



SECTION 75 POLICY SCREENING FORM

Section 75 Statutory Equality Duties

<http://www.equalityni.org/S75duties>

The promotion of equality of opportunity entails more than the elimination of discrimination. It may also require proactive measures to be taken to maintain and secure equality of opportunity.

Section 75 (1) requires the University in carrying out its functions, powers and duties 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
- persons with dependants and persons without.

Without prejudice to the obligations set out above, the University is also required to:

- a) have *regard to the desirability of promoting good relations* between persons of different
 - religious belief
 - political opinion; or
 - racial group
- b) meet legislative obligations under the Disability Discrimination Order.

What is a policy?

The Equality Commission for Northern Ireland state in their guidance¹ that the term 'policy' is used to denote any strategy, policy (proposed/amended/existing) or practice and/or decision, whether written or unwritten.

The University's Equality Scheme reflects the Equality Commission's definition of a policy and this should be applied in determining what needs to be screened.

If you are in doubt, please contact the Diversity and Inclusion Unit for advice. Equality screening guidance is also available at [Queen's website](#) or by contacting the Diversity and Inclusion Unit.

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).

¹Section 75 of the Northern Ireland Act 1998, A Guide for Public Authorities' (April 2010), page 30. A policy may include planning decisions, service changes, corporate strategies, policy development, practices, guidelines, procedures and protocols; board papers

A. Information about the policy

Name of the policy to be screened and description

Interviewing Applicants for Admission to Queen's University, Belfast –
An Internal Good Practice Guide for Schools and Institutes

Is this an existing, revised or a new policy? (please append policy to the screening form)

New policy

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

To provide guidance on good practice procedures for interviewing applicants for admission to the University, for use internally by Schools and Institutes

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

All applicants are intended to benefit from the Guide

Who initiated or wrote the policy?

Admissions and Access Service (MRCI)

Directorate responsible for devising and delivering the policy?

Marketing, Recruitment, Communications and Internationalisation (MRCI)

Background to the Policy to be screened.

Include details of any pre- consultations/consultations which have been conducted and/or whether the policy has previously been tabled at the University's Operating Board or the Standing Committee of the Senate.

As part of the QAA UK Quality Code Chapter B2 Review in 2014, a Review Group was set up to review the University's recruitment, selection and admissions policies and procedures. The Group found that methods used to invite applicants for interview and to conduct interviews varied and agreed that an internal best practice procedure should be agreed. The Good Practice Guide has been developed by the Admissions and Access Service, working in conjunction with colleagues in Schools and Institutes who conduct interviews for admission, and has been presented at and approved by the Admissions Policy Review Group. The Guide is for internal use only.

AAS engaged with Human Resources to discuss appropriate guidance on panel composition to ensure representation is reflective of the diversity of the NI community as far as possible. AAS also held workshops and had telephone calls with key university staff involved in interviews for admission, to identify examples of good practice and to identify any specific issues to be covered in the Guide.

AAS consulted and collaborated with Disability Service and Diversity and Inclusion Unit to ensure guidance includes adequate provision for applicants requiring additional support. Relevant legislation (SENDO 2005) considered and referenced. AAS also held workshops and had telephone calls with key university staff involved in interviews for admission, to identify examples of good practice and to identify any specific issues to be covered in the Guide.

B. Implementation factors

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

No

If yes, are they

- financial? Are there financial consideration due to overseas travel expenses?
- legislative?
- other?(please specify) _____

C. Main stakeholders affected

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

- Y staff
- Y service users
- other public sector organisations
- voluntary/community/trade unions
- other, please specify - Applicants for Undergraduate and/or Postgraduate courses

D. Other policies with a bearing on this policy

- what are they? (please list)

Internal

- QUB Equality and Diversity Policy
- QUB Safeguarding Children and Vulnerable Adults Policy
- Data Protection Policy
- Trans Equality Policy

External

- SPA Good Practice Statement on interviewing applicants for admission to university and college courses or programmes (August 2013)
- QAA Quality Code for Higher Education
- who owns them?

Queen's University Belfast

- QUB Equality and Diversity Policy (HR Directorate)

- Trans Equality Policy (HR Directorate)
- QUB Safeguarding Children and Vulnerable Adults Policy (HR Directorate)
- Data Protection Policy (Information Compliance Unit)

Quality Assurance Agency

- QAA Quality Code for Higher Education

Supporting Professionalism in Admissions

- SPA Good Practice Statement on interviewing applicants for admission to university and college courses or programmes (August 2013)

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.

