



## 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 guidance<sup>1</sup> 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).

---

<sup>1</sup>Section 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

Undergraduate Admissions Policy for Admission to Queen's University, Belfast in the Academic Year 2019-20

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

Revised policy

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

To provide guidance for potential applicants/applicants for admission to the University

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

If so, explain how.

All potential applicants, applicants, schools, colleges and internal staff are intended to benefit from the Policy

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.

The Undergraduate Admissions Policy was developed in 2007-08. The policy is reviewed and updated on an annual basis. Admissions policies and procedures are subject to the requirements of the QAA UK Quality Code for Higher Education and relevant legislation and are based on guidance from Supporting Professionalism in Admissions (SPA).

The Undergraduate Admissions Policy for Admission to Queen's University, Belfast in the Academic Year 2019-2020 was agreed by the Admissions Policy Review group on 23 April 2018. This policy was not equality screened prior to approval by the Admissions Policy Review Group. The Equality Screening process was conducted and completed in May 2018. It is recommended that any mitigating steps are therefore carefully considered and reflected in the policy as considered appropriate by the policy lead.

## **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?
- 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



Y

other, please specify - Potential applicants, applicants for Undergraduate courses and Schools and Colleges of Further and Higher Education

#### D. Other policies with a bearing on this policy

- what are they? (please list)

##### Internal

- QUB Corporate Plan 2016-2021
- Vision 2020
- QUB Equality and Diversity Policy
- Trans Equality Policy
- QUB Safeguarding Children and Vulnerable Adults Policy
- Data Protection Policy
- Student Privacy Notice
- Recognition of Prior Learning
- Student Disability Policy

##### External

- QAA Quality Code for Higher Education
- who owns them?

##### Queen's University Belfast

- QUB Corporate Plan 2016-2021 (QUB Institutional policy)
- Vision 2020 (QUB Institutional policy)
- 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)
- Student Privacy Notice (Information Compliance Unit)
- Recognition of Prior Learning (DASA)
- Student Disability Policy (DASA)

## Quality Assurance Agency

- QAA Quality Code for Higher Education (Quality Assurance Agency)

### 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	First Degree Entrants 2017-18								
	Religion	England	Scotland	Wales	Northern Ireland	Guernsey, Jersey and the Isle of Man	Other European Union	Non-European Union	Grand Total
	Protestant				1,207				1,207
	Roman Catholic				1,984				1,984
	Hindu				8				8
	Muslim				11				11
	Sikh				2				2
	Other Christian				115				115
	Other religion				7				7
	No religion				305				305
	Not stated				99				99
	Not collected	288	24	12		9	113	434	880
<b>Total</b>	<b>288</b>	<b>24</b>	<b>12</b>	<b>3,738</b>	<b>9</b>	<b>113</b>	<b>434</b>	<b>4,618</b>	

Political opinion	No evidence is available							
Racial group	First Degree Entrants 2017-18							
	England	Scotland	Wales	Northern Ireland	Guernsey, Jersey and the Isle of Man	Other European Union	Non-European Union	Grand Total
White	240	21	11	3,644	8	1	1	3,926
Black or Black British - Caribbean	2							2
Black or Black British - African	6	1		7				14
Asian or Asian British - Indian	1			17				18
Asian or Asian British - Pakistani	8			3				11
Asian or Asian British - Bangladeshi				1				1
Chinese	4	1		8			1	14
Other Asian background	6	1		11				18
Mixed - White and Black Caribbean	5		1	2				8
Mixed - White and Black African				2				2
Mixed - White and Asian	5			16				21
Other mixed background	3			6	1			10
Arab	3			2				5
Other ethnic background				2				2
Not known				1				1
Information refused	5			16				21
Not collected						112	432	544
<b>Total</b>	<b>288</b>	<b>24</b>	<b>12</b>	<b>3,738</b>	<b>9</b>	<b>113</b>	<b>434</b>	<b>4,618</b>



## Age

## First Degree Entrants 2017-18

Age	Total
16	2
17	27
18	2,231
19	1,080
20	389
21	214
22	121
23	102
24	61
25	53
26	47
27	34
28	26
29	24
30	20
31	25
32	21
33	17
34	14
35	16
36	9
37	12
38	11
39	10
40	8
41	7
42	3
43	3
44	5
45	1
46	6
47	4
49	3
50	1
52	5
53	1
56	1
57	2
58	1
67	1
<b>Grand Total</b>	<b>4,618</b>



