

SECTION 75 POLICY SCREENING FORM

Section 75 Statutory Equality Duties

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

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

Section 75 (1) requires the University in carrying out its functions, powers and duties to have *due regard to the need to promote equality of opportunity* between –

- persons of different religious belief, political opinion, racial group, age, marital status, or sexual orientation
- men and women generally
- persons with a disability and persons without
- persons with dependants and persons without.

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

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

What is a policy?

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

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

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

Part 1. Policy scoping

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

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

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

A. Information about the policy/decision

Name of the policy/decision to be screened and description

Proposed pilot Linguistic Residential Scheme at Queen's University Belfast ("Queen's").

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

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

This screening exercise relates to a proposal to establish a pilot Linguistic Residential Scheme at Queen's, as proposed by An Cumann Gaelach, a number of academic colleagues and supported by the outgoing Students' Union President.

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

Currently, Queen's offers degree courses in French, Irish, Spanish and Portuguese; French and Spanish are also offered as part of degree programmes with Business, Law and Maths & Physics. Additionally, German and Mandarin are offered with Business.

We reviewed our current Undergraduate student data which showed that 523 students studied a language at Queen's in 2020-21.

Of these 523 students, the languages studied were:

- French: 131
- French and Irish: 8
- French and Portuguese: 7
- French and Spanish: 99
- Geography with a Language: 12
- German: 13
- Hispanic Studies: 37
- Irish: 38
- Irish and Spanish: 6
- Mandarin: 3
- Spanish: 140
- Spanish and Portuguese: 29

The screening relates to a pilot Linguistic Residential Scheme at

Queen's which would enable students studying the same language the opportunity to live together in Queen's accommodation and increase their day-to-day use of the language being studied.

The aim of the pilot Linguistic Residential Scheme is to create an environment where students have an opportunity to speak their chosen language of study daily, complementing existing interventions which increase day-to-day use of the language being studied, aiding competence and understanding and bringing educational benefits for participants including expanded educational opportunities and linguistic skills, and enhanced future employability.

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

If so, explain how.

No specific Section 75 categories. All students studying a language at Queen's and living in the proposed linguistic residential scheme would be expected to benefit from increased day-to-day use of the language being studied.

Who initiated or wrote the policy/decision?

The proposal was made by a number of academic staff (with the support of An Cumann Gaelach and the outgoing Students' Union President) who had carried out interviews with a number of post-primary school pupils studying Irish in order to gain an understanding of their motivations and barriers for progressing to university.

This feedback suggested that linguistic residential schemes could expand educational opportunities and linguistic skills, enhancing future employability.

This screening document reflects the proposal and has been drafted by colleagues in the Student Plus Directorate and colleagues in Public Engagement. A final proposal reflecting the outcome of the equality screening exercise will then be presented to University Executive Board and the Standing Committee of the Senate for their consideration and approval.

Directorate responsible for devising and delivering the policy/decision?

Student Plus Directorate and Public Engagement.

Background to the Policy/decision 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.

There has been consultation on this proposal. To date, it has not been formally presented to either University Operating Board or the Standing Committee of the Senate. Following the conclusion of the equality screening exercise, all relevant information will be provided to the relevant committees for consideration and approval.

It is recognised that the issues of linguistic diversity can be a cause for political and public debate in Northern Ireland and can be linked to an individual's political opinion.

As such, a detailed review of the obligations on public authorities (in respect of language rights) in Northern Ireland was conducted as part of this equality screening exercise.

The publication of the "New Decade, New Approach" by the Northern Ireland Office on 9 January 2020 provides key implications for the University as a public authority, as defined by the Public Services Ombudsman Act (Northern Ireland) 2016 including the development of a new cultural framework which will provide for legislation to establish 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.

This publication, alongside consultation and feedback from staff and students, informed in part, the new section on Cultural and Linguistic Diversity (section 6: Cultural and Linguistic Diversity of the EDI policy).

The University's new Equality, Diversity and Inclusion Policy was approved by Senate and published in April 2020.

Paragraphs 6.1 and 6.2 set out the University's recognition of the existence of a wide variety of international, diverse, cultural, and linguistic communities amongst its staff and student body, and 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 outlines that “*The 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 outlines 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 “*To this end, 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*”.

In October 2021, the University was approached by members of academic staff and An Cumann Gaelach who proposed establishing a pilot Linguistic Residential Scheme at Queen’s to enable students studying the same language the opportunity to live together in Queen’s accommodation and increase their day-to-day use of the language being studied.

The aim of the pilot Linguistic Residential Scheme is to create an environment where students have an opportunity to speak their chosen language of study daily, complementing existing interventions which increase day-to-day use of the language being studied, aiding competence and understanding and bringing educational benefits for participants including expanded educational opportunities and linguistic skills, and enhanced future employability.

As part of this process, informal contact was made (via the Public Engagement team) with a range of internal and external stakeholders.

Feedback from various academic colleagues and linguists at Queen's and other Higher Education Institutions has confirmed that the provision of such a pilot scheme could complement existing interventions which increase day-to-day use of the language being studied, aiding competence, and understanding.

Information has been gathered which shows the provision of similar schemes at all other universities in Northern Ireland and the Republic of Ireland, which support educational and career development opportunities.

Discussions with colleagues at Welsh and Scottish universities have also been undertaken by the Public Engagement team to learn more about the provisions to support linguistic development in these institutions, and the support provided by the respective devolved administrations. These conversations revealed a similar level of support as exists at universities in the Republic of Ireland.

It is anticipated that participants in the pilot Linguistic Residential Scheme would design and deliver outreach events, on campus and off-site which would increase awareness and encourage participation in linguistic activities; information contained in the documentation suggests that this is a key aspect of residential schemes in other HEIs in both Northern Ireland and the Republic of Ireland.

Currently, Queen's offers degree courses in French, Irish, Spanish and Portuguese; French and Spanish are also offered as part of degree programmes with Business, Law and Maths & Physics. Additionally, German and Mandarin are offered with Business.

In future if there is appropriate demand from students studying a language degree at the University, dedicated language accommodation will be available as an option to select when making an application for Queen's accommodation.

This will not limit potential future access to similar schemes to students studying other languages at the University in the event that similar proposals are made, or demand is identified.

As stated above, the University has been approached by academic colleagues, members of An Cumann Gaelach and the Students' Union President, proposing a scheme for Irish Language students at the

University. This proposal has been supported by documentary evidence, in the absence of both specific Irish Language legislation and the progression of the commitments set out in New Decade, New Approach.

A proposed pilot Linguistic Residential Scheme, specifically for students of the Irish language at Queen's University Belfast, may be perceived by some, both within Queen's, and outside the University, as exclusionary.

However, the pilot Linguistic Residential Scheme, and associated outreach events which would be designed and delivered by its participants, would also support the following commitment made in the University's EDI policy:

"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."

This screening exercise will scope the proposal to consider establishing a pilot Linguistic Residential Scheme at Queen's, as proposed by academic colleagues and An Cumann Gaelach.

If approved, it is anticipated that this proposal would be implemented in 2022-23 (subject to approvals in line with accommodation allocation timelines).

