




**DRAFT**  
**Equality Scheme for Queen's University  
Belfast  
(2018-2023)**



*Drawn up in accordance with Section 75 and Schedule 9 of  
the Northern Ireland Act 1998*

<http://www.qub.ac.uk/diversity>

 @QUBEqualDiverse

**If you have any questions or comments on this scheme or if you require it in an alternative format/language please contact the Diversity & Inclusion Unit:**

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## **Foreword**

Section 75 of the Northern Ireland Act 1998 (“the Act”) requires public authorities, in carrying out their functions relating to Northern Ireland, to have due regard to the need to promote equality of opportunity and regard to the desirability of promoting good relations across a range of categories outlined in the Act.

We, the Chair of Senate and the Vice-Chancellor of Queen’s University Belfast (“We”/ “the University”) are fully committed to effectively fulfilling our Section 75 statutory duties across all our functions through the effective implementation of our Equality Scheme.

This Scheme sets out how we propose to fulfill our Section 75 statutory duties.

We will commit the necessary resources, from those available, in terms of people, time and money to make sure that the Section 75 statutory duties are complied with and that the Equality Scheme is implemented effectively and on time.

We will continue to deliver our programme of policy development, outreach, engagement, communication and training to ensure that all staff and Senate members are made fully aware of the University’s Equality Scheme (2018-2023) and understand the commitments and obligations within it.

We commit to having effective internal arrangements in place for ensuring our compliance with the Section 75 statutory duties and for monitoring and reviewing our progress.

We realise the important role that the statutory, community and voluntary sectors and the general public have to play to ensure the Section 75 statutory duties are effectively implemented.

Our Scheme demonstrates how determined we are to ensure there are opportunities, for people affected by our work, to have a positive influence on how we carry out our functions in line with our Section 75 statutory duties.

It also offers the means for people directly affected by what they consider to be a failure, on our part, to comply with our Equality Scheme and/or to make complaints.

On behalf of the University and our staff and students, we are pleased to support and endorse this Equality Scheme which has been drawn up in accordance with Section 75 and Schedule 9 of the Northern Ireland Act 1998 and Equality Commission guidelines.

**Professor James McElroy**

**Acting Vice-Chancellor**

**Mr Stephen Prentice**

**Chair of Senate**

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**Staff at the launch of “Behind the Scenes at Queen’s” a careers outreach morning targeting “hard to reach” communities, Queen’s University Belfast, March 2017**

## Chapter 1

### Background

The University is one of the oldest in the United Kingdom.

Established in Belfast in 1845, as one of the three 'Queen's Colleges in Ireland,' it became a fully-fledged university in 1908, adopting its present name - The Queen's University of Belfast .

The University is part of the Russell Group, an association of 20 major research intensive universities including the Universities of Oxford, Cambridge, Edinburgh and University College London. It is respected across the globe as a centre of teaching excellence and innovative research.

Today, the student body numbers almost 25,000, with all students enjoying world class facilities across the campus.

It is also a very diverse place to work with approximately 3700 members of staff, more than 700 of whom are international staff from over 80 different countries.



*Queen's University Belfast, International Students, Summer Graduation Ceremony  
2015*

The University forms the focal point of the Queen's Quarter area of Belfast, one of four cultural districts in the capital city.

It offers academic degrees at various levels and across a broad subject range, with over 300 degree programmes available.

The University has been committed to equality since 1908 when it was first written into its Charter and it is one of the UK's leading Universities in terms of Gender Equality, being the holder of an Athena SWAN Silver Institutional Award currently 1 of only 9 in the UK.

