Part 1. Policy scoping

The first stage of the screening process involves scoping the policy under consideration. The purpose of policy scoping is to help prepare the background and context and set out the aims and objectives for the policy, being screened. At this stage, scoping the policy will help identify potential constraints as well as opportunities and will help the policy maker work through the screening process on a step by step basis.

It should be remembered that the Section 75 statutory duties apply to internal policies (relating to people who work for the University), as well as external policies (relating to those who are, or could be, served by the University).

A.   Information about the policy

Name of the policy

Student Disability Policy

Is this an existing, revised or a new policy?

Revised Policy

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

Outline the University's commitment to supporting students with disabilities, its legal obligations as per NI legislation and identifying the general principles in which support is provided.

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

People with a disability

Who initiated or wrote the policy?

Head of Disability and Wellbeing

Who owns and who implements the policy?

Directorate of Academic and Student Affairs

B.   Implementation factors

Are there any factors which could contribute to/detract from the intended aim/outcome of the policy?

If yes, are they

[ ]   financial?

[x]   legislative?

[ ]   other?(please specify) _____

C.   Main stakeholders affected

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

| x | staff |

| x | service users |

| x | other public sector organisations |

| | voluntary/community/trade unions |

| | other, please specify _____ |

D.   Other policies with a bearing on this policy

- what are they? (please list)
Equality and Diversity Policy

- who owns them?
Human Resources

E.   Available evidence

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

Section 75 category	Details of evidence/information
Religious belief	**N/A**
Political	**N/A**

opinion	
Racial group	**N/A**
Age	**N/A**
Marital status	**N/A**
Sexual orientation	**N/A**
Men and women generally	**N/A**
Disability	**Worked alongside the Equality Commission for NI to review and revise policy. Policy considers relevant NI legislation on Disability (SENDO, DDA, Section 75)**
Dependants	**N/A**

F.   Needs, experiences and priorities

Based on the information in the preceding table, what are the different needs, experiences and priorities of each of the following categories, in relation to the particular policy/decision? Specify details for each of the Section 75 categories

Section 75 category	Details of needs/experiences/priorities

Religious belief	**N/A**
Political opinion	**N/A**
Racial group	**N/A**
Age	**N/A**
Marital status	**N/A**
Sexual orientation	**N/A**
Men and women generally	**N/A**
Disability	**Equitable and inclusive access to all aspects of University Life as far as reasonable practicable.**
Dependants	**N/A**

Part 2 Screening questions

A What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories?		
Section 75 category	Details of policy impact	Level of impact? minor/major/none
Religious belief	See disability section	Minor/none
Political opinion	See disability section	Minor/none
Racial group	See disability section	Minor/none
Age	See disability section	Minor/none
Marital status	See disability section	Minor/none
Sexual orientation	See disability section	Minor/none
Men and women generally	See disability section	Minor/none
Disability	All students with a disability regardless of religious belief, political opinion, racial group, age, marital status, sexual orientation, gender and dependent status will have equitable and inclusive access to all aspects of University life	Major (positive impact)

	as far as reasonably practicable (as per SENDO and DDA 2005) and in-line with health and safety legislation.	
Dependants	See disability section	Minor/none

B Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?		
Section 75 category	If **Yes**, provide details	If **No**, provide reasons
Religious belief		No
Political opinion		No
Racial group		No
Age	Yes – see disability below	
Marital status		No
Sexual orientation		No
Men and women generally	Yes – see disability below	
Disability	Yes The policy is designed to	

	promote and raise-awareness amongst staff, current and prospective students of the University's commitment to equality of opportunity and the support available for students with disabilities.	
Dependants		No

C To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group?		
Good relations category	Details of policy impact	Level of impact minor/major/none
Religious belief	Neutral – supports all	Minor
Political opinion	Neutral – supports all	Minor
Racial group	Neutral – supports all	Minor

D 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	Disability has no regard for religious belief, political opinion or racial group, therefore the Student Disability Policy neutrally supports inclusive and diverse access to University life	N/A
Political opinion	As above	N/A
Racial group	As above	N/A

E   Multiple identity

Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, are there any potential impacts of the policy/decision on people with multiple identities?
(*For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people).*

Provide details of data on the impact of the policy on people with multiple identities. Specify relevant Section 75 categories concerned.

Disability can affect all other categories so the Student Disability Policy has been rigorously screened with 'Multiple Identity' in mind.

It promotes equitable and inclusive access to University life for students with disabilities regardless of gender, age, religious belief, political group, racial group, marital status, sexual orientation or dependent status.

F   Disability Duties

Consider whether the policy:

I.   Discourages disabled people from participating in public life and fails to promote positive attitudes towards disabled people.

No – it encourages participation in public life and will help promote positive attitudes towards people experiencing disabilities or long term conditions.

II.   Provides an opportunity to better promote positive attitudes towards disabled people or encourages their participation in public life.

> Yes

Part 3. Screening decision

A Policy does not require an EQIA. In this situation, please provide details of the reason for this decision.

> Does not require EQIA as the policy fully consider Section 75 equality categories

B Policy has minor equality impacts which can be mitigated/provided by an alternative policy and therefore does not require an EQIA.
In this situation please provide details of the reason for this decision together with the proposed changes/amendments for alternative policy to be introduced.

> N/A

C Policy requires an EQIA
Please provide reasons for this decision.

> N/A

D Timetabling and prioritising

If option C has been selected under Screening decision, then complete the following table:

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	

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

If yes, please provide details

No

Part 4. Monitoring

Effective monitoring will help the University identify any future adverse impact arising from the policy which may lead the University to conduct an equality impact assessment, as well as help with future planning and policy development.

Part 5 - Approval and authorisation

Screened by:	Position/Job Title	Date
Joanne Barnes	Head of Disability and Wellbeing	10/05/17
Approved by:		
Helen McNeely	Head of Academic and Student Affairs	11/05/17

Note: A copy of the Screening Template, for each policy screened should be 'signed off' and approved by the senior manager responsible for the policy and made easily accessible on the University's website as soon as possible following completion and made available on request.