



## 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.

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<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

## 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 to be screened and description**

Queen's University Belfast Equality and Diversity Policy (2008)

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

Existing policy

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

The policy is a statement of the University's commitment 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.

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

All section 75 categories might be expected to benefit from the policy.

The policy applies to students, applicants for employment, employees and all those who work for the University (including Senate and its core committees), as well as external examiners, consultants, contractors, subcontractors and all student applicants and potential applicants.

#### **Who initiated or wrote the policy?**

Personnel Department, QUB.

#### **Directorate responsible for devising and delivering the policy?**

This is an institutional policy.

Senate has responsibility for approving the policy and for overseeing the arrangements in place to ensure its effective implementation

The practical application of this policy rests with senior managers, including the President and Vice-Chancellor, the Registrar and Chief Operating Officer, the Pro-Vice Chancellors, Heads of School and Directors.

While Senior Managers and Student Sabbatical officers have a particular responsibility for ensuring compliance, all members of the University, including students and staff, must abide by it.

### **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 University's Equality and Diversity policy was implemented in 2008 following approval by Senate, having been equality screened and approved by the University's Operating Board and Standing Committee of Senate earlier that year. The policy was originally "screened out" i.e. no Equality Impact Assessment ("EQIA") was required at the time.

In 2017, the University consulted widely on its revised 5 year Equality Scheme and Action Plan. As part of that consultation process, the draft Equality Scheme and Action Plan was shared with 162 internal and external consultees, including internal and external service users, voluntary groups and organisations, Trade Unions and the Equality Commission for Northern Ireland.

All feedback was reviewed and considered and the University's new Equality Scheme and Action Plan was approved by Senate in June 2018. A copy of the University's Equality Scheme and Action Plan (2018-2023) can be accessed at [www.qub.ac.uk/hr](http://www.qub.ac.uk/hr)

The Equality Scheme Action Plan contains 37 actions to be delivered and/or implemented over the next 5 year period. One of these 37 actions states that: "*The University position vis-à-vis language and signage should be considered within the context of the overall Institutional Equality and Diversity Policy (2008). A Working group will be established to take forward the screening/reviewing of the Institutional Equality and Diversity Policy, to include consideration of the University's approach to linguistic diversity.*"

With reference to this specific action, University Executive Board (UEB) approved the establishment of an Equality and Diversity Policy Working Group in October 2018 to oversee the equality screening exercise which was undertaken by the University's Diversity & Inclusion Unit between November 2018 and February 2019. The Working Group is made up of staff and student representatives. As part of this process, informal contact was made and maintained with a range of other internal and external stakeholders, including Trade Union representatives and the Equality Commission for Northern Ireland, before the commencement of more formal consultation.

## 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?
- legislative?
- other?( please specify)

## C. Main stakeholders affected

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

- staff
- service users
- other public sector organisations
- voluntary/community/trade unions
- other, please specify

*The policy applies to students, applicants for employment, employees and all those who work for the University (including Senate and its core committees), as well as external examiners, consultants, contractors, subcontractors and all student applicants and potential applicants.*

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

### • What are they? (please list)

- Corporate Plan 2016-2021
- People and Culture Strategy 2018-2021
- Equality Scheme (2018-2023) and Action Plan
- Disability Action Plan
- Transgender Equality Policy
- Bullying and Harassment Complaints Procedure 2013
- Our Work-life Balance Policies

### • Who owns them?

- Corporate Plan 2016-2021 (Institutional)
- People and Culture Strategy 2018-2021 (People & Culture Directorate)

- Equality Scheme (2018-2023) and Action Plan (Institutional)
- Disability Action Plan (Institutional)
- Trans Equality Policy (People and Culture Directorate)
- Bullying and Harassment Complaints Procedure 2013 (People and Culture Directorate)
- Our Work-life Balance policies (People and Culture Directorate)

**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.**

Underlined sources of data are hyperlinked

Section 75 category	Details of evidence/information																				
Religious belief	<p><b><u>Our staff profile</u></b></p> <p>Under Fair Employment legislation, the University has a statutory duty to monitor the religious composition of the workforce and applicants.</p> <p>A copy of our latest Fair Employment figures from February 2017 to February 2018 is available online.</p> <p>These statistics reflect our Workforce Composition by NI Community Background as at November 2018.</p> <table border="1" data-bbox="319 1395 1361 2029"> <thead> <tr> <th data-bbox="325 1491 472 1518">Row Labels</th> <th data-bbox="999 1491 1193 1518">Count of Per</th> <th data-bbox="1254 1491 1278 1518">No</th> <th data-bbox="1254 1491 1278 1518">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 1619 563 1646">Roman Catholic</td> <td data-bbox="1155 1619 1225 1646">1647</td> <td data-bbox="1254 1619 1278 1646"></td> <td data-bbox="1254 1619 1350 1646">39.9%</td> </tr> <tr> <td data-bbox="331 1744 480 1771">Protestant</td> <td data-bbox="1155 1744 1225 1771">1465</td> <td data-bbox="1254 1744 1278 1771"></td> <td data-bbox="1254 1744 1350 1771">35.5%</td> </tr> <tr> <td data-bbox="331 1870 568 1897">Non Determined</td> <td data-bbox="1171 1870 1225 1897">948</td> <td data-bbox="1254 1870 1278 1897"></td> <td data-bbox="1254 1870 1350 1897">23.0%</td> </tr> <tr> <td data-bbox="331 1995 491 2022">Not Known</td> <td data-bbox="1187 1995 1225 2022">66</td> <td data-bbox="1254 1995 1278 2022"></td> <td data-bbox="1254 1995 1350 2022">1.6%</td> </tr> </tbody> </table>	Row Labels	Count of Per	No	%	Roman Catholic	1647		39.9%	Protestant	1465		35.5%	Non Determined	948		23.0%	Not Known	66		1.6%
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Non Determined	948		23.0%																		
Not Known	66		1.6%																		

**Grand Total**

**4126**

**100.0  
%**

We have reviewed our Employment Applicant Profile:

<b>Row Labels</b>	<b>Count of Appcode</b>
Non Determined	5383
Roman Catholic	3489
Protestant	2540
<b>Grand Total</b>	<b>11412</b>

### **Our student profile**

We reviewed our Student HESA data 2017-2018 which shows that

- 60% of NI, full time first degree entrants identified as Roman Catholic and
- 40% identified as Protestant or other Christian denominations.

