with other religions, whilst 5.59% stated they had no religion.</p>
Political opinion	<p>The University does not collect Student EO data on Political Opinion.</p>

Part 1

Racial group	<p>Student EO data for 2012/13 indicates that:</p> <ul style="list-style-type: none">• 94.2% of all students at Ulster are white• 3.6% of students are BME• 1% of students are Chinese• 0.6% of students are Indian• 0.5% of students are of mixed race• 0.5% are other Asian. <p>The percentage of BME students at Ulster is greater than is expected, when compared with Census 2011 data. This indicates that:</p> <ul style="list-style-type: none">• 98.21% of all usual residents in Northern Ireland are White.• 0.35% are Chinese• 0.34% are Indian,• 0.33% are Mixed race• 0.28% are 'other Asian'. <p>By contrast, ECU data for 2011/12 indicates that across the UK, 18.8% of UK domiciled students with known ethnicity information were BME.</p> <p>Census 2011 data. This indicates that:</p> <ul style="list-style-type: none">• the main language of all usual residents of Northern Ireland aged 3 and over is English (96.86%). 1.02% of all usual residents use Polish as their main language, 0.36% use Lithuanian and 0.24% use Irish (Gaelic).• 89.35% of all usual residents of Northern Ireland have no ability in Irish, whereas 3.74% of all usual residents of Northern Ireland can speak, read, write and understand Irish.• 91.92% of all usual residents of Northern Ireland aged 3 and over have no ability in Ulster-Scots, whereas 0.94% of all usual residents of Northern Ireland can speak, read, write and understand Ulster-Scots. <p>In 2012/13, the main languages spoken by international students at the University were perceived to be Arabic (1.6% of students), Chinese (mandarin and Cantonese, 0.8%), German (0.5%), French (0.3%), Spanish (0.2%), and Hindi (0.2%).</p>
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Part 1

Age	The University's Student Equal Opportunities data were reviewed. Age was not found to impact on, or have any relevance to this policy. The policy is applicable to all students.
Marital status	The University's Student Equal Opportunities data were reviewed. Marital status was not found to impact on, or have any relevance to this policy. The policy is applicable to all students.
Sexual orientation	The University's Student Equal Opportunities data were reviewed. Sexual orientation was not found to impact on, or have any relevance to this policy. The policy is applicable to all students.
Men and women generally	The University's Student Equal Opportunities data were reviewed. Sex was not found to impact on, or have any relevance to this policy. The policy is applicable to all students.
Disability	The University's Student Equal Opportunities data were reviewed. Disability was not found to impact on, or have any relevance to this policy. The policy is applicable to all students.
Dependants	The University's Student Equal Opportunities data were reviewed. Caring responsibilities were found not found to impact on, or have any relevance to this policy. The policy is applicable to all students.

Part 1

Needs, experiences and priorities

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

Section 75 category	Details of needs/experiences/priorities
Religious belief	<p>Anecdotal evidence indicates that historically there has been a drain of male protestant students to University in GB.</p> <p>61% of staff and 63% of student respondents to The University's Good Relations Audit in 2006 described current relations between those with different religious beliefs as good.</p> <p>72% (116) of respondents to the Students' Coming in from the Cold survey in 2013 indicated that in their opinion there are no factors that make the environment at the University seem unwelcoming.</p> <p>Unionist students have suggested that the wearing of GAA shirts and other sporting paraphernalia and the use of bilingual signs has contributed to a chill factor at the University for Protestant students and that these issues should be addressed.</p>
Political opinion	<p>46% of staff and student respondents to The University's Good Relations Audit in 2006 described relations between those with different political opinions as good.</p> <p>72% (116) of respondents to the Students' Coming in from the Cold survey in 2013 indicated that in their opinion there are no factors that make the environment at the University seem unwelcoming.</p> <p>Unionist students have suggested that the wearing of GAA shirts and other sporting paraphernalia and the use of bilingual signs has contributed to a chill factor at the University for Protestant students and that these issues should be addressed.</p>