## Introduction

### Section 75 of the Northern Ireland Act 1998

1. Section 75 of the Northern Ireland Act 1998 (“the Act”) requires the University to comply with two statutory duties:

Section 75 (1):

2. In carrying out its functions relating to Northern Ireland, the University is required 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; and**
  - **persons with dependants and persons without.**

Section 75 (2):

3. In addition, without prejudice to the obligations above, in carrying out its functions in relation to Northern Ireland, the University is required to have regard to the desirability of **promoting good relations between persons of different religious belief, political opinion or racial groups.**
4. “Functions” include the “powers and duties” of a public authority<sup>1</sup> which for the University can be found stated in Section 4 of the 1908 Royal Charter which state: *“The objects of the University shall be the advancement and dissemination of learning and knowledge by teaching and research, and through the practice and inculcation of professional and other skills appropriate to the provision of higher education, and by the example and influence of its corporate life.”*
5. Schedule 9 4(1) of the Act requires the University, as a designated public authority, to set out in an Equality Scheme how it proposes to fulfil the duties imposed by Section 75 in relation to its relevant functions. This Equality Scheme is intended to fulfil that statutory requirement. It is both a statement of the University’s arrangements for fulfilling the Section 75 statutory duties and its plan for their implementation.
6. The University is committed to the discharge of its Section 75 obligations in all parts of its organisation and will commit the necessary resources from those available in terms of people, time and money to ensure that the Section 75 statutory duties are complied with and that its Equality Scheme can be implemented effectively.

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<sup>1</sup> Section 98(1) of the Northern Ireland Act 1998.

# Corporate Plan 2016-2021

This Equality Scheme is linked to Vision 2020 and the University's Corporate Plan (2016-2021), details of which are available at: <http://www.qub.ac.uk/corporate-plan/>



Success in achieving our strategic priorities will require the creation of a positive culture, based on our Core Values of Integrity, Connected, Ambition, Respect and Excellence. We will support, encourage and empower our students and staff to attain excellence.

ENABLER

### Value, Develop and Empower

**Aim:** To attract, retain and develop the best global talent.

**To achieve this:**

- We will create an environment which will enable all our staff to realise their full potential.
- We will foster a culture of high performance, supported by academic and professional standards.
- We will offer flexible reward and recognition schemes to acknowledge and celebrate excellence.
- We will continue to invest in our staff through the provision of an extensive range of training and development opportunities.
- We will be a magnet for global talent, recruiting and retaining high-quality staff.
- We will ensure all new staff are supported through a comprehensive induction programme.

### Positive Culture

**Aim:** To embed a positive culture through our core values making Queen's an innovative, welcoming and inclusive place to work and study.

**To achieve this:**

- We will instill our core values of Integrity, Connected, Ambition, Respect and Excellence across the University.
- We will maintain our position as the leading UK University for our work on equality and diversity.
- We will increase the representation of women at professional and senior management level.
- We will enhance our reputation as a Family Friendly employer by continuing to support work life balance initiatives.
- We will enhance our extensive programme of health and wellbeing activities to support students and staff.
- We will implement Action Plans to address the challenges identified through the Staff Survey 2016.

### Queen's Community

**Aim:** To create a connected, motivated and engaged Queen's community, working as 'One University'.

**To achieve this:**

- We will support a multi-cultural and diverse community which welcomes and supports international students and staff.
- We will encourage collaboration and provide opportunities for staff and students to connect across disciplines.
- We will continue to develop and harness our global network of Queen's alumni to realise our Vision.
- We will provide timely and effective communications, ensuring all students and staff are informed and engaged.
- We will continue to consult with our students, staff and the recognised trade unions in taking forward our strategic priorities.