Our Student HESA data 2017-2018 regarding the Community Background for all groups shows 11.6% who do not identify as either Protestant or Roman Catholic (below):

### **Community Background by Level Of Study - All Groups**

<b>Level of Study</b>	<b>Protestant</b>	<b>%</b>	<b>Catholic</b>	<b>%</b>	<b>Other</b>	<b>%</b>	<b>Unknown</b>	<b>%</b>	<b>Total</b>
First degree	1,306	35.3	1,968	53.2	28	0.8	400	10.8	3,702
<b>Total</b>	<b>1,306</b>	<b>35.3</b>	<b>1,968</b>	<b>53.2</b>	<b>28</b>	<b>0.8</b>	<b>400</b>	<b>10.8</b>	<b>3,702</b>

### **External source data**

We reviewed [Census data from 2011](#) (Northern Ireland Statistical Research Agency, NISRA) which showed that:

- 45% of the population in Northern Ireland were either Catholic or brought up as Catholic
- 48% belonged to or were brought up in the Protestant, other Christian or Christian related denominations.
- 0.9% belonged to or had been brought up in other Religions and Philosophies
- 5.6% neither belonged to, nor had been brought up in a religion (NISRA, 2011).

We reviewed the Equality Commission for NI's [Key Inequalities in Employment Statement](#) (May 2018) which highlighted that prejudicial attitudes both within and outside the workplace are experienced by those of different religious beliefs.

	<p>We reviewed the <a href="#">Equality Commission for NI's Key Inequalities in Education Statement</a> (October 2017).</p> <p>We reviewed the <a href="#">Labour Force Survey 2017</a> which reported that for both religions, the proportion of full-time students has remained relatively consistent for Protestants, with more fluctuation amongst Catholics: in 1990, 5% of Protestants and 7% of Catholics aged 16 and over were full-time students; in 2017, the corresponding proportions were 5% and 9%, respectively.</p> <p>We gathered and reviewed information relating directly to the wide range of activities carried out on our campus to promote equality and good relations.</p> <p>Under Article 55 of the Fair Employment and Treatment Order (NI) 1998, the University is required to review its employment composition and practices and determine whether or not it is affording fair participation in employment to members of the Protestant and Roman Catholic communities.</p> <p>We revisited our Article 55 Review (2012-2016) which states that overall, our workforce continues to be representative of the economically active population in Northern Ireland in relation to community background. The review highlighted that there are very slightly lower numbers of Protestant men in employment categories, SOC1, SOC3, SOC4, and SOC6 - when compared to the relevant census data so we are undertaking a number of initiatives to address this including:</p> <ul style="list-style-type: none"> <li>• Behind the Scenes at Queen's</li> <li>• Social Charter activities.</li> </ul> <p>We will continue to address under-representation by developing further activity for 2019 and will continue to monitor through our annual Fair Employment Returns and Section 75 Annual Progress Report which is formally submitted to the Equality Commission for Northern Ireland.</p>
Political opinion	<p>We do not collect data in relation to staff/students' political opinion(s).</p> <p>We do not make assumptions on staff/students' political opinion(s) based on staff/student community background.</p> <p>We gathered and reviewed information relating directly to the wide range of activities carried out on our campus to promote equality and good relations in respect of peoples' political opinion(s).</p> <p>In the last 12 months, the University has either delivered or promoted 30 outreach and engagement events, lectures and/or visits with a political theme – some of which are reported in our Section 75 Annual Progress Report.</p>
Racial group	<p>We reviewed Workforce Composition Data relating directly to the race, ethnicity and nationalities of our staff.</p> <p>That data is presented below with key findings being:</p>

- 47.9% of our staff identify as White-British;
- 30.9% identify as White=Irish; and
- 6.9% identify as White-European.
- 69.2% of our staff identify as UK nationality;
- 13.9% as Republic of Ireland nationality;
- 8.2% as EU Nationals;
- 7.6% as international.
- 35.8% of our staff identify as British (not Channel Islands or IOM);
- 30.3% identify as Northern Irish;
- 13.9% identify as Irish.

### **Ethnic Origin**

Row Labels	Count of No	Per %
		100.0
Grand Total	4126	%
White - British	1978	47.9%
White - Irish	1252	30.3%
White - Other European	284	6.9%
Other White Background (blank)	160	3.9%
Chinese	91	2.2%
Asian or Asian British - Indian	81	2.0%
Other Asian background	57	1.4%
Prefer not to say	53	1.3%
Not Known	32	0.8%
Other Mixed background	29	0.7%
Information refused	29	0.7%
Black or Black British - African	27	0.7%
Asian or Asian British - Pakistani	16	0.4%
Other Ethnic background	12	0.3%
Other Black background	11	0.3%
Asian or Asian British - Bangladeshi	6	0.1%
Black or Black British - Caribbean	2	0.0%
Bangladeshi	2	0.0%
Irish Traveller	1	0.0%
White and Asian	1	0.0%
White and Black Caribbean	1	0.0%

### **Broad Nationality**

Row Labels	Count of No	Per %
		100.0
Grand Total	4126	%
UK	2857	69.2%
ROI	574	13.9%



EU	340	8.2%
International	314	7.6%
Not Known	41	1.0%

**Nationality**

Row Labels	Count of Per	
	No	%
		100.0
Grand Total	4126	%
British (not Channel Islands or IOM)	1478	35.8%
Northern Ireland	1251	30.3%
Irish Republic	574	13.9%
England	84	2.0%
Chinese/Tibetan	59	1.4%
Italian	55	1.3%
Spanish	50	1.2%
Indian	47	1.1%
American	45	1.1%
German	42	1.0%
Scotland	39	0.9%
Polish	34	0.8%
Greek	33	0.8%
French	32	0.8%
Not Known	29	0.7%
Portuguese	23	0.6%
Canadian	15	0.4%
Dutch	14	0.3%
Pakistani	14	0.3%
(blank)	12	0.3%
Russian	11	0.3%
Hungarian	10	0.2%
Iranian	10	0.2%
Vietnamese	10	0.2%
Australian	9	0.2%
Nigeria	9	0.2%
Austrian	7	0.2%
Brazil	7	0.2%
Swedish	7	0.2%
Romanian	6	0.1%
Mexican	5	0.1%
South Korean	5	0.1%
Wales	5	0.1%