This means any data or information you currently hold in relation to the policy or have gathered during policy development. Evidence to inform the screening process may take many forms and should help you to decide who the policy might affect the most. It will also help ensure that your screening decision is informed by relevant data.

Section 75 category	Details of evidence/information
Religious belief	No evidence available
Political opinion	No evidence available
Racial group	No evidence available
Age	No evidence available

Marital status	No evidence available
Sexual orientation	No evidence available
Men and women generally	No evidence available
Disability	No evidence available
Dependants	No evidence available

F. Needs, experiences and priorities

Having looked at the data/information you have collected in the question above, what does this tell you are the needs, experiences and priorities for the people who fall into the groups below, in relation to your policy²? And what is the actual or likely impact on equality of opportunity for those affected by the policy. (See appendix 1 for information on levels of impact).

Section 75 category	Details of needs/experiences/priorities and details of policy impact	Level of Impact
Religious belief	The University is committed to equality of opportunity for all applicants. The Guide stipulates that all applicants for interview should be assessed individually without partiality or bias. Interviewers must undertake recruitment and selection training as well as online diversity and Unconscious Bias training. The Panel should, as far as possible, be representative of the diversity of the Northern Ireland Community and reflect a	Minor

² If you do not have enough data to tell you about potential or actual impacts you may need to generate more data to distinguish what groups are potentially affected by your policy.

	<p>balance of religious background, ethnicity, gender and academic interest. The Guide will potentially have a positive impact on all applicants regardless of religious belief.</p>	
<p>Political opinion</p>	<p>The University is committed to equality of opportunity for all applicants. The Guide stipulates that all applicants for interview should be assessed individually without partiality or bias. Interviewers must undertake recruitment and selection training as well as online diversity and Unconscious Bias training. The Guide will potentially have a positive impact on all applicants regardless of political opinion.</p>	<p>Minor</p>
<p>Racial group</p>	<p>The University is committed to equality of opportunity for all applicants. The Guide stipulates that all applicants for interview should be assessed individually without partiality or bias. Interviewers must undertake recruitment and selection training as well as online diversity and Unconscious Bias training.</p> <p>The Panel should, as far as possible, be representative of the diversity of the Northern Ireland Community and reflect a balance of religious background, ethnicity, gender and academic interest.</p> <p>In addition, the Guide states that if applicants are required to provide a photograph and that it should be made clear to the applicant why it is required (i.e. to satisfy a visual identity check). Section 3.2.3 of the Guide will be amended to say 'and will not be used to make a decision on admission'.</p>	<p>Minor</p>

	The Guide will potentially have a positive impact on all applicants, regardless of racial group.	
Age	The University is committed to equality of opportunity for all applicants. The Guide stipulates that all applicants for interview should be assessed individually without partiality or bias. Interviewers must undertake recruitment and selection training as well as online diversity and Unconscious Bias training. Examples of inappropriate questions/subjects will be included in an appendices to provide further guidance on inappropriate questions which could be interpreted by the applicant as having a sexual, racial, social, political, gender, age or religious bias .The Guide will potentially have a positive impact on all applicants, regardless of age.	Minor
Marital status	The University is committed to equality of opportunity for all applicants. The Guide stipulates that all applicants for interview should be assessed individually without partiality or bias. Interviewers must undertake recruitment and selection training as well as online diversity and Unconscious Bias training. Examples of inappropriate questions/subjects will be included in an appendices to provide further guidance on inappropriate questions which could be interpreted by the applicant as having a sexual, racial, social, political, gender, age or religious bias, including questions about marital status .The Guide will potentially have a positive impact on all applicants regardless of marital status.	Minor

Sexual orientation	See above.	Minor
Men and women generally	<p>The University is committed to equality of opportunity for all applicants. The Guide stipulates that all applicants for interview should be assessed individually without partiality or bias. Interviewers must undertake recruitment and selection training as well as online diversity and Unconscious Bias training.</p> <p>The Panel should, as far as possible, be representative of the diversity of the Northern Ireland Community and reflect a balance of religious background, ethnicity, gender and academic interest.</p> <p>The University has a Trans Equality policy which makes it clear that Students will not be denied access to courses, progression to other courses, or fair and equal treatment while on courses because of their gender identity. Cross references to the Trans Equality policy will be included in the Guide.</p> <p>Examples of inappropriate questions/subjects will be included in a separate appendix to provide further guidance on inappropriate questions which could be interpreted by the applicant as having a sexual, racial, social, political, gender, age or religious bias.</p> <p>The guidance will potentially have a positive impact on all applicants regardless of gender.</p>	Minor
Disability	The University is committed to equality of opportunity for all applicants. The Guide	Minor