B. Implementation factors

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

If yes, are they

- financial
- legislative

other, please specify:

Issues of linguistic diversity can be a cause for political and public debate so it will be important to clearly communicate the aims, objectives and scope of the pilot Linguistic Residential Scheme, if approved.

C. Main stakeholders affected

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

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

D. Other policies with a bearing on this policy/decision

- what are they? (please list)

Allocation Policy for Queen's University Belfast Accommodation 2022-23

Equality, Diversity and Inclusion policy (2020) (institutional)

- who owns them?

Allocation Policy for Queen's University Belfast Accommodation 2022-23 (Student Plus Directorate)

Queen's Equality, Diversity and Inclusion policy (2020) (People and Culture Directorate)

E. Available evidence

What evidence/information (both qualitative and quantitative) have you gathered to inform this policy/decision? 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	<p><u>QUB Student Profile</u></p> <p>Our Student HESA data for 2020-2021 shows our student profile by Religion:</p> <table border="1" data-bbox="448 1003 1166 1312"> <thead> <tr> <th data-bbox="448 1003 794 1070">Community Background</th> <th data-bbox="794 1003 938 1070">No. of Students</th> <th data-bbox="938 1003 1166 1070">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 1070 794 1137">No Religion or Not Known</td> <td data-bbox="794 1070 938 1137">1443</td> <td data-bbox="938 1070 1166 1137">10.7%</td> </tr> <tr> <td data-bbox="448 1137 794 1171">Other</td> <td data-bbox="794 1137 938 1171">130</td> <td data-bbox="938 1137 1166 1171">0.9%</td> </tr> <tr> <td data-bbox="448 1171 794 1205">Protestant</td> <td data-bbox="794 1171 938 1205">4805</td> <td data-bbox="938 1171 1166 1205">35.7%</td> </tr> <tr> <td data-bbox="448 1205 794 1249">Roman Catholic</td> <td data-bbox="794 1205 938 1249">7100</td> <td data-bbox="938 1205 1166 1249">52.7%</td> </tr> <tr> <td data-bbox="448 1249 794 1312">Total</td> <td data-bbox="794 1249 938 1312">13,478</td> <td data-bbox="938 1249 1166 1312">100.00%</td> </tr> </tbody> </table> <p><u>Population Profile - Census 2011 figures on Religion:</u></p> <p>The population of Northern Ireland on Census Day 2011 was 1,810,863 and population profile by Religion was:</p> <ul data-bbox="496 1514 1358 1742" style="list-style-type: none"> • 45.14% of population from a Catholic background; • 48.36% of population from Protestant and other Christian background; and • 6.51% of population from other religions, no religion or religion not stated. <p><u>Knowledge and Use of Irish (Language) in Northern Ireland</u></p> <p>The findings from the Continuous Household Survey 2019/20 report published by the Department for Communities and NISRA provides an overview of the knowledge and use of the Irish language by the adult population in Northern Ireland as at 2019/20. The report highlights that:</p> <ul data-bbox="496 2011 1358 2040" style="list-style-type: none"> • The religious background of the population of Northern Ireland 	Community Background	No. of Students	%	No Religion or Not Known	1443	10.7%	Other	130	0.9%	Protestant	4805	35.7%	Roman Catholic	7100	52.7%	Total	13,478	100.00%
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	<p>relates to whether they have any knowledge of Irish.</p> <ul style="list-style-type: none"> A higher proportion of Catholics (35%) have knowledge of Irish than both those with other or no religion (8%) and Protestants (3%) 																																																			
Political opinion	<p>We do not collect data in relation to student political opinion(s).</p> <p>We do not make assumptions on student political opinion(s) based on student community background.</p>																																																			
Racial group	<p><u>QUB Student Profile</u></p> <p>These statistics reflect our Student HESA data for 2020-2021 by Ethnicity:</p> <ul style="list-style-type: none"> 94.9% of our students identified as White; and 5.1% identified as Black Minority Ethnic (BME). <p>Of those students who identified as Black Minority Ethnic:</p> <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>No. of Students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>544</td> <td>52.9%</td> </tr> <tr> <td>Black</td> <td>131</td> <td>12.8%</td> </tr> <tr> <td>Mixed</td> <td>284</td> <td>27.7%</td> </tr> <tr> <td>Other</td> <td>68</td> <td>6.6%</td> </tr> <tr> <td>Total</td> <td>1027</td> <td>100.00%</td> </tr> </tbody> </table> <p><u>Population Profile (Census 2011)</u></p> <p>The 2011 Northern Ireland Census recorded the following statistics regarding Ethnicity:</p> <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>No. of Usual Residents</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>1,742,231</td> <td>96.21%</td> </tr> <tr> <td>Chinese</td> <td>6,338</td> <td>0.35%</td> </tr> <tr> <td>Irish Traveller</td> <td>1,268</td> <td>0.07%</td> </tr> <tr> <td>Indian</td> <td>6,157</td> <td>0.34%</td> </tr> <tr> <td>Pakistani</td> <td>1,087</td> <td>0.06%</td> </tr> <tr> <td>Bangladeshi</td> <td>543</td> <td>0.03%</td> </tr> <tr> <td>Other Asian</td> <td>5,070</td> <td>0.28%</td> </tr> <tr> <td>Black Caribbean</td> <td>362</td> <td>0.02%</td> </tr> <tr> <td>Black African</td> <td>2,354</td> <td>0.13%</td> </tr> <tr> <td>Black other</td> <td>905</td> <td>0.05%</td> </tr> </tbody> </table>	Ethnicity	No. of Students	%	Asian	544	52.9%	Black	131	12.8%	Mixed	284	27.7%	Other	68	6.6%	Total	1027	100.00%	Ethnicity	No. of Usual Residents	%	White	1,742,231	96.21%	Chinese	6,338	0.35%	Irish Traveller	1,268	0.07%	Indian	6,157	0.34%	Pakistani	1,087	0.06%	Bangladeshi	543	0.03%	Other Asian	5,070	0.28%	Black Caribbean	362	0.02%	Black African	2,354	0.13%	Black other	905	0.05%
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Mixed	5,976	0.33%
Other	2,354	0.13%
Total	1,810,863	100.00%

Therefore, the broad ethnicity by population of Northern Ireland on Census Day 2011 was;

- BAME: 1.79% (32,415)
- White: 96.21% (1,742,231)
- Not Known: 2.0% (36,217)

Language

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.

Knowledge and Use of Irish (Language) in Northern Ireland

The findings from the [Continuous Household Survey 2019/20 report](#) published by the Department for Communities and NISRA provides an overview of the knowledge and use of the Irish language by the adult population in Northern Ireland as at 2019/20. The report highlights that:

- In 2019/20, 17% of the adult population had some knowledge of Irish which was the highest proportion recorded over the entire trend period from 2011/12.
- In 2019/20, the proportions of the adult population who could understand, speak and read Irish increased on the proportion in 2017/18.
- Five out of every hundred adults in Northern Ireland (5%) use Irish at home, conversing with family or housemates, with the same proportion using Irish socially, to converse with friends or acquaintances, either on a daily basis or at least very occasionally.
- The proportion of females (16%) who have some knowledge of Irish is similar to the proportion of males (18%). However, knowledge of Irish appears to decrease with age with those aged 16-44 years being more likely to have knowledge than those aged 45 years and over (19% and 15% respectively).
- The religious background of the population of Northern Ireland relates to whether they have any knowledge of Irish.
- A higher proportion of Catholics have knowledge of Irish than both Protestants and those with other or no religion.