Belgium	4	0.1%
Cyprus (European Union)	4	0.1%
Czech	4	0.1%
Egyptian	4	0.1%
Indonesian	4	0.1%
Malaysian	4	0.1%
Serbia	4	0.1%
Bulgarian	3	0.1%
Jordanian	3	0.1%
Lithuanian	3	0.1%
Slovakian	3	0.1%
Syrian	3	0.1%
Turkish	3	0.1%
Chile	2	0.0%
Croatian	2	0.0%
Cuba	2	0.0%
Japanese	2	0.0%
Kenyan	2	0.0%
Kyrgyzstani	2	0.0%
Niger	2	0.0%
Sri Lankan	2	0.0%
Swiss	2	0.0%
Taiwanese	2	0.0%
Argentinian	1	0.0%
Armenian	1	0.0%
Bangladeshi	1	0.0%
Bosnia	1	0.0%
Burma	1	0.0%
Cameroon	1	0.0%
Congo	1	0.0%
Danish	1	0.0%
Estonian	1	0.0%
Gibraltarian	1	0.0%
Guatemalan	1	0.0%
Hong Kong	1	0.0%
Icelandic	1	0.0%
Iraqi	1	0.0%
Isle of Man	1	0.0%
Latvian	1	0.0%
Libyan	1	0.0%
Luxembourg	1	0.0%
Macedonian	1	0.0%
Nepalese	1	0.0%
Netherlands Antilles	1	0.0%
New Zealander	1	0.0%
Norwegian	1	0.0%
Peruvian	1	0.0%

Singapore	1	0.0%
South African	1	0.0%
Thai	1	0.0%
Ukrainian	1	0.0%
West Bank	1	0.0%

### **Our student profile**

We reviewed our Student HESA data 2017-2018 which showed that:

- 95.88 % of our UK domiciled students identified as white; and
- 4.12% identified as Black Minority Ethnic (BME).

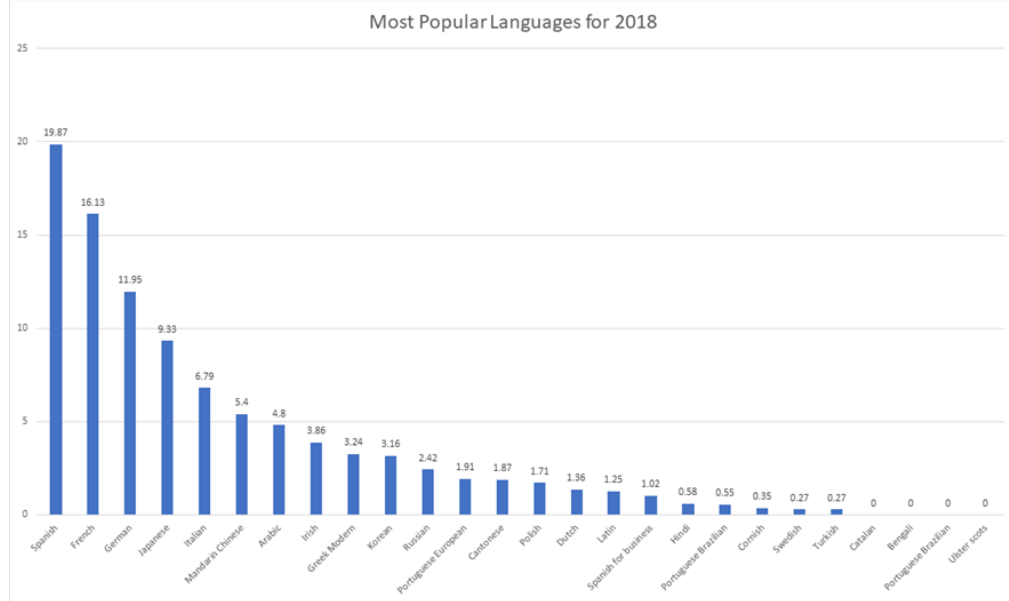
We gathered and reviewed information relating directly to the wide range of activities carried out on our campus to promote equality and good relations in respect of peoples' race, ethnicity and nationalities.

In the last 12 months, the University has a significant amount of activity, outreach and engagement events to promote good relations and greater awareness of racial, cultural and linguistic diversity on campus – many of which are reported in our Section 75 Annual Progress Report.

Examples include but are not limited to:

- The use of multi-lingual “welcome” signs on campus in student accommodation (BT1 and BT2) which state the word “welcome” in a range of languages including Irish and Ulster Scots.
- Delivering and promoting attendance at Chinese New Year Celebrations on campus for all students and staff;
- Delivering “QultureShock” (a celebration of student diversity at an annual gala event on campus each year);
- Celebrating Diwali and encouraging attendance at Belfast Mela;
- St Patrick’s day Parade;
- Scholarships for asylum seekers;
- Delivery of the annual Summer School Programme hosted by the Institute of Irish Studies;
- Irish Speakers Circle (Ciorcal Comhrá) which takes place on a monthly basis etc.

The University’s Language Centre also provides language classes in over 20 languages including Irish and Ulster Scots. As part of the screening exercise, we reviewed the uptake data for those languages classes (set out below).



We are also cognisant of the fact that Senate approved amendments to the Students' Union Constitutional Rules to create a new Part Time Irish Language Officer, a decision ratified by SU Council following a student wide referendum.

And that the Students Union has developed a number of welcoming, orientation and integration activities for international students including: "CultureShock"; Black Asian and Minority Ethnic (BAME) Ambassador Programme; International Buddy Scheme and Black History Month.

These are in addition to many events and activities organised by the various internationally focused student societies supported by the Students' Union. Societies include: African and Caribbean Society; Malay Club; Chinese Students Society; Malaysian Students Society NI; An Cuman Gaelach (Irish Language and Culture Society); Orange Society; Hong Kong Internationalisation; Indonesian Society; Japanese Society; Korean Society; Saudi Society; Singaporeans Society; South Asian Students; Taiwanese Society; Spanish and Portuguese Society etc.

We have also established a new Black Asian and Minority Ethnic/International Staff Network ("iRise") at the University.

As part of our screening exercise, we reviewed external source data including the Equality Commission for NI's Key Inequalities in Employment Statement (May 2018) and in respect of education, the Equality Commission for NI's Key Inequalities in Education Statement (October 2017).

We also reviewed NI Census data 2011 which shows that:

- 1.8% of the usually resident population of Northern Ireland belonged to an ethnic minority group in 2011, more than double the proportion in 2001 (0.8%);

- the main minority groups were Chinese (6,300 people), Indian (6,200 people), Mixed (6,000), Other Asian (5,000), each accounting for around 0.3% of the usually resident population; and
- a further 0.1% of people (1,300 people) were Irish Travellers (NISRA, 2011).

According to the 2011 Census, the most prevalent language in Northern Ireland other than English was Polish (17,700 people, 1.0%) while rates for other languages included:

- Lithuanian (6,300 people, 0.4%);
- Irish (4,200 people; 0.2%);
- Portuguese (2,300)
- Slovak (2,300)
- Chinese (2,200)
- Tagalog/Filipino (1,900)
- Latvian (1,300)
- Russian (1,200)
- Malayalam (1,200)
- Hungarian (1,000) - all 0.1%. (NISRA, 2011)

We looked at the 2011 Census data in respect of those who were asked to indicate their ability to speak, write or understand Irish and Ulster Scots.

Among usual residents aged 3 years and over, 10.65 % had some ability in Irish and 8.08% had some ability in Ulster Scots.