	<p>stipulates that all applicants for interview should be assessed individually without partiality or bias. Interviewers must undertake recruitment and selection training as well as online diversity and Unconscious Bias training.</p>	
	<p>Section 7 of the Guide makes it clear that the University welcomes and encourages applicants with disabilities and/or long term conditions and their applications will be considered on the same grounds as non-disabled applicants. The Guide stipulates that schools/institutes must give consideration to reasonable adjustments that will enable applicants to participate in interviews. This may include but is not limited to: being accompanied to the interview by an independent person, a reduced number of people on the panel, extra time, accessible venues, alternative form of assessments, specialist equipment or technology,</p> <p>Examples of inappropriate questions/subjects will be included in a separate appendix to provide further guidance when interviewing applicants with a disability.</p> <p>The guidance will potentially have a positive impact on all applicants including those with a disability or long term condition.</p>	
<p>Dependants</p>	<p>The University is committed to equality of opportunity for all applicants. The Guide stipulates that all applicants for interview should be assessed individually without partiality or bias. Interviewers must undertake recruitment and selection</p>	<p>Minor</p>

	<p>training as well as online diversity and Unconscious Bias training.</p> <p>Examples of inappropriate questions/subjects will be included in a separate appendix to provide further guidance on questions relating to childcare or other caring arrangements for applicants who have dependants.</p>	
	<p>Section 3.2.4 will be amended to provide guidance that schools and institutes should also consider structuring interview timings to suit those with dependants or caring responsibilities to mitigate any potential adverse impact.</p> <p>The Guide will potentially have a positive impact on all applicants with dependants and those without.</p>	

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?		
Section 75 category	Issue	Minor/major/none?
Religious belief	The Guide is likely to have a positive impact regardless of religious belief.	Minor
Political opinion	The Guide is likely to have a positive impact regardless of political	Minor

	opinion.	
Racial group	The Guide is likely to have a positive impact regardless of racial group.	Minor
Age	The Guide is likely to have a positive impact regardless of age.	Minor
Marital status	The Guide is likely to have a positive impact regardless of marital status.	Minor
Sexual orientation	The Guide is likely to have a positive impact regardless of sexual orientation.	Minor
Men and women generally	The Guide is likely to have a positive impact regardless of gender.	Minor
Disability	The Guide is likely to have a positive impact	Minor

	regardless of disability.	
Dependants	The Guide is likely to have a positive impact regardless of dependants.	Minor

2 Are there any actions which could be taken to reduce any adverse impact which has been identified or opportunities to better promote equality of opportunity?

Section 75 category	Issue	Mitigating Measure
Religious belief	An additional appendix will be included in the Guide on inappropriate questions/subjects at interview, including questions that could be interpreted as having religious bias.	Minor
Political opinion	An additional appendix will be included in the Guide on inappropriate questions/subjects at interview, including questions that could be interpreted as having political bias.	Minor

<p>Racial group</p>	<p>The Guide says that if applicants are required to provide a photograph as part of the interview process, it should be clear to the applicant why it is required (e.g. to satisfy a visual identity check). Section 3.2.3 of the guidance has been amended to say “and will not be used to make decisions on admission.”</p> <p>An additional appendix will be included in the Guide on inappropriate questions/subjects at interview, including questions that could be interpreted as having racial bias.</p>	<p>Minor</p>
<p>Age</p>	<p>Guidance on interviewing minors has been included. An additional appendix will be included in the Guide on examples of inappropriate questions/subjects at interview, including questions that could be interpreted as age related bias.</p>	<p>Minor</p>