We have also reviewed the “New Decade, New Approach” document – specifically Part 2: Northern Ireland Executive Formation Agreement; Rights, Language and Identity (paras 25 -29) and Annex E.

As a public authority as defined by the Public Services Ombudsman Act (Northern Ireland) 2016, based on New Decade, New Approach, we are aware of the following:

- A new cultural framework will provide for legislation to establish the establishment of a new Office for Identity and Cultural Expression, alongside new Commissioners to enhance and develop the Irish Language and Ulster Scots / Ulster British tradition in Northern Ireland.
- There will be a need for all public authorities to pay “due regard” to the principles set out in the new legislation and it is anticipated that this Office will provide guidance to public authorities on monitoring and reporting on compliance with the legislation, promoting best practice, and regularly auditing public authorities on how they have respected and accommodated the cultural expression of minorities within their area of responsibility.

- There will be a consultation with public authorities on the development of those best practice 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” and 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.

Allocation Policy for Queen’s University Belfast Accommodation 2022-23

Queen’s University Belfast (Queen’s) welcomes applications from undergraduate and postgraduate students either studying on a full-time basis at Queen’s, or studying on a Queen’s validated Foundation programme delivered through Belfast Metropolitan College or South West College, in the academic year 2022-23.

International Students - Accommodation

Queen’s guarantees an offer of either University managed accommodation or, where this is oversubscribed, alternative accommodation will be offered with a nominated student accommodation partner such as LIV Belfast / Student Roost / Novel student for the first year of study to all undergraduate and postgraduate students studying on a full-time basis at Queen’s. The following conditions apply:

- The student is coming to study at Queen’s for the first time - this means that the student is not a returner or has not previously suspended studies;
- The student is unaccompanied – this means that the student is coming without dependant family members, including spouse or partner. Information on family accommodation is provided in a separate section;

The student is from outside Northern Ireland (as per their details entered on UCAS)

Great Britain (GB) and Republic of Ireland (ROI) students must have either:

- firmly accepted their undergraduate offer (Conditional Firm (CF) or Unconditional Firm (UF) through UCAS or Conditional Accept or Unconditional Accept via Direct Entry for non UCAS applicants): or
- accepted their postgraduate offer,

and have submitted an online application for accommodation by 30 June 2022;

International students (categorised as 'overseas' for fee purposes) on a full-time programme must have firmly accepted their undergraduate or postgraduate offer (CF or UF through UCAS or Conditional Accept or Unconditional Accept via Direct Entry for non UCAS applicants), and have submitted an online application for accommodation by 30 June 2022;

*International students on a single semester visiting or exchange programme must have submitted an online application for accommodation by 1 August 2022 for September 2022 arrival or by 30 November 2022 for January 2023 arrival.

- In the event that rooms are oversubscribed, Queen's reserves the right to impose an earlier deadline for applications and will highlight this on its accommodation webpages.

Additional guarantees (irrespective of year of study)

- Elite Athlete Programme (EAP) - Queen's guarantees accommodation to students who have been offered an EAP award from Queen's Sport for the 2022-23 year and have applied for accommodation by 30 June 2022.
- Disabled Students – Queen's guarantees accommodation to students who, as a result of their disability, are not able to access public transport or travel to/from the University to their home address on a daily basis and, as a result may prevent them from attending University. Applications for accommodation must be made by 30 June 2022 AND students must have registered with Queen's Disability Services.

Students who need assistance or who have specific requirements for their accommodation, associated with their disability, must provide all relevant information included on their application form; late requests cannot always be supported.

- Care Leavers – Queen's guarantees any student who is leaving care of their local authority or Health and Social Care Trust and has accepted an offer to study at Queen's. Students must have applied for accommodation by 30 June 2022 and provide written, supportive evidence from the local authority or Health and Social Care Trust to Queen's Widening and Participation Department.
- Irreconcilably Estranged Students – Queen's guarantees undergraduate students, who are deemed by the relevant funding body to be irreconcilably estranged. Students must have applied for accommodation by 30 June 2022 and be able to provide evidence from their relevant funding body to, Advice SU, Queen's Students' Union. For more information about support for estranged students the Standalone website may help. Advice SU can also provide advice with regard to applying for funding as an irreconcilably estranged student.

<p>Age</p>	<p><u>QUB Student Profile</u></p> <p>We reviewed our Student HESA data for 2020-2021 which showed:</p> <ul style="list-style-type: none"> • 84.5% of Queen’s students were under 21 years of age; and • 15.5% were over the age of 21. <p><u>Knowledge and Use of Irish (Language) in Northern Ireland</u></p> <p>The findings from the Continuous Household Survey 2019/20 report published by the Department for Communities and NISRA provides an overview of the knowledge and use of the Irish language by the adult population in Northern Ireland as at 2019/20. The report highlights that:</p> <ul style="list-style-type: none"> • In 2019/20, 17% of the adult population had some knowledge of Irish which was the highest proportion recorded over the entire trend period from 2011/12. • However, knowledge of Irish appears to decrease with age with those aged 16-44 years being more likely to have knowledge than those aged 45 years and over (19% and 15% respectively).
<p>Marital/Civil Partnership status</p>	<p><u>QUB Student Profile</u></p> <p>We reviewed our 2020-2021 Student HESA data which showed that:</p> <ul style="list-style-type: none"> • 86.1% of were single; • 9.3% were married or in a civil partnership; • 2.3% were cohabiting; • 0.5% were divorced or civil partnership dissolved; • 0.5% were separated (but still legally married); and • 0.1% were widowed. <p><u>Allocation Policy for Queen’s University Belfast Accommodation 2022-23</u></p> <p>Our Allocation Policy for QUB Accommodation makes specific reference to students with spouses and partners, including those who are married or in a civil partnership:</p> <p>Families and Accompanied Students</p> <p>Students coming to Queen’s with dependants, for example, a spouse, partner, children or chaperone, should submit an online application as early as possible due to high demand for family/group accommodation. Given that suitable accommodation is limited, Queen’s cannot</p>