The proportion of people in NI aged over 3 years who could speak, read and write and understand Irish (3.74%) was higher than that for Ulster Scots (0.94%). 4.06% said they could understand but not speak, read or write Irish. 5.30% said they could understand but not speak, read or write Ulster Scots.

We sought advice from academic colleagues regarding both the spoken and taught languages in the University.

We also reviewed the legal framework for promoting regional/minority languages which are protected in international legislation by a range of Treaties, Conventions and Guidelines such as the:

1. European Convention on Human Rights (ECHR), Articles 8 and 10;
2. International Covenant on Economic, Social and Cultural Rights (UN Treaty – ICESCR, Article 15);
3. International Convention on Elimination of Racial Discrimination (CERD);
4. Framework Convention on the Protection of National Minorities (FCNM);
5. FCNM Committee on FCNM Fourth opinion on the UK;
6. European Charter for Regional or Minority Languages (ECRML);
7. OSCE Ljubljana Guidelines on Integration in Diverse Societies (2012).

We are also aware of the commitments on language in the Belfast/ Good Friday Agreement 1998, the Northern Ireland (St Andrew's Agreement) Act 2006, and the Stormont House Agreement 2014.

The UK Government ratification of the Charter in 2001 recognised obligations, in the Northern Ireland context, to protect and promote both Ulster Scots (in respect of Part 2) and Irish (in respect of Part 2 and Part 3).

We reviewed guidance and publications produced by the Equality Commission for NI (2009) which stated that “The use of languages other than English, for example in corporate logos and communications, will not, in general, constitute an infringement of a good and harmonious working environment... However, the Commission also notes that decisions on this must rest with the employer and should be based on relevant policies and procedures that are proportionate, reasonable and appropriate to the context in which the organisation operates. They should be compliant with the requirement and principles of equality of opportunity.”

We reviewed the Equality Commission’s response to the Department of Culture, Arts and Leisure on Proposals for an Irish Language Bill (2015) and the reaffirmation of their position to the Committee of Experts on European Charter for Regional and Minority Language (COMEX) in 2013 and 2018 in which they stated: “It is clear that policies on the use of languages will and do engage the Section 75 duties. It is also clear they do not oblige public authorities either to develop or to refrain from developing policies which aim to promote the Irish or Ulster Scots languages...the Commission considers that the use of minority languages, particularly Irish or Ulster Scots languages in Northern Ireland for common or official purposes would normally and objectively be considered to be a neutral act that would not be discriminatory...the Commission notes the context of promoting minority languages in Northern Ireland and we welcome initiatives taken to promote the Irish and the Ulster Scots language to as wide an audience as possible” and reiterated their 2009 advice that “decisions on this must rest with the employer and should be based on relevant policies and procedures that are proportionate, reasonable and appropriate to the context in which the organisation operates.”

We reviewed advice from the Northern Ireland Human Rights Commission (NIHRC) to the Secretary of State for a Bill of Rights for NI (2008 -2009) and reported cases (Clare Duffy, Application for Judicial Review, 2018 etc).

We also reviewed the positions taken by a number of government departments, councils and public authorities in Northern Ireland – including but not limited to the former Department of Culture, Arts and Leisure; the former Department for Infrastructure, Belfast City Council, Newry and Mourne District Council and the Northern Ireland Policing Board.

On Thursday 9 January 2020, the Northern Ireland Office published the text of a deal to restore devolved government in Northern Ireland, “New Decade, New Approach” (referred to here as “the document” and/or “the deal”) and the Northern Ireland Assembly was subsequently restored, sitting on Saturday 11 January 2020.

Of particular relevance to this work, is Part 2: Northern Ireland Executive Formation Agreement; Rights, Language and Identity (paras 25 -29) and Annex E.

Summarised some key points and the implications for the University, which is a public authority as defined by the Public Services Ombudsman Act (Northern Ireland) 2016, Schedule E include but are not limited to:

- A new cultural framework will provide for legislation to establish the establishment of a new Office for Identity and Cultural Expression to promote cultural diversity and inclusion across all identities and cultures; this will be alongside new Commissioners to enhance and develop the Irish Language and Ulster Scots / Ulster British tradition in Northern Ireland.
- The legislation will also place a legal duty on the Department of Education “to encourage and facilitate the use of Ulster Scots in the education system.” This will be made law through an integrated package of legislation that will establish new parts of the Northern Ireland Act (1998).
- All public authorities will have to pay “due regard” to the principles set out in the new legislation.
- The Office of Identity and Cultural Expression will act as the central point for “giving effect to these principles and promoting this framework.
- It is anticipated that the functions of this Office will be to provide guidance to public authorities on (i) monitoring compliance with the legislation (ii) reporting to the NI Assembly on compliance (iii) promoting best practice (iv) regularly auditing public authorities on how they have respected and accommodated the cultural expression of minorities within their area of responsibility.
- New Commissioners will be appointed by OFMdFM (one for Irish Language and one for Ulster Scots/British Tradition).
- Commissioners will work on the development and implementation of “best practice standards” on the use of Irish Language and Ulster Scots by public authorities. Such standards are to be agreed by the First and Deputy First Ministers.
- There will be a consultation with public authorities on the development of those standards – and categories of same. Each public authority will be allocated to a category on the basis of “set criteria” such as “level of interaction with the public”, “number of employees” and “established need”. There will be a “sliding scale” of standards for public authorities.

- Commissioners will engage with public authorities how they will fulfil requirements under the best practice standards by developing their own implementation plans.

Given the new information regarding the deal and proposed legislation to promote “rights, language and identity”, the University has considered it appropriate to further update this equality screening document and its new Equality, Diversity and Inclusion Policy.

It will be important that in a new political and legal landscape, the University engages with the NI Assembly, Office of Identity and Cultural Expression, new Commissioners and others on the consultation, development and implementation of “best practice standards” regarding Irish and Ulster Scots at the University.

Age

### **Our staff profile**

We reviewed our Workforce Composition Data relating directly to age of our staff body (as at November 2018):

Row Labels	Count of	Per No	%
under 25	65		1.6%
25-29	343		8.3%
30-34	609		14.8%
35-39	756		18.3%
40-44	592		14.3%
45-49	589		14.3%
50-54	521		12.6%
55-59	389		9.4%
60-64	206		5.0%
65+	56		1.4%
<b>Grand Total</b>	<b>4126</b>		<b>100.0%</b>

The data shows that 59.0% of our workforce is aged over 40 years old.

### **Our student profile**

We reviewed our Student HESA data 2017-2018 which showed:

- 81.83% of UK full time, first degree entrants were under 21 years of age; and
- 18.17% were over the age of 21.

