

SECTION 75 POLICY SCREENING FORM

Section 75 Statutory Equality Duties

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

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

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

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

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

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

What is a policy?

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

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

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

Part 1. Policy scoping

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

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

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

A. Information about the policy

Name of the policy to be screened and description
10 days learning and development for Research Staff

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

New – *guidelines to be added as appendix* _____

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

To increase access to learning and development for research staff only.

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

If so, explain how.

The University is an equal opportunities employer. All section 75 categories within research staff might expect to benefit from the policy

Who initiated or wrote the policy?

People & Culture. A similar policy has operated in the Faculty of MHLS since 2017.

Directorate responsible for devising and delivering the policy?

People and Culture

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.

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The policy was brought by the PVC Research to UEB meeting in September 2019. The policy was agreed by UEB at this meeting.

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)
Support of manager _____

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 _____

D. Other policies with a bearing on this policy

- what are they? (please list)
- Corporate Plan (Registrar’s Office: 2016-2021)
- Research Strategy (PVC Research & Enterprise: 2015-2020)
- People First (People & Culture: 2018-2021)
- Equality and Diversity Policy 2008 (Diversity & Inclusion, P&C: revised 2019)
- Concordat to support the career development of researchers (UK Concordat Strategy Group 2019)

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E. Available evidence

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

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

Section 75 category	Details of evidence/information		
Religious belief	Composition of Queens research staff (religion)	November 2019	
	Protestant	20.5%	
	Catholic	25.5%	
	Neither	23%	
	Non-determined	11.2	
	Perceived Non-determined	17.6%	
	Unknown	2.3%	
Political opinion	No evidence or information identified that would have an impact.		
Racial group	Composition of Queens research staff (broad ethnic group)	November 2019	
	Ethnic	19&	
	White	66.7%	
	Unknown	14.3%	

Age	Composition of Queens research staff (age bands)		November 2019
	Under 25		2.1%
	25-29		23.3%
	30-34		33.2%
	35-39		18.6%
	40-44		8.9%
	45-49		5.0%
	50-54		4.7%
	55-59		2.3%
	60-64		1.1%
65+		0.7%	
Marital status	Composition of Queens research staff (marital status)		November 2019
	Single		46.9%
	Married		33.8%
	Civil Partnership		0.9%
	Divorced		1.4%
	Prefer not to say		0.9%
	Widowed		0.1%
	Other		3.9%
Not Known		12.2%	
Sexual orientation	Composition of Queens research staff (sexual orientation)		November 2019
	Of a different sex		69.2%
	Of either sex		0.9%
	Of the same sex		3.6%
	I do not wish to answer		8.4%
	Not Known		17.9%
Men and women generally	Composition of Queens research staff (gender)		November 2019
	Male		52.1%
	Female		47.9%
	Composition of Queens research staff (mode)		November 2019
	Full-time		92.1%
	<i>Male</i>		53.9%
	<i>Female</i>		46.1%
	Part-time		7.9%
<i>Male</i>		30.9%	
<i>Female</i>		69.1%	

Disability	Composition of Queens research staff (disability)		November 2019
	Disability		4.7%
	No disability		53.1%
	Unknown		42.2%
Dependants	Composition of Queens research staff (dependants)		November 2019
	Yes		22.9%
	No		61.2%
	Unknown		15.9%

F. Needs, experiences and priorities

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

Section 75 category	Details of needs/experiences/priorities and details of policy impact	Level of Impact
Religious belief	The University is an equal opportunities employer and is committed to providing equality of opportunity to all irrespective of protected characteristics. This 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

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.

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	<p>The University is an equal opportunities employer and is committed to providing equality of opportunity to all irrespective of protected characteristics. The data shows that there are more females than males amongst part-time research staff. However, the policy makes provision for part time staff to have access to learning and development days on a pro rata basis.</p> <p>The policy is likely to have a positive impact regardless of gender.</p>	Minor and positive
Disability	The University is an equal opportunities employer and is committed to providing equality of opportunity to all irrespective of protected characteristics. This policy is likely to have a positive impact regardless of disability.	Minor and positive
Dependants	This policy is likely to have a positive impact regardless of having dependents.	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	Policy will likely have a positive effect regardless of religious belief	Minor and positive
Political opinion	As above but for political opinion	Minor and positive
Racial group	As above but for racial group	Minor and positive
Age	As above but for age	Minor and positive
Marital status	As above but for marital status	Minor and positive
Sexual orientation	As above but for sexual orientation	Minor and positive
Men and women generally	The University is an equal opportunities employer and is committed to providing equality of opportunity to all irrespective of protected characteristics. The data shows that there are more females than males amongst part-time research staff. However, the policy makes provision for part time staff to have access to learning and	Minor and positive

	<p>development days on a pro rata basis.</p> <p>The policy is likely to have a positive impact regardless of gender.</p>	
Disability	<p>The University is an equal opportunities employer and is committed to providing equality of opportunity to all irrespective of protected characteristics. The guidelines instruct managers to support and enable those staff who have absences due to disability or long term conditions to access L&D activity.</p>	Minor and positive
Dependants	<p>The University is an equal opportunities employer and is committed to providing equality of opportunity to all irrespective of protected characteristics. The guidelines instruct managers to support and enable those staff who have absences due to caring responsibilities for dependants, including maternity and paternity leave, to access L&D activity.</p>	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	N/A	None
Political opinion	N/A	None
Racial group	N/A	None
Age	N/A	None
Marital status	N/A	None
Sexual orientation	N/A	None
Men and women generally	Noted in guidelines, see above.	Minor and positive
Disability	Noted in guidelines, see above.	Minor and Positive
Dependants	Noted in guidelines, see above.	Minor and positive

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	N/A	None
Political opinion	N/A	None
Racial group	N/A	None

4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?

Good relations category	If Yes , provide details	If No , provide reasons
Religious belief	N/A	None
Political opinion	N/A	None
Racial group	N/A	None

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 currently have data on potential impact on people with multiple identity, which would require further analysis.

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 values and promotes equality and diversity and will seek to ensure that it treats all individuals fairly and with dignity and respect. It is opposed to all forms of unlawful and unfair discrimination. Queen's University seeks to provide equality to all, irrespective of protective characteristics including disability/long-term condition.
- 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.

Click here to enter text.

The guidelines have been equality screened and although no adverse impacts have been identified, mitigations have been considered in respect of those who have had long term absences to disability/long term conditions, maternity or other family related leave or caring responsibilities to ensure they are not disadvantaged in access to learning and development days. Further the guidelines provide part-time staff with pro-rata access to learning and development days.

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.

See above

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

[Click here to enter text.](#)

N/A

D Timetabling and prioritising

If the policy has been ‘**screened in**’ for equality impact assessment answer the following questions to determine its priority for timetabling the equality impact assessment.

On a scale of 1-3, with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.

Priority criterion	Rating (1-3)
Effect on equality of opportunity and good relations	Click
Social need	Click
Effect on people’s daily lives	Click
Relevance to the University’s functions	Click

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

If yes, please provide details

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?

Organisational Development will monitor research staff engagement in learning and development activity. This will include records of attendance at OD and other centrally organised L&D activity, via the iTrent database, which records staff attendance at workshops etc. Feedback from HRBPs and line management will also be sought

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

Data will be collected on the overall attendances, which will be disaggregated by university school, gender and type of contract (full-time/part-time).

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
Paul Monahan	Learning and Development Consultant	07/02/2020
Approved by:		
Laura Lynch	Head of Organisational Development	07/02/2020

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.

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.