<p>Marital status</p>	<p>An additional appendix will be included in the Guide on examples of inappropriate questions/subjects at interview, including questions that could be interpreted as bias related to marital status.</p>	<p>Minor</p>
<p>Sexual orientation</p>	<p>An additional appendix will be included in the guidance on examples of inappropriate questions/subjects at interview, including questions that could be interpreted as having a sexual bias.</p>	<p>Minor</p>
<p>Men and women generally</p>	<p>Section 2 of the Guide has been amended to include reference to the University's Trans Equality policy which says that no student will be denied access to the University because of their gender identity. A link to the Trans Equality policy has been added to the Guide.</p>	<p>Minor</p>
	<p>An additional appendix will be included on examples of inappropriate questions/subjects at interview including questions that could be</p>	

	interpreted as having a gender bias.	
Disability	An additional appendix will be included on examples of inappropriate questions/subjects at interview providing guidance that Disabled applicants or those with support needs should not be asked questions about the nature of their disability or support required at interview.	Minor
Dependants	Section 3.2.4 of the Guide has been amended to say that schools or institutes should consider structuring their interview timings to suit those with dependants or caring responsibilities to mitigate any potential adverse impact.	Minor

3 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 – guidance is intended to treat all applicants equally and fairly	None
Political opinion	Neutral – guidance is intended to treat all applicants equally and fairly	None
Racial group	Neutral – guidance is intended to treat all applicants equally and fairly	None

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		Guide is primarily concerned with ensuring consistency and equality of opportunity for all applicants
Political opinion		Guide is primarily concerned with ensuring consistency and equality of opportunity for all applicants

Racial group		Guide is primarily concerned with ensuring consistency and equality of opportunity for all applicants
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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.

We do not hold data which would indicate the potential impact of the Guide on people with multiple identities. This would require further analysis for whom the policy may impact on an intersectional level, including younger and older people with disabilities, women with dependants/caring responsibilities, etc.

The intention behind the Guide is to standardise procedures and processes regarding interviews for admissions purposes, to ensure consistency, equality and fairness for all applicants, regardless of religious belief, political opinion, racial group, age, marital status, sexual orientation, gender, disability or dependents, and this includes applicants with multiple identities.

F Disability Duties

Disability Duties

Consider whether the policy:

- a) Discourages disabled people from participating in public life and fails to promote positive attitudes towards disabled people.
No, the Guide contains specific guidance to ensure applicants with ~~disabilities and /or long-term conditions~~ are afforded equality of opportunity in accessing admission to undergraduate and/or postgraduate courses at the University.
- b) Provides an opportunity to better positive attitudes towards disabled people or encourages their participation in public life.
Yes, the Guide reiterates the University's commitment to welcoming and encouraging applicants with disabilities and / or long-term conditions and is afforded equality of opportunity in

accessing admission to undergraduate and/or postgraduate courses at the University.

Part 3. Screening decision

Through screening, an assessment is made of the likely impacts, either major, minor or none, of the policy on equality of opportunity and/or good relations for the relevant categories. Completion of screening should lead to one of the following three outcomes; please mark an x in the appropriate box:

'Screened out' i.e. the likely impact is none and no further action is required

'Screened out' with mitigation i.e. the likely impact is minor and measures will be taken to mitigate the impact or an alternative policy will be proposed

'Screened in' for an equality impact assessment (EQIA) i.e. the likely impact is major and the policy will now be subject to an EQIA

If the decision is not to conduct an equality impact assessment, please provide details of the reasons.

The University seeks to provide equality to all, irrespective of gender, including gender reassignment; marital or civil partnership status; having or not having dependants; religious belief or political opinion; race (including colour, nationality, ethnic or national origins, including Irish Travellers; disability; sexual orientation and age.

The Guide has been reviewed and screening has identified the Guide will have positive impacts for a number of groups. Panel members are

required to undertake recruitment and selection training, as well as mandatory staff online diversity and Unconscious bias training.

Specific guidance in relation to applicants requiring additional support and interviewing minors has been included to ensure consistent treatment of all applicants. The Guide has been amended to mitigate adverse impacts in respect of persons with dependants/caring responsibilities. Examples of inappropriate questions/subjects will be added to the Guide in Appendix C.

Reference to the Trans Equality policy has been added to the Guide emphasising that students will not be denied access to courses because of their gender identity.

If the decision is not to conduct an equality impact assessment, but the policy has minor equality impacts, please provide details of the reasons for this decision and of any proposed mitigating measures or proposed alternative policy.

N/A

If the decision is to subject the policy to an equality impact assessment, please provide details of the reasons.

[Click here to enter text.](#)

N/A

D Timetabling and prioritising

If the policy has been 'screened in' for equality impact assessment 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	Click
Social need	Click
Effect on people's daily lives	Click
Relevance to the University's functions	Click

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

If yes, please provide details

N/A

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.

Please detail how you will monitor the effect of the policy?