### **External source data**

We reviewed Northern Ireland Census data 2011 which showed that Northern Ireland’s average (median) age increased from 34 years to 37 years between the 2001 and 2011 Censuses.

Over the same period, the share of the population represented by children aged under 16 years fell from 24 per cent to 21 per cent, while the proportion of people aged 65 years and over rose from 13 per cent to 15 per cent (NISRA, 2011).



We reviewed the Equality Commission for NI's Key Inequalities Statement in Employment (May 2018) which highlighted a number of key inequalities and differences on age:

- Those aged 18-24 years old have higher unemployment rates than those aged 25 and over.
- Those aged 50-64 years old are less likely to be in employment and are more likely to be economically inactive than those aged 25-49 years old;
- Men aged 18-24 years old are more likely to work part time than men aged 25 years or older.

**Promoting equality and good relations (activity on campus)**

We gathered and reviewed information relating directly to the range of activities carried out on our campus to promote equality and good relations in respect of peoples' age.

In the last 12 months, the University delivered 6 outreach and engagement events related to age, a summary of which can be accessed here in our Section 75 Annual Progress Report.

Marital status

**Our staff profile**

We reviewed our Workforce Composition Data by Marital Status (as at November 2018):

Row Labels	Count of No	Per %
Grand Total	3985	100.0 %
Married	2181	54.7%
Single	1361	34.2%
Other	124	3.1%
Divorced	106	2.7%
Prefer not to say	92	2.3%
Separated	62	1.6%
Civil Partnership	40	1.0%
Widowed	19	0.5%

**Our student profile**

We reviewed our Student HESA data of 2017-2018 NI entrants which showed that:

- 86.85% of were single;
- 9.4% were married or in a civil partnership;
- 1.5% were cohabiting;
- 0.6% were divorced or civil partnership dissolved;
- 0.34% were separated (but still legally married); and
- 0.03% were widowed.

### **External source data**

We reviewed external NI Census data from 2011 which showed that in Northern Ireland:

- Almost half (48%) of people aged over 16 were married;
- Over a third (36%) were single.
- 1,200 (0.1%) were in registered same sex civil partnerships (March 2011);
- 9.4% of usual residents were either separated, divorced or formerly in a same-sex civil partnership; and
- 6.8% were either widowed or a surviving partner (NISRA, 2011).

We also reviewed the Equality Commission for NI's Key Inequalities in Employment Statement (May 2018).

On the 24 October 2019, legislation (Northern Ireland (Executive Formation etc) Act 2019)) came into force that legalized same-sex marriage in Northern Ireland. According to the legislation, same-sex weddings will be able to take place starting February 2020.

### **Promoting equality and good relations (activity on campus)**

In the last 12 months, the University has delivered 3 outreach and engagement events related to marriage equality, a summary of which can be accessed here in our Section 75 Annual Progress Report.

Sexual orientation

### **Our staff profile**

We reviewed our Workforce Composition Data by sexual orientation (November 2018) which is summarized below:

Row Labels	Count of	Per No	%
Of a different sex	2812		81.0%
I do not wish to answer	507		14.6%
Of the same sex	122		3.5%
Of either sex	29		0.8%
<b>Grand Total</b>	<b>3470</b>		<b>100.0%</b>

### **Our student profile**

The University does not collect data relating to the sexual orientation of its students.

### **External source data**

We also reviewed the Equality Commission for NI's Key Inequalities in Employment Statement (May 2018) which highlighted that prejudicial attitudes both within and outside the workplace are experienced by lesbian, gay and bisexual people in NI.

In respect of education, we reviewed the Equality Commission for NI's Key Inequalities in Education Statement (October 2017) which highlighted a number of key inequalities and differences including:

- Young people with same-sex attraction are more likely to be bullied in school than their peers with opposite sex attraction;
- Young people who are gay, lesbian or bisexual often self-exclude from school.

On the 24 October 2019, legislation (Northern Ireland (Executive Formation etc) Act 2019)) came into force that legalized same-sex marriage in Northern Ireland. According to the legislation, same-sex weddings will be able to take place starting February 2020.

**Promoting equality and good relations (activity on campus)**

We gathered and information relating directly to the range of activities carried out on our campus to promote equality and good relations in respect of peoples' sexual orientation.

In the last 12 months, the University has delivered 23 events on LGBT awareness, rights and responsibilities - a summary of which can be accessed here in our Section 75 Annual Progress Report.

Examples include but are not limited to:

- Establishing a staff LGBT Network PRISM with support from senior leaders in the University;
- Joining the Stonewall Diversity Champions Programme; and
- Recruiting via Stonewall's 'Starting Out' Guide and on the Proud Employers website, the only jobsite which caters exclusively for LGBT people and their allies.

Men and women generally

**Our staff profile**

We reviewed our Workforce Composition Data by gender (November 2018) which is summarised below:

Row Labels	Count of Per No	%
F	2237	54.2%
M	1889	45.8%
<b>Grand Total</b>	<b>4126</b>	<b>100.0%</b>

**Our student profile**

We reviewed our Student HESA data (2017-2018) shows that of our total student population 56% identified as female and 44% as male.

### **External source data**

We reviewed NI Census Data which showed that 51% of the population were female, 49% were male (NISRA, 2011).

We reviewed the Equality Commission for NI's Key Inequalities in Employment Statement (May 2018) highlighted a number of key inequalities and differences in between men and women in employment in NI.

We reviewed the Equality Commission for NI's Key Inequalities in Education Statement (October 2017) which highlighted a number of key inequalities and differences on gender lines.

### **Promoting equality and good relations (activity on campus)**

We gathered and reviewed information relating directly to the range of activities carried out on our campus to promote equality and good relations in respect of peoples' gender and gender identity status.

In the last 12 months, the University has delivered a range of events on gender / gender identity awareness, rights and responsibilities – a summary of which can be accessed here in our Section 75 Annual Progress Report.

Examples include but are not limited to:

- The university has a reputation as a leader in gender equality, holding 2 Gold, 8 Silver, 6 Bronze Athena Swan departmental awards and Institutional Silver. More information is available on our website;
- The University was also awarded the Bronze Gender Diversity Charter Mark by Women in Business NI (WIBNI) in 2018;
- We delivered the "Women in Leadership in a Changing World" Conference;
- We developed a mentoring scheme for Professional Services staff;
- We hosted a keynote speech by Josh Levs on issues facing fathers in the workplace;
- We hosted the Women in Law and Leadership Open Seminar series.

In respect of Transgender Equality, the Institutional Trans Equality Policy (2016) focuses on the support and advice the University can offer to Trans staff and students.

The University has All Gender facilities across various locations on campus. For further details, visit our website.

The University has in the last 24 months, delivered 6 Trans Equality Awareness training sessions which were available to all staff.