	<p>guarantee a place to all applicants.</p> <p>Please note that all relevant information regarding personal circumstances including details of family/group members must be provided on the online accommodation application form.</p>															
Sexual orientation	<p><u>QUB Student Profile</u></p> <p>The University does not collect data relating to the sexual orientation of its students.</p>															
Men and women generally	<p><u>QUB Student Profile</u></p> <table border="1"> <thead> <tr> <th>Gender</th> <th>No. of Students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>M</td> <td>14,594</td> <td>57.5%</td> </tr> <tr> <td>F</td> <td>10,767</td> <td>42.4%</td> </tr> <tr> <td>Other</td> <td>3</td> <td>0.1%</td> </tr> <tr> <td>Total</td> <td>25,364</td> <td>100.00%</td> </tr> </tbody> </table> <p>Our student profile data shows that 3 students of the 25,364 in 2020-2021 academic year, prefer to select 'other' in regard to their gender identity. However, we recognise that there will likely be, as in the wider population, a greater proportion of our student population who do not identify as either Male or Female.</p> <p><u>Knowledge and Use of Irish (Language) in Northern Ireland</u></p> <p>The findings from the Continuous Household Survey 2019/20 report published by the Department for Communities and NISRA provides an overview of the knowledge and use of the Irish language by the adult population in Northern Ireland as at 2019/20. The report highlights that:</p> <ul style="list-style-type: none"> • In 2019/20, 17% of the adult population had some knowledge of Irish which was the highest proportion recorded over the entire trend period from 2011/12. • The proportion of females (16%) who have some knowledge of Irish is similar to the proportion of males (18%). 	Gender	No. of Students	%	M	14,594	57.5%	F	10,767	42.4%	Other	3	0.1%	Total	25,364	100.00%
Gender	No. of Students	%														
M	14,594	57.5%														
F	10,767	42.4%														
Other	3	0.1%														
Total	25,364	100.00%														
Disability	<p><u>QUB Student Profile</u></p> <p>We reviewed our Student HESA data for 2020-2021 which showed that:</p> <ul style="list-style-type: none"> • 85.5% of students had no known disability; and • 14.5% of students reported having a disability. <p><u>Allocation Policy for Queen's University Belfast Accommodation 2022-23</u></p>															

	<p>Our Allocation Policy for QUB Accommodation makes specific reference to students a disability:</p> <p>Disabled Students – Queen’s guarantees accommodation to students who, as a result of their disability, are not able to access public transport or travel to/from the University to their home address on a daily basis and, as a result may prevent them from attending University. Applications for accommodation must be made by 30 June 2022 AND students must have registered with Queen’s Disability Services.</p> <p>Students who need assistance or who have specific requirements for their accommodation, associated with their disability, must provide all relevant information included on their application form; late requests cannot always be supported.</p>
<p>Dependants</p>	<p><u>QUB Student Profile</u></p> <p>We reviewed our Student HESA data for 2020-2021 which showed that:</p> <ul style="list-style-type: none"> • 88.2% of students had no dependants; and • 11.8% of students reported having dependant(s). <p><u>Allocation Policy for Queen’s University Belfast Accommodation 2022-23</u></p> <p>Our Allocation Policy for QUB Accommodation makes specific reference to students with dependants:</p> <p>Families and Accompanied Students:</p> <p>Students coming to Queen’s with dependants, for example, a spouse, partner, children or chaperone, should submit an online application as early as possible due to high demand for family/group accommodation. Given that suitable accommodation is limited, Queen’s cannot guarantee a place to all applicants.</p> <p>Please note that all relevant information regarding personal circumstances including details of family/group members must be provided on the online accommodation application form.</p>

F. Needs, experiences and priorities

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

Section 75 category	Details of needs/experiences/priorities and details of policy/decision impact	Level of Impact
Religious belief	<p>Issues of linguistic diversity can be a cause for political and public debate in Northern Ireland.</p> <p>The Continuous Household Survey 2019/20 report published by the Department for Communities and NISRA highlights that:</p> <ul style="list-style-type: none"> • The religious background of the population of Northern Ireland relates to whether they have any knowledge of Irish. • A higher proportion of Catholics have knowledge of Irish than both Protestants and those with other or no religion. <p>In the absence of both specific Irish Language legislation and the progression of the commitments set out in New Decade, New Approach, the proposed pilot Linguistic Residential Scheme specifically for students of the Irish language at Queen's University Belfast, may be perceived by some, both within Queen's, and outside the University, as exclusionary to individuals from a particular community background/religion.</p>	Minor

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

	<p>However, this pilot Linguistic Residential Scheme welcomes applications from all students who study Irish at Queen’s University Belfast, regardless of their community background/religion.</p> <p>Furthermore, the University envisages that the pilot Linguistic Residential Scheme has the potential to provide outreach and engagement opportunities onsite and on campus, to raise awareness of the Irish Language and to further connect people from all communities and backgrounds, including those who may feel excluded from such a scheme, and/or to those who wish to learn more about it. This is in line with the institutional commitment to promote linguistic diversity, as specifically set out in our Equality, Diversity and Inclusion Policy (April 2020) which states as follows:</p> <p><i>“To this end, 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.”</i></p> <p><i>Paragraph 6.5</i></p>	
<p>Political opinion</p>	<p>We do not collect data in relation to student political opinion(s) and the University does not make assumptions on student political opinion(s).</p> <p>However, it is recognised that the issues of linguistic diversity can be a cause for political and public debate in Northern Ireland.</p> <p>In the absence of both specific Irish Language legislation and the progression of the commitments set out in New Decade, New Approach, the proposed pilot Linguistic Residential Scheme specifically for students of the Irish language at Queen’s University Belfast, may be perceived by some, both within Queen’s, and outside the University, as exclusionary to individuals of a particular political opinion.</p> <p>However, this Pilot Linguistic Residential Scheme welcomes applications from all</p>	<p>Minor</p>

	<p>students who study Irish at Queen’s University Belfast, regardless of their community background.</p> <p>Furthermore, the University envisages that the pilot Linguistic Residential Scheme has the potential to provide outreach and engagement opportunities onsite and on campus, to raise awareness of the Irish Language and to further connect people from all communities and backgrounds, including those who may feel excluded from such a scheme, and/or to those who wish to learn more about it. This is in line with the institutional commitment to promote linguistic diversity, as specifically set out in our Equality, Diversity and Inclusion Policy (April 2020) which states as follows:</p> <p><i>“To this end, 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.”</i></p> <p><i>Paragraph 6.5</i></p>	
Racial group	The proposal is not anticipated to have any particular impact in relation to race, ethnicity and/or nationality but would enable students studying the same language the opportunity to live together in Queen’s accommodation regardless of their race, ethnicity and/or nationality.	Minor
Age	The proposal is not anticipated to have any particular impact in relation to age but would enable students studying the same language the opportunity to live together in Queen’s accommodation regardless of their age.	None
Marital/Civil Partnership	The proposal may have a minor adverse impact in relation to marital status/civil partnership status due to the provision of the room type (single occupancy) but would enable students studying the same language the opportunity to live together in	Minor

status	Queen's accommodation regardless of their marital /civil partnership status.	
Sexual orientation	The proposal is not anticipated to have any particular impact in relation to sexual orientation but would enable students studying the same language the opportunity to live together in Queen's accommodation regardless of their sexual orientation.	None
Men and women generally	The proposal is not anticipated to have any particular impact in relation to gender but would enable students studying the same language the opportunity to live together in Queen's accommodation regardless of their gender.	None
Disability	The proposal may have a minor adverse impact in relation to disability due to the potential location of the pilot Linguistic Residential Scheme accommodation but would enable students studying the same language the opportunity to live together in Queen's accommodation.	Minor
Dependants	The proposal may have a minor adverse impact in relation to dependants status due to the provision of the room type (single occupancy) but would enable students studying the same language the opportunity to live together in Queen's accommodation regardless of their dependants status.	Minor