Part 1

Racial group	<p>51% of staff and student respondents to The University's Good Relations Audit in 2006 described relations between those from different racial groups as good, compared with 5-8% who described relations as poor.</p> <p>72% (116) of respondents to the Students' Coming in from the Cold survey in 2013 indicated that in their opinion there are no factors that make the environment at the University seem unwelcoming. The general consensus in this survey was that the use of multilingual signs and more cultural initiatives could make the University a more welcoming environment.</p>
Age	None identified
Marital status	None identified
Sexual orientation	None identified
Men and women generally	None identified
Disability	None identified
Dependants	None identified

Part 1

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 out²) any consultation exercises prior to equality screening?

All students were invited to participate in a survey to identify perceived good relations issues and possible mitigation during the development of the policy. Responses were used to identify potential actions within the Action Plan.

Students' Union Political Societies invited to consult on the best way to encourage engagement at the University.

The Students' Union President consulted with the Project Manager for Campus Cohesion and Interfaith (National Union of Students) about how to work towards implementing and embedding the Good Relations ethos on campus moving forward.

The working group also consulted with the Equality Commission for Northern Ireland throughout the development of the policy and action plan.

The draft policy was presented to the Students' Union Forum for consideration and approval.

The policy will be considered by the University's committee structure prior to adoption.

² 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 2

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).

Part 2

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 main focus of this policy is to promote good relations. Therefore this policy is also likely to have a positive impact on equality of opportunity for this category.	Minor
Political opinion	The main focus of this policy is to promote good relations. Therefore this policy is also likely to have a positive impact on equality of opportunity for this category.	Minor
Racial group	The main focus of this policy is to promote good relations. Therefore this policy is also likely to have a positive impact on equality of opportunity for this category.	Minor
Age	This policy focuses specifically on religious belief, political opinion and race, and is applied regardless of age.	None
Marital status	This policy focuses specifically on religious belief, political opinion and race, and is applied regardless of marital status.	None
Sexual orientation	This policy focuses specifically on religious belief, political opinion and race, and is applied regardless of sexual orientation.	None
Men and women generally	This policy focuses specifically on religious belief, political opinion and race, and is applied regardless of sex.	None
Disability	This policy focuses specifically on religious belief, political opinion and race, and is applied regardless of disability.	None

Part 2

Dependants	This policy focuses specifically on religious belief, political opinion and race, and is applied regardless of caring responsibilities.	None
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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	Yes, the policy is likely to raise awareness of equality issues, specifically in relation to religious belief.	
Political opinion	Yes, the policy is likely to raise awareness of equality issues, specifically in relation to political opinion.	
Racial group	Yes, the policy is likely to raise awareness of equality issues, specifically in relation to race.	
Age		This policy focuses specifically on religious belief, political opinion and race, and is applied regardless of age.
Marital status		This policy focuses specifically on religious belief, political opinion and race, and is applied regardless of marital status.
Sexual orientation		This policy focuses specifically on religious belief, political opinion and race, and is applied regardless of sexual orientation.

Part 2

Men and women generally		This policy focuses specifically on religious belief, political opinion and race, and is applied regardless of sex.
Disability		This policy focuses specifically on religious belief, political opinion and race, and is applied regardless of disability.
Dependants		This policy focuses specifically on religious belief, political opinion and race, and is applied regardless of dependants.

Part 2

3 To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group? (Please provide details)		
Good relations category	Details of policy impact	Level of impact (minor/major/none)
Religious belief	The policy is likely have a positive impact on good relations between people of different religious belief.	Minor
Political opinion	The policy is likely have a positive impact on good relations between people of different political opinion.	Minor
Racial group	The policy is likely have a positive impact on good relations between people of different racial groups.	Minor

4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?		
Good relations category	If Yes, provide details	If No, provide reasons
Religious belief	The policy is intended to ensure that students of different religious belief are welcomed to and supported in an environment in which they are free to participate fully, safely and without fear, whilst respecting the diversity of opinion and the rights of others.	