In addition, Queen's also hosted free training for health professionals and students on including transgender and non-binary people in sexual health.

	<p>All of these were designed to educate, dispel misconceptions and stereotypes and to show case the positive contribution to campus life by trans staff and students.</p> <p>In December 2018, the Senate approved amendments to the Students' Union Constitutional Rules to create a new part-time Trans Students Officer, a decision that has been ratified by SU Council following a student wide referendum.</p>															
Disability	<p>We reviewed our Workforce Composition Data by disability (November 2018):</p> <table border="1" data-bbox="320 555 1495 745"> <thead> <tr> <th>Row Labels</th> <th>Count of Per No</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>2905</td> <td>70.4%</td> </tr> <tr> <td>Not Known</td> <td>947</td> <td>23.0%</td> </tr> <tr> <td>Yes</td> <td>274</td> <td>6.6%</td> </tr> <tr> <td>Grand Total</td> <td>4126</td> <td>100.0%</td> </tr> </tbody> </table> <p>We reviewed our Student HESA data 2017-2018 which showed that 88.63% of UK, first time degree entrants had no known disability whilst 11.37% reported having a disability.</p> <p><b>External Source Data</b></p> <p>We reviewed NI Census data from 2011 which showed that just over one in five of the usually resident population (21%) had a long-term health problem or disability which limited their day to day activities (NISRA, 2011).</p> <p>We reviewed the Equality Commission for NI's Key Inequalities in Employment Statement (May 2018) which highlighted a number of key inequalities and differences including:</p> <ul style="list-style-type: none"> <li>• There is a persistent employment gap between people with and without disabilities;</li> <li>• People with a disability are more likely to be economically inactive than those without a disability;</li> <li>• People with disabilities are more likely to experience prejudice in employment than those without disabilities;</li> <li>• People with disabilities are more likely to be in part-time employment than those without disabilities.</li> </ul> <p>We reviewed the Equality Commission for NI's Key Inequalities in Education Statement (October 2017) which highlighted a number of key inequalities and differences, including:</p> <ul style="list-style-type: none"> <li>• Students with Special Education Needs (SEN) or a disability are more vulnerable to bullying;</li> <li>• Students with SEN or a disability have lower attainment levels than students without SEN or a disability and are less likely to go on to higher education.</li> </ul>	Row Labels	Count of Per No	%	No	2905	70.4%	Not Known	947	23.0%	Yes	274	6.6%	Grand Total	4126	100.0%
Row Labels	Count of Per No	%														
No	2905	70.4%														
Not Known	947	23.0%														
Yes	274	6.6%														
Grand Total	4126	100.0%														

**Promoting equality and good relations (activity on campus)**

The University is committed to ensuring equality of opportunity for staff and students with long term disabilities and/or long term conditions.

Disability Services provides prospective and current students and staff of the University with appropriate information relating to disability issues, and to outline the relevant resources and services available at Queen's.

For further detail on support available, visit our website.

The University has a Disability Action plan containing 45 action measures, 42 which were fully achieved in 2017/18.

The University has also hosted 32 outreach and engagement events relating to disability, long term conditions and mental health in the last 12 months.

Examples include events held during Mental Health Awareness Week, Belfast Health and Social Care Trust six -week stress management programme and an event for International Day for Persons with Disabilities.

In addition, the University has hosted two Disability Awareness Sessions, delivered by Employers for Disability NI, which were available to all staff.

In the last 24 months, the Students' Union delivered a number of events during Disable the Label Campaign which aims to raise awareness about the breadth of disability, challenge perceptions people have about disabilities.

The Students' Union was awarded the Best Education Campaign 2018 for Disable the Label Campaign at the USI Student Achievement Awards and the NUS Disabled Students HE Union of the Year.

The QFT was awarded the "Dementia Friendly Organisation of the Year- Small and Medium" at the Dementia Awards run by the Alzheimer's Society.

Dependants

**Our staff profile**

We reviewed our Workforce Composition Data in relation to staff with dependant(s) as at November 2018.

Row Labels	Count of	Per No	%
No	1823		44.2%
Yes	1811		43.9%
(blank)	492		11.9%
<b>Grand Total</b>	<b>4126</b>		<b>100.0%</b>

We also reviewed our Workforce Composition Data by type of dependant(s)

Row Labels	Count of	Per No	%
Care of a child/children	1492		82.4%
Care of a dependant older person(s)	91		5.0%

Care of both children and a dependant older person	87	4.8%
Care of a person/persons with a disability/disabilities	41	2.3%
Care of both children and disabled person(s)	37	2.0%
(blank)	34	1.9%
Care of both a dependant older person and disabled person(s)	15	0.8%
Care of all three dependant groups	14	0.8%
<b>Grand Total</b>	<b>1811</b>	<b>100.0%</b>

### **Our student profile**

Our Student HESA data 2017-2018 showed that:

- 87.2% of NI entrants had no dependants;
- 9.6% had care of young people or children;
- 1.14% had caring responsibilities for both young people/children and other relatives and friends; and
- 1.03% had caring responsibilities for other relatives or friends.

### **External source data**

We reviewed Census data from 2011 which showed that in Northern Ireland:

- One third (34%) of households contained dependent children (down from 36% in 2001).
- Two fifths of households (40%) contained at least one person with a long term health condition or disability; made up of those households with dependent children (9.2%) and those with no dependent children (31%) (NISRA, 2011).

The Census data also showed that 12% of the population in NI provided unpaid help or support to family members, friends, neighbours or others because of long term physical or mental ill health/disabilities or problems related to old age (NISRA, 2011).

We reviewed the Equality Commission for NI's Key Inequalities in Employment Statement (May 2018) highlighted that carers experience barriers to participating in employment.

### **Promoting equality and good relations (activity on campus)**

We gathered and reviewed information relating directly to the range of activities carried out on our campus to promote equality and good relations in respect of dependants status – a summary of which can be accessed in our Section 75 Annual Progress Report.

Examples include but are not limited to:

- Carers Coffee events;
- A workshop by Parenting NI on "Being an Effective Parent";

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Students' Union launched the Parents and Carers Network as well as delivering the Homework Clubs programme which gives Queen's University volunteers the chance to provide homework support to children and young people who live in areas of educational underachievement;</li><li>• Childcare at Queen's offers onsite facilities for up to 123 children, a facility on site for nursing mothers, after school and out of hours services and summer clubs;</li><li>• Queen's Sport offers a summer scheme programme for children aged between 6 and 14 years old.</li></ul> |
|--|---|



**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 will promote equality of opportunity and create and sustain an environment that values and celebrates the faith and religious beliefs (including those of none) of its staff and student body.</p> <p>The policy will continue to provide equality of opportunity and treatment for all including on the grounds of religious belief.</p>	Minor and positive
Political opinion	<p>The University will promote equality of opportunity and create and sustain an environment that values and celebrates the diversity of its staff and student body.</p> <p>The policy will continue to provide equality of opportunity for all including on the grounds of political opinion.</p>	Minor and positive
Racial group	<p>The University will promote equality of opportunity and create and sustain an environment that values and celebrates the diversity cultural, ethnic and racial background of its staff and student body.</p> <p>The policy will continue to provide equality of opportunity for all including on the grounds of race, ethnicity and nationality.</p>	Minor and positive
Age	<p>The University will promote equality of opportunity and create and sustain an environment that values and celebrates the diversity of age of its staff and student body.</p>	Minor and positive

<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.