Part 2 Screening questions

1. What is the likely impact on equality of opportunity for those affected by this policy/decision, for each of the Section 75 equality categories?		
Section 75 category	Issue	Minor/major/none?
Religious belief	<p>It is recognised that the issues of linguistic diversity can be a cause for political and public debate in Northern Ireland and can be linked to an individual's religious belief and/or community background.</p> <p>In the absence of both specific Irish Language legislation and the progression of the commitments set out in New Decade, New Approach, the proposed pilot Linguistic Residential Scheme specifically for students of the Irish language at Queen's University Belfast, may be perceived by some, both within Queen's, and outside the University, as exclusionary to individuals from a particular community background/religion.</p> <p>However, this pilot Linguistic Residential Scheme welcomes applications from all students who study Irish at Queen's University Belfast, regardless of their community background/religion.</p> <p>Furthermore, the University envisages that the pilot Linguistic Residential Scheme has the potential to provide outreach and engagement opportunities onsite and on campus, to raise awareness of the Irish Language and to further connect people from all communities and backgrounds, including those who may feel excluded from such a scheme, and/or to those who wish to learn more about it. This is in line with the institutional commitment to promote linguistic diversity, as specifically set out in our Equality, Diversity and Inclusion Policy (April 2020) which states as follows:</p> <p><i>"To this end, the University will proactively seek opportunities to work with staff,</i></p>	Minor

	<p><i>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.”</i> <i>Paragraph 6.5</i></p>	
<p>Political opinion</p>	<p>It is recognised that the issues of linguistic diversity can be a cause for political and public debate in Northern Ireland and can be linked to an individual’s political opinion.</p> <p>In the absence of both specific Irish Language legislation and the progression of the commitments set out in New Decade, New Approach, the proposed pilot Linguistic Residential Scheme specifically for students of the Irish language at Queen’s University Belfast, may be perceived by some, both within Queen’s, and outside the University, as exclusionary to individuals of a particular political opinion.</p> <p>However, this pilot Linguistic Residential Scheme welcomes applications from all students who study Irish at Queen’s University Belfast, regardless of their community background.</p> <p>Furthermore, the University envisages that the pilot Linguistic Residential Scheme has the potential to provide outreach and engagement opportunities onsite and on campus, to raise awareness of the Irish Language and to further connect people from all communities and backgrounds, including those who may feel excluded from such a scheme, and/or to those who wish to learn more about it. This is in line with the institutional commitment to promote linguistic diversity, as specifically set out in our Equality, Diversity and Inclusion Policy (April 2020) which states as follows:</p> <p><i>“To this end, 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</i></p>	<p>Minor</p>

	<i>resources.”</i> <i>Paragraph 6.5</i>	
Racial group	<p>The proposed pilot Linguistic Residential Scheme would enable students studying the same language the opportunity to live together in Queen’s accommodation and increase their day-to-day use of the language being studied, regardless of their race/ethnicity and/or nationality.</p> <p>As part of this increased use of other languages, opportunities would be created which would promote the cultural and linguistic diversity of those involved in the scheme, and promote cultural and linguistic diversity more generally throughout the University – developing a more openly diverse culture which could increase awareness and encourage cultural inclusion for all international students, and those from different racial groups and backgrounds.</p>	Minor
Age	The proposal is not anticipated to have any particular impact in relation to age but would enable students studying the same language the opportunity to live together in Queen’s accommodation regardless of their age.	None
Marital/Civil Partnership status	The proposal may have a minor adverse impact in relation to marital status/civil partnership status due to the provision of the room type (single occupancy) but would enable students studying the same language the opportunity to live together in Queen’s accommodation regardless of their marital /civil partnership status.	Minor
Sexual orientation	The proposal is not anticipated to have any particular impact in relation to sexual orientation but would enable students studying the same language the opportunity to live together in Queen’s accommodation regardless of their sexual orientation	None

Men and women generally	The proposal is not anticipated to have any particular impact in relation to gender but would enable students studying the same language the opportunity to live together in Queen's accommodation regardless of their gender.	None
Disability	The proposal may have a minor adverse impact in relation to disability due to the potential location of the pilot Linguistic Residential Scheme accommodation but would enable students studying the same language the opportunity to live together in Queen's accommodation.	Minor
Dependants	The proposal may have a minor adverse impact in relation to dependants status due to the provision of the room type (single occupancy) but would enable students studying the same language the opportunity to live together in Queen's accommodation regardless of their dependants status.	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	A proposed pilot Linguistic Residential Scheme specifically for students of the Irish language at Queen's University Belfast, may be perceived by some, both within Queen's,	The University will continue to proactively seek opportunities to work with staff, students, Student Union Sabbatical Officers and both the Ulster Scots Language

<p>belief</p>	<p>and outside the University, as exclusionary to individuals from a particular community background/religion.</p> <p>However, this pilot Linguistic Residential Scheme welcomes applications from all students who study Irish or have applied to study Irish at Queen’s University Belfast, regardless of their community background and/or religious belief.</p>	<p>sector and Irish Language sector, and others to promote the importance of linguistic diversity.</p> <p>The University will also continue to work with internal and external partners to deliver outreach events, education, campus and off-site activities, and through supporting staff and student access to language courses, networks, information and resources as per the commitments in the University’s Equality, Diversity and Inclusion Policy (2020).</p> <p>The University and the Accommodation Department are committed to encouraging diversity and inclusiveness within University residences.</p> <p>Furthermore, the University envisages that the pilot Linguistic Residential Scheme has the potential to provide outreach and engagement opportunities onsite and on campus, to raise awareness of the Irish Language and to further connect people from all communities and backgrounds, including those who may feel excluded from such a scheme, and/or to those who wish to learn more about it. This is in line with the institutional commitment to promote linguistic diversity, as specifically set out in our Equality, Diversity and Inclusion Policy (April 2020).</p> <p>Spaces in university accommodation will continue to be allocated fairly and without bias and basing decisions upon the information provided by the applicant on the application form, and in line with the Allocation Policy for Queen’s University Belfast Accommodation 2022-23.</p> <p>All students who accept a place in the University, and in student accommodation agree to abide by the Equality Diversity and Inclusion Policy, and the Student Conduct</p>
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		<p>Regulations which provide examples of harassment and unacceptable behaviour including oral or written derogatory remarks and visual displays of posters, graffiti, obscene gestures, flags, bunting, pictures, emblems or any other offensive material (including the use of email or mobile devices to send or view such material).</p>
<p>Political opinion</p>	<p>A proposed pilot Linguistic Residential Scheme specifically for students of the Irish language at Queen’s University Belfast, may be perceived by some, both within Queen’s, and outside the University, as exclusionary to individuals of a particular political opinion.</p> <p>However, this pilot Linguistic Residential Scheme welcomes applications from all students who study Irish at Queen’s University Belfast, regardless of their political opinion.</p>	<p>The University will continue to proactively seek opportunities to work with staff, students, Student Union Sabbatical Officers and both the Ulster Scots Language sector and Irish Language sector, and others to promote the importance of linguistic diversity.</p> <p>The University will also continue to work with internal and external partners to deliver outreach events, education, campus and off-site activities, and through supporting staff and student access to language courses, networks, information and resources as per the commitments in the University’s Equality, Diversity and Inclusion Policy (2020).</p> <p>The University and the Accommodation Department are committed to encouraging diversity and inclusiveness within University residences.</p> <p>Furthermore, the University envisages that the pilot Linguistic Residential Scheme has the potential to provide outreach and engagement opportunities onsite and on campus, to raise awareness of the Irish Language and to further connect people from all communities and backgrounds, including those who may feel excluded from such a scheme, and/or to those who wish to learn more about it. This is in line with the institutional commitment to promote linguistic diversity, as specifically set out in our</p>