<b>Marital status</b>	<b>First Degree Entrants 2017-18</b>								
	<b>Marital Status</b>	<b>England</b>	<b>Scotland</b>	<b>Wales</b>	<b>Northern Ireland</b>	<b>Guernsey, Jersey and the Isle of Man</b>	<b>Other European Union</b>	<b>Non-European Union</b>	<b>Grand Total</b>
	Single (never married or never in civil partnership)				3,570				3,570
	Married or in civil partnership				116				116
	Separated (but still legally married or in a civil partnership)				9				9
	Divorced or civil partnership dissolved				7				7
	Co-habiting				21				21
	Information refused				14				14
	Not known				1				1
	Not collected	288	24	12		9	113	434	880
<b>Total</b>	<b>288</b>	<b>24</b>	<b>12</b>	<b>3,738</b>	<b>9</b>	<b>113</b>	<b>434</b>	<b>4,618</b>	
<b>Sexual orientation</b>	No evidence available								
<b>Men and women generally</b>	<b>First Degree Entrants 2017-18</b>								
	<b>Gender</b>	<b>Total</b>							
	Male	2,007							
	Female	2,611							
	<b>Total</b>	<b>4,618</b>							

# Disability

## First Degree Entrants 2017-18

Disability	England	Scotland	Wales	Northern Ireland	Guernsey, Jersey and the Isle of Man	Other European Union	Non-European Union	Grand Total
No known disability	265	22	11	3,468	9	106	432	4,313
Two or more impairments and/or disabling medical conditions	4			23		1		28
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	9	2		81		3		95
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	1			31				32
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	2			47				49
A mental health condition, such as depression, schizophrenia or anxiety disorder	6		1	45		1	1	54
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches				12		1		13
Deaf or a serious hearing impairment				2				2
Blind or a serious visual impairment uncorrected by glasses				4			1	5
A disability, impairment or medical condition that is not listed above	1			25		1		27
<b>Total</b>	<b>288</b>	<b>24</b>	<b>12</b>	<b>3,738</b>	<b>9</b>	<b>113</b>	<b>434</b>	<b>4,618</b>



Dependants	First Degree Entrants 2017-18							
	England	Scotland	Wales	Northern Ireland	Guernsey, Jersey and the Isle of Man	Other European Union	Non-European Union	Grand Total
Young people/children				211				211
Other relatives/friends				20				20
No dependents				3,455				3,455
Both young people/children & other relatives/friends				22				22
Not known/Not answered				30				30
Not collected	288	24	12		9	113	434	880
<b>Total</b>	<b>288</b>	<b>24</b>	<b>12</b>	<b>3,738</b>	<b>9</b>	<b>113</b>	<b>434</b>	<b>4,618</b>

### 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 policy<sup>2</sup>? 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	<p>The University is committed to equality of opportunity for all. The University's Equality and Diversity Policy applies to student applicants and potential applicants.</p> <p>The Undergraduate Admissions Policy will potentially have a positive impact for potential applicants/applicants, regardless of religious belief.</p>	Minor

<sup>2</sup> 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>Political opinion</p>	<p>The University is committed to equality of opportunity for all. The University's Equality and Diversity Policy applies to student applicants and potential applicants.</p> <p>The Undergraduate Admissions Policy will potentially have a positive impact for potential applicants/applicants, regardless of religious belief.</p>	<p>Minor</p>
<p>Racial group</p>	<p>The University is committed to equality of opportunity for all. The University's Equality and Diversity Policy applies to student applicants and potential applicants.</p> <p>Section 6 of the Undergraduate Admissions policy states that international applications are welcome. The University offers two full scholarships to students who are registered asylum seekers (section 6.2). The University recognises qualifications obtained outside the UK and Republic of Ireland that are awarded by suitably quality assured organisations (section 6.3). International Student Support provides advice and guidance to international applicants and students on study related visa categories. In addition, the Admissions and Access Service include information in offer letters and guidance for international applicants. (section 6.5) The University offers academic and English language programmes designed specifically for international students (section 6.6)</p> <p>The Undergraduate Admissions Policy will potentially have a positive impact for all potential applicants/applicants, regardless of race.</p>	<p>Minor</p>



Age	<p>The University is committed to equality of opportunity for all. The University's Equality and Diversity Policy applies to student applicants and potential applicants. The policy states in section 4.7 that students who have not reached the age of 18 are legally considered minors and the University has a duty of care towards students who are defined as children. Furthermore the policy makes it clear that risk assessments should be undertaken for all undergraduates under the age of 18 undertaking work placements.</p> <p>Section 4.8 of the policy states that the University welcomes applications from students who are returning to education. For example, many students undertake Access courses (designed for adults who left education without formal qualifications) as an alternative route to higher education. Each case will be considered on its individual merits and modified entrance targets may be set.</p> <p>The Undergraduate Admissions Policy will potentially have a positive impact for potential applicants/applicants, regardless of age.</p>	Minor
Marital status	<p>The University is committed to equality of opportunity for all. The University's Equality and Diversity Policy applies to student applicants and potential applicants.</p> <p>The Undergraduate Admissions Policy will potentially have a positive impact experience for potential applicants/applicants, regardless of marital status.</p>	Minor