	The policy will continue to provide equality of opportunity for all including on the grounds of age.	
Marital status	<p>The University will promote equality of opportunity and create and sustain an environment that values and celebrates the diversity of its staff and student body on the grounds of marital/civil partnership status.</p> <p>The policy will continue to provide equality of opportunity for all including on the grounds of marital and civil partnership status.</p>	Minor and positive
Sexual orientation	<p>The University will promote equality of opportunity and create and sustain an environment that values and celebrates the diversity of its staff and student body.</p> <p>The policy will continue to provide equality of opportunity for all including on the grounds of sexual orientation.</p>	Minor and positive
Men and women generally	<p>The University will promote equality of opportunity and create and sustain an environment that values and celebrates the gender diversity of its staff and student body.</p> <p>The policy will continue to provide equality of opportunity for all including on the grounds of gender, including Transgender and Non-Binary people.</p>	Minor and positive
Disability	<p>The University will promote equality of opportunity and create and sustain an environment that values and celebrates the diversity of its staff and student body.</p> <p>The policy will continue to provide equality of opportunity for all including on the grounds of disabilities or long term conditions.</p>	Minor and positive
Dependants	<p>The University will promote equality of opportunity and create and sustain an environment that values and celebrates the diversity of its staff and student body.</p> <p>The policy will continue to provide equality of opportunity for all including on the grounds of dependants.</p>	Minor and positive

## 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 and positive
Political opinion	See above but with regards to political opinion.	Minor and positive
Racial group	See above but with regards to racial group.	Minor and positive
Age	See above but with regards to age.	Minor and positive
Marital status	See above but with regards to marital status	Minor and positive
Sexual orientation	See above but with regards to sexual orientation	Minor and positive
Men and women generally	See above but with regards to gender.	Minor and positive
Disability	See above but with regard to disability	Minor and positive
Dependants	See above but with regards to dependants.	Minor and positive

**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	The policy makes it explicitly clear that there is a zero tolerance approach to bullying and harassment on any of the protected characteristics including religious belief.	Minor and positive
Political opinion	As above for political opinion.	As above
Racial group	As above for race, ethnicity and nationality.  The policy also includes a new Section on Cultural and Linguistic Diversity (section 6).	As above
Age	As above for age.	As above
Marital status	As above for marital status.	As above
Sexual orientation	As above for sexual orientation.  The Stonewall Workplace Equality Index Guidance recommends that organisational policy should clearly state that it will not tolerate discrimination against employees on the grounds of sexual orientation or gender identity and/or trans identity.  Our policy now reflects a zero-tolerance approach to homophobic,	Minor and positive

	biphobic and transphobic bullying and harassment.	
Men and women generally	As above for men and women generally.  Yes, paragraph 2.2 of the policy will be amended to include Transgender and non-binary people.	As above
Disability	As above for disability.	As above
Dependants	As above for dependants.  The wording of paragraph 2.2 of the policy has been extended to make explicit reference to people with caring responsibilities.	As above

**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	The policy is likely to have a positive impact on good relations between people of different religious beliefs, including those of none.  The policy is likely to have a positive impact.	Minor and positive
Political opinion	As above.  The policy is likely to have a positive impact.	Minor and positive
Racial group	As above.  The policy is likely to have a positive impact.	Minor and positive

4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?		
Good relations category	If <b>Yes</b> , provide details	If <b>No</b> , provide reasons
Religious belief	<p>The Policy is likely to have a positive impact on good relations between people of different religious beliefs, including those of none.</p> <p>The University will consider ways in which it can demonstrate commitment to promoting good relations on a range of Section 75 characteristics including religious beliefs/faith/none.</p>	
Political opinion	<p>The Policy is likely to have a positive impact on good relations between people of different political opinions, including those of none.</p> <p>The University will consider ways in which it can demonstrate commitment to promoting good relations on a range of Section 75 characteristics including political opinion.</p>	
Racial group	<p>The Policy is likely to have a positive impact on good relations between people of different racial backgrounds.</p> <p>The University will consider ways in which it can demonstrate commitment to promoting good relations on a range of Section 75 characteristics including race.</p>	

## 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 any data which would indicate the potential impact of the policy on people 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 University's Equality and Diversity Policy specifically refers to disability as a protected characteristic.

In addition, the University's Equality Scheme and Action Plan as well as the Institutional Disability Action Plan contains a number of measures to encourage the participation of persons with disabilities in public life.

- b) Provides an opportunity to better positive attitudes towards disabled people or encourages their participation in public life.**

Yes, see above.

### 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.

We have rescreened the University's Equality and Diversity Policy (2008) and on the basis of all available data, we have screened out with mitigation by developing a new institutional Equality, Diversity and Inclusion Policy (2020).

Mitigating measures and new additions to the policy include:

- **Paragraphs 1.1- 1.3** - added to emphasise that the University seeks to be a place where all staff and students can be fully accepted regardless of identity or background, and a place where diverse perspectives are respected.
- **Paragraph 2.2** - amended to include gender identity/expression, including Transgender and Non-Binary people and those with caring responsibilities in light of consultation feedback.
- **Paragraph 2.3-** added to further strengthens the University's commitment to equality of opportunity.
- **Paragraph 3.1** - clarifies that the policy includes both paid and voluntary staff, expanding paragraph 2.3, sub paragraph 1.
- **Paragraph 4.1** - amended to explicitly reference the Student Charter.
- **Paragraph 4.2** - added to strengthen the statement on the responsibilities of the University, Staff and Students. It contains some elements of para 5.3 of 2008 policy.
- **Paragraph 4.3** – amended to stipulate the breaches of the EDI policy may be regarded as misconduct or *gross misconduct*.
- **Paragraph 4.5** - amended to include “anyone who provides services” to the University within the scope of the policy.