		<p>Equality, Diversity and Inclusion Policy (April 2020).</p> <p>Spaces in university accommodation will continue to be allocated fairly and without bias, and basing decisions upon the information provided by the applicant on the application form, and in line with the Allocation Policy for Queen’s University Belfast Accommodation 2022-23.</p> <p>All students who accept a place in the University, and in student accommodation agree to abide by the Equality Diversity and Inclusion Policy, and the Student Conduct Regulations which provide examples of harassment and unacceptable behaviour including oral or written derogatory remarks and visual displays of posters, graffiti, obscene gestures, flags, bunting, pictures, emblems or any other offensive material (including the use of email or mobile devices to send or view such material).</p> <p>Students will also have access to and be encouraged to complete diversity and inclusion training: Think Difference, Act Differently which contains specific scenario based education and training on how to be inclusive, including specific education on cultural and religious diversity and inclusion in a student setting.</p>
<p>Racial group</p>	<p>The University and the Accommodation Department are committed to encouraging diversity and inclusiveness within University residences.</p> <p>The proposal is not anticipated to have any particular impact in relation to race, ethnicity and/or nationality but would enable students studying the same language the opportunity to live together in Queen’s accommodation</p>	<p>Specific support is available for students from the Student Disability and Wellbeing Service in addition to support from the Students’ Union at Queen’s.</p> <p>Dedicated Student Officers for Welfare, Equality and Diversity, and part time student officers who will represent the views of different groups of students in the Union, the University and beyond and run campaigns on the issues</p>

	<p>regardless of their race, ethnicity and/or nationality.</p> <p>Spaces in university accommodation will continue to be allocated fairly and without bias and basing decisions upon the information provided by the applicant on the application form, and in line with the Allocation Policy for Queen's University Belfast Accommodation 2022-23.</p>	<p>that are important to them. These include:</p> <ul style="list-style-type: none"> • Black, Asian and Minority Ethnic (BAME) Officer; and • Internationals Students' Officer. <p>In addition, there are a number of language and culture student societies designed to support students from different nationalities and racial groups including:</p> <ul style="list-style-type: none"> • An Cumann Gaelach • African and Caribbean Medical Society • African and Caribbean Society • Asian Medical Students' Association • Canadian and American Students' Association • Chinese Students' Association • Filipino Society • French club • International Students' Society • Indonesian Society • Jordanian Society
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		<ul style="list-style-type: none"> • Malay Club • Malaysian Students' Society NI (MSSNI) • Pakistani Society • Saudi Society • Singapore Society • South Asian Students' Society • Spanish and Portuguese Society <p>Students will also have access to and be encouraged to complete diversity and inclusion training: Think Difference, Act Differently which contains specific scenario-based education and training on how to be inclusive, including specific education on cultural and religious diversity and inclusion in a student setting.</p>
<p>Age</p>	<p>The University and the Accommodation Department are committed to encouraging diversity and inclusiveness within University residences.</p> <p>The proposal is not anticipated to have any particular impact in relation to age but would enable students studying the same language the opportunity to live together in Queen's accommodation regardless of their age.</p> <p>Spaces in university accommodation will continue to be allocated fairly and without bias and basing decisions upon</p>	<p>Specific support is available for students from the Student Disability and Wellbeing Service in addition to support from the Students' Union at Queen's.</p> <p>Dedicated Student Officers for Welfare, Equality and Diversity, and part time student officers who will represent the views of different groups of students in the Union, the University and beyond and run campaigns on the issues that are important to them. These include a Mature & Part-Time Students' Officer.</p> <p>Students will also have access to and be encouraged to</p>

	<p>the information provided by the applicant on the application form, and in line with the Allocation Policy for Queen's University Belfast Accommodation 2022-23.</p>	<p>complete diversity and inclusion training: Think Difference, Act Differently which contains specific scenario based education and training on how to be inclusive, including specific education on cultural and religious diversity and inclusion in a student setting.</p>
<p>Marital/Civil Partnership status</p>	<p>The University and the Accommodation Department are committed to encouraging diversity and inclusiveness within University residences.</p> <p>The proposal may have a minor adverse impact in relation to marital status/civil partnership status due to the provision of the room type (single occupancy) but would enable students studying the same language the opportunity to live together in Queen's accommodation regardless of their marital /civil partnership status.</p> <p>Students who are married or in a civil partnership are able to apply for self-contained apartments but not as part of this scheme.</p> <p>Spaces in university accommodation will continue to be allocated fairly and without bias and basing decisions upon the information provided by the applicant on the application form, and in line with the Allocation Policy for Queen's University Belfast Accommodation 2022-23.</p>	<p>Families and Accompanied Students:</p> <p>Students coming to Queen's with dependants, for example, a spouse, partner, children or chaperone, should submit an online application as early as possible due to high demand for family/group accommodation. Given that suitable accommodation is limited, Queen's cannot guarantee a place to all applicants.</p> <p>Specific support is available for students from the Student Disability and Wellbeing Service in addition to support from the Students' Union at Queen's.</p> <p>Dedicated Student Officers for Welfare, Equality and Diversity, and part time student officers who will represent the views of different groups of students in the Union, the University and beyond and run campaigns on the issues that are important to them. These include a Mature & Part-Time Students' Officer and a Student Parents' & Carers' Officer.</p> <p>Students will also have access to and be encouraged to complete diversity and inclusion training: Think Difference, Act Differently which contains specific scenario based education and training on how to be inclusive in a student setting.</p>

<p>Sexual orientation</p>	<p>The University and the Accommodation Department are committed to encouraging diversity and inclusiveness within University residences.</p> <p>The proposal is not anticipated to have any particular impact in relation to sexual orientation but would enable students studying the same language the opportunity to live together in Queen’s accommodation regardless of their sexual orientation.</p> <p>Spaces in university accommodation will continue to be allocated fairly and without bias and basing decisions upon the information provided by the applicant on the application form, and in line with the Allocation Policy for Queen’s University Belfast Accommodation 2022-23.</p>	<p>Specific support is available for students from the Student Disability and Wellbeing Service in addition to support from the Students’ Union at Queen’s.</p> <p>Dedicated Student Officers for Welfare, Equality and Diversity, and part time student officers who will represent the views of different groups of students in the Union, the University and beyond and run campaigns on the issues that are important to them. These include a LGBT+ Students’ Officer.</p> <p>Students will also have access to and be encouraged to complete diversity and inclusion training: Think Difference, Act Differently which contains specific scenario based education and training on how to be inclusive, including specific education on LGBTQ+ inclusion in a student setting.</p>
<p>Men and women generally</p>	<p>The University and the Accommodation Department are committed to encouraging diversity and inclusiveness within University residences.</p> <p>The proposal is not anticipated to have any particular impact in relation to gender but would enable students studying the same language the opportunity to live together in Queen’s accommodation regardless of their gender</p> <p>Spaces in university accommodation will continue to be allocated fairly and without bias and basing decisions upon the information provided by the applicant on the application form, and in line with the Allocation Policy for Queen’s</p>	<p>Specific support is available for students from the Student Disability and Wellbeing Service in addition to support from the Students’ Union at Queen’s.</p> <p>Dedicated Student Officers for Welfare, Equality and Diversity, and part time student officers who will represent the views of different groups of students in the Union, the University and beyond and run campaigns on the issues that are important to them. These include a Women Students’ Officer.</p> <p>Students will also have access to and be encouraged to complete diversity and inclusion training: Think Difference, Act Differently which contains specific scenario based</p>