Users of the Guide (i.e. staff conducting interviews for the purposes of admissions) will be asked for feedback and comment on the Guide after they have applied it for the first application cycle, to determine whether any improvements can be made, or issues identified. Data will also be monitored in the following areas:

- Applicants for admission- successful and unsuccessful
- Complaints
- Appeals

What data is required in the future to ensure effective monitoring of the policy?

Feedback from users of the Guide is required and will be requested, as well as data in relation to appeals and complaints regarding interviews for admission. Feedback will be requested by the Admissions and Access Service, and information regarding appeals and complaints in relation to admissions procedures will be recorded by the Admissions and Access Service.

Part 5 - Data Protection

If applicable, has legal advice been given due consideration?



Yes No N/A

Has due consideration been given to information security in relation to this policy?

Yes No

The Information and Compliance Unit has been consulted in relation to Data Protection issues and record retention.

Part 6 - Approval and authorisation

Screened by:	Position/Job Title	Date
SANDRA BLOOMER 	Admissions Manager	31 July 2018
Approved by: ISABEL JENNINGS 	Director of MRCE	8 August 2018

A copy of the screening form, for each policy screened, should be 'signed off' and approved by the senior manager responsible for the policy

In instances where a screening decision concludes that an EQIA is required then the screening form should be countersigned by a Director.

There may at times be policy issues which fall within the scope of being novel, contentious or politically sensitive and could only be taken forward following consultation with the University's Operating Board and/or Standing Committee of the Senate. Where a policy screening highlights such issues the screening form must be signed off by the Director prior to proceeding to the University's Operating Board and/or the Standing Committee of the Senate.

Following ratification, a copy of the approved screening form, and associated policy must be forwarded to the Diversity and Inclusion Unit for publication on the University's website.

ADDITIONAL INFORMATION TO INFORM THE ANNUAL EQUALITY PROGRESS REPORT TO THE EQUALITY COMMISSION

1. Please provide details of any measures taken to enhance the level of engagement with individuals and representative groups as part of screening.

Workshops and telephone calls with key university staff involved in interviewing for admission facilitated by AAS. Meetings took place with other units and directorates to inform the Guide.

2. In developing this policy were any changes made as a result of equality issues raised during :

- (a) pre-consultation / engagement;
- (b) formal consultation;
- (c) the screening process; and/or
- (d) monitoring / research findings.

If so, please provide a brief summary including how the issue was identified, what changes were made, and what will be the expected outcomes / impacts for those affected.

The section relating to applicants requiring additional support was reviewed and amended substantially by Disability Service at draft stage, during consultation with them. The impact is intended to be a positive one ensuring equity for applicants with a disability.

3. Does this policy / decision include any measure(s) to improve access to services including the provision of information in accessible formats? If so please provide a short summary.

Alternative interview arrangements (e.g. telephone, Skype or video-conferencing) are suggested for applicants who live outside of the UK, or within the UK but in remote areas, at an excessive distance from the interview location, or are subject to other factors which would be an impediment to their attendance at interview. Attention is also drawn to the requirement for Schools and Institutes to give consideration to specific adjustments to enable applicants requiring additional support to equitably participate in the interview process.

Appendix 1

Levels of Impact (Questions 6-9)

Introduction

In making a decision as to whether or not there is a need to carry out an equality impact assessment, you should consider the answers provided to the questions above.

In addition, the **screening questions** above further assist you in assessing your policy and must be completed. Some of these questions require you to assess the level of impact of the proposed policy on “equality of opportunity” and “good relations”. The scale used when assessing this impact is either “None”, “Minor” or “Major”. The following paragraphs set out what each of these terms mean.

If your conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then you may decide to screen the policy out. If a policy is ‘screened out’ as having no relevance to equality of opportunity or good relations, you should give details of the reasons for the decision taken.

If your conclusion is **major** in respect of one or more of the Section 75 equality of opportunity and/or good relations categories, then consideration should be given to subjecting the policy to the equality impact assessment procedure.

If your conclusion is **minor** in respect of one or more of the Section 75 equality categories and/or good relations categories, then consideration should still be given to proceeding with an equality impact assessment, or to introduce:

- measures to mitigate the adverse impact; or
 - an alternative policy to better promote equality of opportunity and/or good relations.
-

In favour of a 'major' impact

- a) The policy is significant in terms of its strategic importance;
- b) Potential equality impacts are unknown, because, for example, there is 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.

In favour of 'minor' impact

- 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.

In favour of none

- a) The policy has no relevance to equality of opportunity or good relations.

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.