<p>Sexual orientation</p>	<p>The University is committed to equality of opportunity for all. The University's Equality and Diversity Policy applies to student applicants and potential applicants.</p> <p>The Undergraduate Admissions Policy will potentially have a positive impact for all potential applicants/applicants, regardless of sexual orientation.</p>	<p>Minor</p>
<p>Men and women generally</p>	<p>The University is committed to equality of opportunity for all. The University's Equality and Diversity Policy applies to student applicants and potential applicants.</p> <p>The Admissions policy makes reference to the Trans Equality policy which states that "Students will not be denied access to courses, progression to other courses of fair or equal treatment while on courses because of their gender identity."</p> <p>The Undergraduate Admissions Policy will potentially have a positive impact for all potential applicants/applicants, regardless of gender.</p>	<p>Minor</p>
<p>Disability</p>	<p>The University is committed to equality of opportunity for all. The University's Equality and Diversity Policy applies to student applicants and potential applicants. The University's Student Disability policy states the University is committed to equality of opportunity and will strive to facilitate students with</p>	<p>Minor</p>



disabilities as an integral part of the Queen's community.

Section 4.14 of the Undergraduate Admission policy states that the University welcomes and encourages applications from students with disabilities or long term conditions. Applications are considered on the same grounds as non-disabled applicants. An individual's disability or long term condition will not influence the University's decision to offer a place. Applicants that have disclosed a disability or long term condition will be asked to complete a questionnaire on receipt of an offer which will be used to determine their reasonable adjustments should they be accepted and placed on their chosen course at Queen's.

In the event of fitness to practice concerns or where reasonable adjustments may not be feasible to implement (for example, in the event of disclosure of a disability or long term condition after the offer of a place has been made or after a place has been taken up), advice will be obtained by Disability Services from the School, the University's Occupational Health or from appropriate external agencies to ensure that every reasonable effort is made to support the student in taking up their offer on their chosen course at the University.

The policy also states that applicants who wish to appeal a decision not to implement adjustments which prevent them from taking up their offer of a place on a course may write to the Director of Academic and Student Affairs to request a review of the decision.

The Undergraduate Admissions Policy

	will potentially have a positive impact for potential applicants/applicants, including those with disabilities or long term conditions.	
Dependants	<p>The University is committed to equality of opportunity for all. The University's Equality and Diversity Policy applies to student applicants and potential applicants.</p> <p>The policy has been reviewed and has been amended. A new section 7 has been included to state that the University welcomes applications from students with dependants. The University has childcare facilities on campus which enables students to pursue academic study at Queen's and a link has been added which provides further details.</p> <p>The Undergraduate Admissions Policy will potentially have a positive impact for all potential applicants/applicants, including those with Dependants.</p>	Minor



## 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 Policy is likely to have a positive impact regardless of religious belief.	Minor -
Political opinion	The Policy is likely to have a positive impact regardless of political opinion.	Minor
Racial group	The Policy is likely to have a positive impact regardless of racial group.	Minor
Age	The Policy is likely to have a positive impact regardless of age.	Minor
Marital status	The Policy is likely to have a positive impact regardless of marital status.	Minor

Sexual orientation	The Policy is likely to have a positive impact regardless of sexual orientation.	Minor
Men and women generally	The Policy is likely to have a positive impact regardless of gender.	Minor
Disability	The Policy is likely to have a positive impact regardless of disability.	Minor
Dependants	The Policy is likely to have a positive impact regardless of dependents.	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	No adverse impact has been identified. The Policy is likely to have a positive impact regardless of religious belief.	Minor
Political opinion	No adverse impact has been identified. The Policy is likely to have a positive impact regardless of political opinion.	Minor
Racial group	No adverse impact has been identified. The Policy is likely to have a positive impact regardless of racial group.	Minor

Age	No adverse impact has been identified. The Policy is likely to have a positive impact regardless of age.	Minor
Marital status	No adverse impact has been identified. The Policy is likely to have a positive impact regardless of marital status.	Minor
Sexual orientation	No adverse impact has been identified. The Policy is likely to have a positive impact regardless of sexual orientation.	Minor
Men and women generally	No adverse impact has been identified. The Policy is likely to have a positive impact regardless of gender.	Minor