	University Belfast Accommodation 2022-23.	education and training on how to be inclusive in a student setting.
Disability	<p>The University aims to provide the greatest level of care and support for every Queen's University student with a disability.</p> <p>The proposal may have a minor adverse impact in relation to disability due to the potential location of the pilot Linguistic Residential Scheme accommodation but would enable students studying the same language the opportunity to live together in Queen's accommodation.</p>	<p>Queen's Accommodation has fully accessible rooms suitable for a wheelchair users or students with mobility difficulties. Queen's is committed to ensuring that accommodation is modified to suit individual's needs. Students should apply for accommodation and register with Queen's Disability Services, from whom the Accommodation team will take advice to put in place necessary adjustments.</p> <p>The Allocation Policy for Queen's University Belfast Accommodation 2022-23 sets out the allocation criteria used in the allocation of student accommodation to students.</p> <p>When residential places are in high demand, it will not be possible to offer accommodation to everyone who makes an application. At these times, the following allocation criteria are brought into use to ensure that those applicants with greatest need are given priority:</p> <p>Disabled Students</p> <p>Queen's guarantees accommodation to students who, as a result of their disability, are not able to access public transport or travel to/from the University to their home address on a daily basis and, as a result may prevent them from attending University.</p> <p>Applications for accommodation must be made by 30 June 2022 AND students must have registered with Queen's</p>

		<p>Disability Services.</p> <p>Students who need assistance or who have specific requirements for their accommodation, associated with their disability, must provide all relevant information included on their application form; late requests cannot always be supported.</p> <p>Specific support is available for students from the Student Disability and Wellbeing Service in addition to support from the Students' Union at Queen's.</p> <p>Dedicated Student Officers for Welfare, Equality and Diversity, and part time student officers who will represent the views of different groups of students in the Union, the University and beyond and run campaigns on the issues that are important to them. These include a Disabled Students' Officer.</p> <p>Students will also have access to and be encouraged to complete diversity and inclusion training: Think Difference, Act Differently which contains specific scenario based education and training on how to be inclusive, including specific education on disability inclusion in a student setting.</p>
<p>Dependants</p>	<p>The University and the Accommodation Department are committed to encouraging diversity and inclusiveness within University residences.</p> <p>The proposal may have a minor adverse impact in relation to dependants status due to the provision of the room type (single occupancy) but would enable students studying the same language the opportunity to live together in Queen's</p>	<p>Families and Accompanied Students:</p> <p>Students coming to Queen's with dependants, for example, a spouse, partner, children or chaperone, should submit an online application as early as possible due to high demand for family/group accommodation. Given that suitable accommodation is limited, Queen's cannot</p>

	<p>accommodation regardless of their dependants status.</p> <p>Students with dependants are able to apply for self-contained apartments but not as part of this scheme.</p> <p>Spaces in university accommodation will continue to be allocated fairly and without bias, and basing decisions upon the information provided by the applicant on the application form, and in line with the Allocation Policy for Queen's University Belfast Accommodation 2022-23.</p>	<p>guarantee a place to all applicants.</p> <p>Specific support is available for students from the Student Disability and Wellbeing Service in addition to support from the Students' Union at Queen's.</p> <p>Dedicated Student Officers for Welfare, Equality and Diversity, and part time student officers who will represent the views of different groups of students in the Union, the University and beyond and run campaigns on the issues that are important to them. These include a Student Parents' & Carers' Officer.</p> <p>Students will also have access to and be encouraged to complete diversity and inclusion training: Think Difference, Act Differently which contains specific scenario based education and training on how to be inclusive, including specific education the inclusion of individuals with and without dependants, in a student setting.</p>
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3. To what extent is the policy/decision 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	<p>It is recognised that the issues of linguistic diversity can be a cause for political and public debate in Northern Ireland and can be linked to an individual’s religious belief and/or community background.</p> <p>It is also recognised that a higher proportion of Catholics have knowledge of Irish than both Protestants and those with other or no religion (Continuous Household Survey 2019/20).</p> <p>A proposed pilot Linguistic Residential Scheme for students studying Irish language at the University, may therefore impact (or be perceived to impact) some groups positively, some negatively, and some both positively and/or negatively.</p> <p>Students from a Roman Catholic background in Northern Ireland/ Republic of Ireland are most likely to have been exposed to and/or taught the Irish language (or aspects of the language) from a young age.</p> <p>A proposed pilot Linguistic Residential Scheme for students of Irish language may have a positive impact – enabling them to further their language proficiency and identify with, learn from and socialise with other Irish language speakers or students and share the language with others through proposed associated outreach events which would be designed and delivered by its participants.</p> <p>In the absence of both specific Irish Language legislation and the progression of the commitments set out in New Decade, New Approach, the proposed pilot Linguistic Residential Scheme specifically for students of the Irish language at Queen’s University Belfast, may be perceived by some, both within Queen’s, and outside the University, as</p>	Minor

	<p>exclusionary</p> <p>The University is conscious that for some, there may be a perceived and/or real negative impact created by a perceived lack of social integration between participants and non-participants of the Scheme.</p> <p>However, this pilot Linguistic Residential Scheme welcomes applications from all students who study Irish at Queen’s University Belfast, regardless of their religious belief and/or community background.</p> <p>Furthermore, the University envisages that the pilot Linguistic Residential Scheme has the potential to provide outreach and engagement opportunities onsite and on campus, to raise awareness of the Irish Language and to further connect people with any individuals who feel either excluded from such a scheme, and/or to those who wish to learn more about it. This is in line with the institutional commitment to promote linguistic diversity, as specifically set out in our Equality, Diversity and Inclusion Policy (April 2020) which states as follows:</p> <p><i>“To this end, 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.”</i></p> <p><i>Paragraph 6.5</i></p>	
<p>Political opinion</p>	<p>It is recognised that the issues of linguistic diversity can be a cause for political and public debate in Northern Ireland.</p> <p>A proposed pilot Linguistic Residential Scheme for students studying Irish language at the University, may therefore impact (or be perceived to impact) some groups positively, some negatively, and some both positively and/or negatively.</p> <p>There may be a perception by those holding particular political opinions that Irish language belongs to a specific community.</p>	<p>Minor</p>

For some students from background who have been exposed to and taught the Irish language (or aspects of the language) from a young age in education, a proposed residential scheme for Irish language students may have a positive impact.