- **Paragraph 5.1.1** - amended to include equality and human rights legislation.
- **Paragraph 5.1.2** - cross references to the University Institutional Equality Scheme and associated action plans.
- **Paragraph 5.1.3** – added and allows the University to celebrate cultural diversity, UN International Days of Significance and national celebrations which align with the spirit and ethos of this policy.
- **Paragraph 5.1.4** - new paragraph stating that the University is committed to promoting a “good and harmonious environment”-one which is free from any unlawful, discriminatory, hateful or intimidatory material or actions. This strengthens the University’s commitment set out in paragraph 3.3, sub paragraph 2 of the 2008 version.
- **Paragraph 5.1.5** – new paragraph reflecting the University’s commitment to ensuring a zero tolerance approach to bullying and harassment and in particular homophobic, bi-phobic and/or transphobic behaviour. This is in line with guidance from Stonewall’s Workplace Equality Index. The policy has also been amended to include specific reference to sexual harassment.
- **Paragraph 5.1.6** - new paragraph added and states that the University is committed to ensure that the University estate is, as far as reasonably practicable, accessible to all and, where required, reasonable adjustments are implemented to ensure staff and students with disabilities or long term conditions do not encounter barriers on campus or in the workplace.
- **Section 6 (paragraphs 6.1-6.6)** is a new section which has been added on Cultural and Linguistic Diversity.
  - **Paragraph 6.1** sets out that the University recognises the existence of a wide variety of international, diverse, cultural and linguistic communities amongst its staff and student body.
  - **Paragraph 6.2** states that the University recognises its responsibilities to promote awareness and respect for a wide range of cultural communities and regional and minority languages, including, but not limited to, Irish and Ulster Scots.
  - **Paragraph 6.3** emphasises that the institutional position regarding the University’s official use of language(s) other than English rests with Senate. It will be reasonable and appropriate to the context in which the University operates – with the guiding principle of seeking to ensure that the University is a welcoming, inclusive and harmonious environment for all students, staff and visitors.
  - **Paragraph 6.4** provides that the University will seek to enhance good relations through the promotion of linguistic diversity and celebrate the significance of regional and minority languages through the implementation of its Equality Scheme Action Plan.
  - **Paragraph 6.5** states that the University will proactively seek opportunities to work with staff, students, Student Union Sabbatical Officers, the Irish Language sector, the Ulster-Scots Language sector and others to promote the importance of linguistic diversity through outreach events, education, campus and off site

activities, and through supporting staff and student access to language courses, networks, information and resources.

- **Paragraph 6.6** states that the University will continue to promote the range of opportunities for staff and students to learn new languages which are currently available through its Language Centre, which includes, but is not limited to, Irish and Ulster Scots.

- **Paragraph 7.2** amended to reflect current structures and leadership responsibilities.
- **Paragraphs 7.3 and 7.4** – amended to reflect appropriate procedures.
- **Paragraph 7.5 (i)** Expands previous version in para 5.2 of 2008 policy by including paid and voluntary staff, as well as service providers.
- **Paragraph 7.5 (iii)** a new paragraph has been added to reflect that, the University will provide on-line diversity training to students and seek to mainstream a wide range of curricula that reflects the diversity of the student body.
- **Paragraph 7.5 (iv)** expands para 5.4, sub para 3 of 2008 policy to include progression and promotion exercises.
- **Paragraph 7.5 (v)** Reflects para 3.1, sub paragraph 4 and para 5.4, sub para 8 of 2008 policy.
- **Paragraph 7.5 (vi)** expands para 5.4, sub para 9 of 2008 policy to reference human and financial resources.
- **Paragraph 8.1-** a new paragraph has been added to reflect the Universities current statutory obligations to monitor the diversity of its student body, workforce and applicants for employment in accordance with Section 75 of the NI Act 1998.
- **Paragraph 8.2** reflects para 6.1 of 2008 policy but includes a textual change to reference equality monitoring systems to assist compliance with reporting responsibilities, both statutory and non-statutory.
- **Paragraph 8.3** reflects para 6.2 of 2008 policy, but with reference to Diversity and Inclusion Unit (People and Culture Directorate).
- **Paragraph 8.4** reflects para 6.2 of 2008 policy.
- **Paragraph 8.5** reflects para 6.3 of 2008 policy and expands para to include “relevant legislation.”
- **Paragraph 8.7** – reflects para 6.4 of the 2008 policy and provides that the policy will be kept under review to reflect any changes in the statutory framework. Widens the scope of relevant legislation to include employment, equality legislation and human rights obligations under the Human Rights Act 1998.

- **Paragraph 9.2** reflects para 7.1 of 2008 policy. Amended to state that relevant procedures are available online, in hard copy or in alternative formats (upon request) from the People and Culture Directorate.
- **Paragraph 9.5** has been amended to state that every effort will be made to ensure that any person making a complaint will not be victimized.

We believe that the amendments to the 2008 policy, through mitigating measures will address any potential adverse impact identified through equality screening and consultation.

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.

See above.

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

See above.

#### 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

Not applicable.

#### **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?**

We will monitor the policy and objectives through our Equality Scheme and associated action plan as well as through our annual reporting to the Equality Commission for Northern Ireland.

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

See above.

## 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

## Part 6 - Approval and authorisation

<b>Approved by:</b>		
<b>Name:</b>	Mr Stephen Prenter MBE, F.C.A.	Professor Ian Greer MD FRCP(Glas) FRCPE FRCP FRCPI FFSRH FCCP FRCOG FMedSci
<b>Position:</b>	Pro-Chancellor and Chair of Senate	President and Vice-Chancellor
<b>Date:</b>	<b>7 April 2020</b>	<b>7 April 2020</b>

<b>Screened by:</b>	
<b>Name:</b>	Heather Callaghan
<b>Position:</b>	Diversity and Inclusion Officer (Policy)
<b>Date:</b>	10 February 2020

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.

As set out on page 4 of this screening template, the draft EDI policy and screening documents were subject to an initial consultation exercise in April 2019 (2 April-17 April 2019). Respondents could submit comments in a number of ways: by attending a drop in clinic; by submitting responses via an online form; or by submitting comments in writing to the Diversity and Inclusion Unit.

The Diversity and Inclusion Unit held two drop in clinics. A student drop in clinic was held on 3 April 2019 and a staff drop in clinic, 12 April 2019.

The consultation was extended for a further 12 week period –from Friday 17 May to 4pm on Friday 9 August 2019.

Prior to the second consultation exercise (17 May-09 August), the University reviewed and updated its external consultee list, adding in details of additional consultees. To view the list, click [here](#).

In total, 164 external consultees were contacted by the University. Each organisation was informed of the screening exercise and signposted to the QUB website, where associated documents were publicly accessible.

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

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

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.

To see changes made, see pages 28-31 of this document.

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.

Section 9.2 of the draft EDI Policy states that relevant procedures are available online, in hard copy or in alternative formats (upon request) from People and Culture.

## 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.