Part 2

Political opinion	The policy is intended to ensure that students of different political opinion are welcomed to and supported in an environment in which they are free to participate fully, safely and without fear, whilst respecting the diversity of opinion and the rights of others.	
Racial group	The policy is intended to ensure that students of different racial groups are welcomed to and supported in an environment in which they are free to participate fully, safely and without fear, whilst respecting the diversity of opinion and the rights of others.	

Part 2

Additional considerations

Multiple identity

<p>5 Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, please provide details of any potential impacts of the policy/decision on people with multiple identities? (<i>For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people</i>). Please include details of any data which you have used to determine/identify this impact</p>	
<p>Section 75 categories (please specify)</p>	<p>Details of policy impact and details of data which describes the policy impact</p>
<p>Race, political opinion and religious belief</p>	<p>The policy is likely have a positive impact on good relations between people of different race, political opinion and religious belief (as described above).</p>

Disability Duties

<p>6. Does the policy provide an opportunity to encourage disabled people to participate in University life?</p>	
<p>If Yes, provide details</p>	<p>If No, provide reasons</p>
	<p>The policy is intended to ensure that students of different religious belief, political opinion and racial group are welcomed to and supported in an environment in which they are free to participate fully, safely and without fear, whilst respecting the diversity of opinion and the rights of others.</p>

Part 2

7. Does the policy provide an opportunity to promote positive attitudes towards disabled people?	
If Yes, provide details	If No, provide reasons
	As above.

Part 3

Screening decision

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

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

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

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

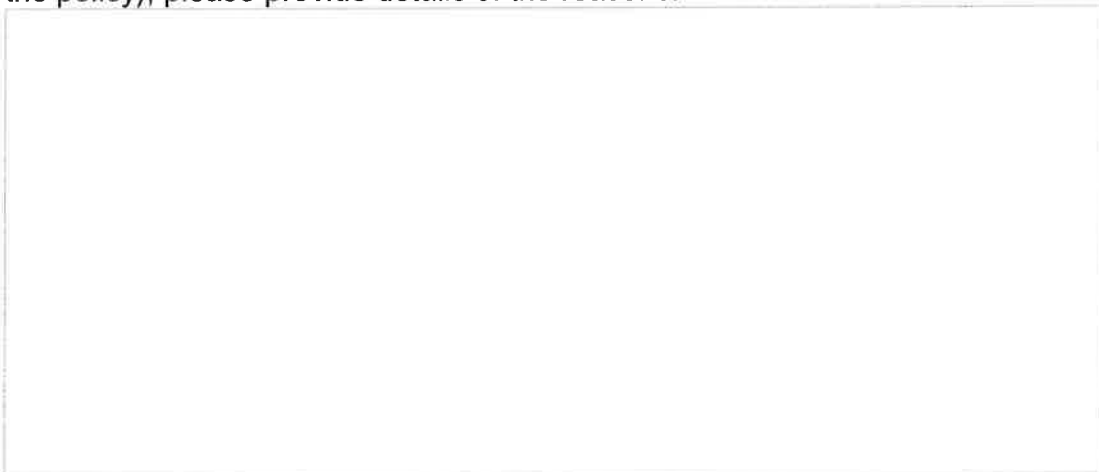
Screen out the policy and **mitigate the impacts on equality by amending or changing the policy, or by developing an alternative policy or action** (no Equality Impact Assessment)
i.e. the likely impact is 'minor' in respect of one, or more of the equality of opportunity and/or good relations categories

Part 3

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



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



Part 3

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:

Part 4

Approval and authorisation

	Position/Job Title	Date
Screened by: <i>Mark Bell</i>	Students' Union President	31 March 2014
Approved by: <i>[Signature]</i>	University Secretary	31 March 2014

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:

31 March 2016
(Insert date)