However, for some students from specific community backgrounds and/or those who hold particular political opinions, there may be a sense that the Irish language ‘belongs’ to others and as such they may feel a sense of isolation, exclusion and distance from participants of the pilot Linguistic Residential Scheme which may, for them, exacerbate any existing perceptions about those who speak Irish.

In the absence of both specific Irish Language legislation and the progression of the commitments set out in New Decade, New Approach, the proposed pilot Linguistic Residential Scheme specifically for students of the Irish language at Queen’s University Belfast, may be perceived by some, both within Queen’s, and outside the University, as exclusionary.

However, this pilot Linguistic Residential Scheme welcomes applications from all students who study Irish at Queen’s University Belfast, regardless of their political opinion.

Furthermore, the University envisages that the pilot Linguistic Residential Scheme has the potential to positively provide outreach and engagement opportunities onsite and on campus, to raise awareness of the Irish Language and to further connect people with any individuals who feel either excluded from such a scheme, and/or to those who wish to learn more about it.

The proposed associated outreach events which would be designed and delivered by its participants to promote linguistic diversity could also have a positive effect on this cohort and support integration at Queen’s.

This is in line with the institutional commitment to promote linguistic diversity, as specifically set out in our Equality, Diversity and Inclusion Policy (April 2020) which states as follows:

“To this end, the University will proactively seek opportunities to work with staff, students,

	<p><i>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.”</i></p> <p><i>Paragraph 6.5</i></p>	
<p>Racial group</p>	<p>Currently, Queen’s offers degree courses in French, Irish, Spanish and Portuguese; French and Spanish are also offered as part of degree programmes with Business, Law and Maths & Physics and German and Mandarin are offered with Business.</p> <p>The proposed pilot Linguistic Residential Scheme could help have a positive impact; helping to promote and demonstrate the University’s commitment to linguistic diversity at Queen’s and enable students from other countries the opportunity to engage with the Irish language and Northern Ireland more generally, through proposed awareness and outreach activities and events by participants in the proposed scheme.</p> <p>As part of this increased use of other languages, opportunities would be created which would promote the cultural and linguistic diversity of those involved in the scheme, and promote cultural and linguistic diversity more generally throughout the University – developing a more openly diverse culture which could increase awareness and encourage cultural inclusion for all international students, and those from different racial groups and backgrounds.</p> <p>The proposal also includes the commitment of potential future access to similar schemes for students studying other languages at the University in the event that similar proposals are made, or demand is identified.</p>	<p>Minor</p>

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	<p>Yes. This pilot Linguistic Residential Scheme welcomes applications from all students who study Irish at Queen’s University Belfast, regardless of their religious belief and/or community background.</p> <p>However, it is anticipated that the pilot Linguistic Residential Scheme has the potential to provide outreach and engagement opportunities onsite and on campus, to raise awareness of the Irish Language and to further connect people from different religious and/or community background and/or to those who wish to learn more about it.</p> <p>The University will also continue to work with internal and external partners to deliver outreach events, education, campus and off-site activities, and through supporting staff and student access to language courses, networks, information and resources as per the commitments in the University’s Equality, Diversity and Inclusion Policy (2020).</p> <p>The University and the Accommodation Department are committed to encouraging diversity and inclusiveness within University residences.</p> <p>Further opportunities to better promote good relations between people of different religious belief may also be identified through consultation of the pilot Linguistic Residential Scheme.</p>	
Political opinion	<p>Yes. This pilot Linguistic Residential Scheme welcomes applications from all students who study Irish at Queen’s University Belfast, regardless of their political opinion.</p> <p>However, it is anticipated that the pilot Linguistic Residential Scheme has the potential to provide</p>	

	<p>outreach and engagement opportunities onsite and on campus, to raise awareness of the Irish Language and to further connect people from different political opinion backgrounds and/or to those who wish to learn more about it.</p> <p>The University will also continue to work with internal and external partners to deliver outreach events, education, campus and off-site activities, and through supporting staff and student access to language courses, networks, information and resources as per the commitments in the University’s Equality, Diversity and Inclusion Policy (2020).</p> <p>The University and the Accommodation Department are committed to encouraging diversity and inclusiveness within University residences.</p> <p>Further opportunities to better promote good relations between people of different political opinion may also be identified through consultation of the pilot Linguistic Residential Scheme.</p>	
<p>Racial group</p>	<p>Yes. As part of this increased use of other languages, opportunities would be created which would promote the cultural and linguistic diversity of those involved in the scheme, and promote cultural and linguistic diversity more generally throughout the University – developing a more openly diverse culture which could increase awareness and encourage cultural inclusion for all international students, and those from different racial groups and backgrounds.</p> <p>The proposal also includes the commitment that in future if there is demand from students studying another language, that dedicated language accommodation will be an available as an option to select when making an application for Queen’s accommodation.</p> <p>Further opportunities to better promote good relations between people of different political opinion may also be identified through consultation of the pilot Linguistic Residential Scheme.</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/decision on people with multiple identities. Specify relevant Section 75 categories concerned.

It is anticipated that for students with multiple identities (e.g. nationality, race, religious belief, community background and political opinion) there may be both positive and negative impacts of the pilot Linguistic Residential Scheme.

However, this pilot Linguistic Residential Scheme welcomes applications from all students who study Irish at Queen's University Belfast, regardless of their nationality, race, religious belief, community background and political opinion.

This pilot scheme could provide a positive opportunity to support exposure to, and the demystification of the Irish language, educating and engaging students from diverse backgrounds while improving their linguistic skills and competency.

It is hoped that this scheme will help to promote and demonstrate the University's commitment to linguistic diversity and enable students the opportunity to engage with the Irish language, through awareness and outreach activities, events and encouraging integration with diverse cultures at Queen's.

F Disability Duties

Disability Duties

Consider whether the policy/decision:

- a) Discourages disabled people from participating in public life and fails to promote positive attitudes towards disabled people.**

No. The University aims to provide the greatest level of care and support for every Queen's University student with a disability to encourage their attendance at and participation in University. Any student with a disability will be guaranteed accommodation as per the Allocation Policy for Queen's University Belfast Accommodation 2022-23 and any assistance

or specific requirements for their accommodation will be supported.

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

No. The University aims to provide the greatest level of care and support for every Queen's University student with a disability to encourage their attendance at and participation in University as detailed 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.

Click here to enter text.

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.

Click here to enter text.

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

Through equality screening, an assessment has been made that the proposed pilot Linguistic Residential Scheme may have minor adverse impacts on one or more protected characteristics (Religious Belief, Community Background, Disability, Marital/Civil Partnership Status and Dependents).

Whilst the likely impact is minor and the University will take measures to mitigate the impact, the University will proceed with an equality impact assessment in order to seek a range of views from both internal and external stakeholders which should be considered, and identify if there are any unidentified mitigations which could be put in place and reflected in the screening document.

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

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?

What data is required in the future to ensure effective monitoring 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

Part 6 - Approval and authorisation

Screened by:	Position/Job Title	Date
Approved by:		

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.

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.

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.

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.