Disability	No adverse impact has been identified. The Policy is likely to have a positive impact on applicants or potential applicants with a disability or long term condition.	Minor
Dependants	The policy has been reviewed and a new section (section 7) has been added stating that the University welcomes applications from students with dependants. The University has childcare facilities on campus which enables students to pursue academic study at Queen's. A link has been included in the policy which provides details on the range of facilities on offer. The Policy is likely to have a positive impact on persons with dependants.	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 – the Policy is intended to treat all potential applicants/applicants equally and fairly	None
Political opinion	Neutral – the Policy is intended to treat all potential applicants/applicants equally and fairly	None
Racial group	Neutral – the Policy is intended to treat all potential applicants/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		Policy is primarily concerned with ensuring consistency and equality of opportunity for all potential applicants/applicants



Political opinion		Policy is primarily concerned with ensuring consistency and equality of opportunity for all potential applicants/applicants
Racial group		Policy is primarily concerned with ensuring consistency and equality of opportunity for all potential applicants/applicants

## 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.

This would require further analysis for whom the policy may impact on an intersectional level. The intention of the Undergraduate Policy is to standardise procedures and processes for admissions purposes, to ensure consistency, equality and fairness for all potential applicants/applicants, regardless of religious belief, political opinion, racial group, age, marital status, sexual orientation, gender, disability or dependents, including potential applicants/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 Policy contains specific guidance to ensure potential applicants/applicants with disabilities and /or long-term conditions are afforded equality of opportunity in accessing admission to undergraduate courses at the University.
- b) Provides an opportunity to better positive attitudes towards disabled people or encourages their participation in public life.  
Yes, the Policy reiterates the University's commitment to welcoming and encouraging potential applicants/applicants with disabilities and / or long-term conditions and are afforded equality



of opportunity in accessing admission to undergraduate 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 policy applies to students and potential students.

The Undergraduate Admissions Policy has been reviewed and screening has identified the policy is likely to have positive impacts for a number of groups. A new section has been added (section 7) to state that the University welcomes applications from persons with dependants. The University has childcare facilities available on campus, which enable persons with dependants to pursue academic study at the University. A link has been added to the policy which provides further details on the range of childcare facilities on offer at Queen's.

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.

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 Policy (i.e. potential applicants/applicants, schools/colleges and internal stakeholders) are encouraged via written and verbal communications to make use of the policy and to provide feedback. The policy is reviewed on an annual basis and all internal stakeholders are asked to review and revise their particular section(s) as required. This ensures that developments/enhancements are reflected in the policy and any issues are identified and addressed. 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 Policy is encouraged. The Admissions and Access Service provides feedback to unsuccessful applicants on request and data in relation to feedback and appeals and complaints is presented to the University's Education Committee.

Written Feedback Requests and Appeals Relating to Admission in September 2017

	Feedback Stage 1	Feedback Stage 2	Stage 1 Appeal	Stage 2 Appeal	Stage 3 Appeal
<b>UG</b>					
Medicine & Dentistry	155	15	2	2	
Nursing & Midwifery	512	27			
Social Work	63	45			
Other	74	7			
<b>Total UG</b>	<b>804</b>	<b>94</b>			
<b>PG</b>	<b>89</b>	<b>7</b>	<b>18</b>	<b>2</b>	<b>1</b>
<b>Overall Total</b>	<b>893</b>	<b>101</b>	<b>20</b>	<b>4</b>	<b>1</b>



The Policy is reviewed annually and internal stakeholders are required to review and revise relevant information to ensure the policy to ensure continuous development and enhancement of the Policy.

**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 <i>Sandra Bloomer</i>	Admissions Manager	30 Oct 2018
Approved by: ISABEL JENNINGS		
<i>Isabel JP</i>	Director of Marketing, Recruitment, Communications and International	3 Oct 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.

Schools/Careers Teachers are encouraged to make use of the policy and to feedback any suggestions recommendations for enhancement.

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.

N/A



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.

The University aims to provide comprehensive accurate, user friendly and accessible information and advice to applicants and other stakeholders. The main sources of information are as follows:

- Online Course Finder at: [www.qub.ac.uk/courses/](http://www.qub.ac.uk/courses/), which under the 'Entry Requirements' for individual courses includes a section entitled 'How we choose our students'.
- Undergraduate Prospectus available in a variety of formats including print and online.
- The University's Faculties and Schools' produce promotional material, largely generated through the Studio within Strategic Marketing and Communications.
- Key Information Set (KIS) (<http://unistats.direct.gov.uk/>)

## 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.