**IMPLEMENT STAFF SURVEY ACTION PLANS**



**MAINTAIN A STAFF VACANCY LEVEL OF BELOW 5%**



**INCREASE THE PROPORTION OF WOMEN AT PROFESSIONAL LEVEL FROM 22% TO 30%**



## Queen's University Belfast, Corporate Plan 2016-2021



## Chapter 2

### Arrangements for assessing compliance with the Section 75 duties

7. Responsibility for the effective implementation of the Equality Scheme lies with Senate, the University's Governing Body. The Vice-Chancellor is accountable to Senate for the development, implementation, maintenance and review of the Equality Scheme in accordance with Section 75 and Schedule 9 of the Northern Ireland Act 1998. The University's Operating Board oversees and reviews the implementation of the Scheme.
8. Any questions or comments regarding the Equality Scheme should be directed to The Diversity and Inclusion Unit, Queen's University Belfast, Level 4, Administration Building, Belfast, BT7 1NN or by emailing [egdiv@qub.ac.uk](mailto:egdiv@qub.ac.uk) (full contact details, Pg 40).
9. All staff job descriptions include the requirement to comply with the University's policies and procedures, including the University's Equality and Diversity Policy and to complete mandatory online Equality and Diversity and Unconscious Bias training. Line managers also have specific responsibility for ensuring compliance in their own work areas.
10. The University prepares an Annual Progress Report summarising how it has discharged its Section 75 statutory duties (this is known as a "Section 75 Annual Progress Report").
11. This Report is sent to the Equality Commission each year and follows its guidance.
12. Progress on the delivery of Section 75 statutory duties is also reported to Senate annually.
13. The Equality Commission for Northern Ireland has recommended that all Equality Schemes are accompanied by an Action Plan to tackle Section 75 inequalities and that such plans should be informed by an Audit of Equality Effectiveness ("The Audit").
14. The Audit was carried out during June and July 2017 and involved a review of information including but not limited to:
  - The University's Corporate Plan (2016-2021);
  - The University's application for Athena SWAN Gold status (2017);
  - The University's Disability Action Plan (2016-2021);
  - The University's Article 55 Review (2014-2017);
  - The University's latest Fair Employment Return (2016-2017);
  - The University's Article 55 Affirmative Action Plan;
  - The University's latest Section 75 Annual Progress Reports (2014-2017);
  - The University's Staff Survey (2016) results;
  - The Human Resources Directorate's draft People and Culture Strategy (2017);
  - An analysis of formal (staff) complaints;
  - External research and benchmarking data;
  - Current institutional HR workplace policies;
  - Equality, Diversity and Inclusion Staff Training materials and completed feedback forms;
  - Relevant Communication Action Plans;

- Data relating to current (internal) equality monitoring/screening practices and external best practice (GB & NI);
  - Governing Bodies, Equality and Diversity: A Handbook for governors of Northern Irish Higher Education Institutions, Equality Challenge Unit (November 2016);
  - Best practice initiatives undertaken by other Russell Group Universities etc) in respect of Equality, Diversity and Inclusion Activity;
  - Equality Commission for Northern Ireland; relevant Codes of Practice; guidance and advice documents.
15. Key findings from the Audit of Equality Effectiveness will be set out on the University's website: <http://www.qub.ac.uk/diversity>
  16. This Scheme will be sent to a wide range of internal and external service users, voluntary groups and organisations, Trade Unions and the Equality Commission for Northern Ireland in order to inform the development of the University's Action Based Plan ("the Action Plan" – see blank template at Appendix 5).
  17. The Scheme will be hosted on the University's website- <http://www.qub.ac.uk/diversity/> - so that members of the public can access it online and download/print for reading offline.
  18. The Action Plan will seek to promote equality of opportunity and good relations. It will be implemented through the framework of the University's Equality Scheme.
  19. The measures contained within the Plan will be linked to the University's Corporate Plan in order to ensure that equality of opportunity and good relations are incorporated at both a strategic and operational level.
  20. The Plan will contain a range of positive action measures to be delivered. These will be grouped according to protected characteristics (e.g. race, religion, sexual orientation etc) and delivered using a thematic approach e.g. Year One may focus on Race, Religion and Sexual Orientation while the following 12 months may focus on delivering actions linked to other protected characteristics. This will ensure a balanced, fair and even distribution of activity for each of the 9 protected characteristics. The themes chosen for the first (and subsequent) 12 month reporting cycles will be informed by the consultation process.
  21. Progress will be monitored closely and reported internally each year and then to externally to the Equality Commission, as part of the Section 75 Annual Progress Report.
  22. This will help inform the development/refinement of the Plan for the following 12 months allowing the University to address any equality, diversity or inclusion which issues emerge during the reporting cycle. It also ensures the Plan is a live, flexible and evolving document.
  23. Once finalised, the Action Plan will be available on the University's website <http://www.qub.ac.uk/diversity/> where you can also read its latest Section 75 Annual Progress Report.



*International Staff meet at a lunchtime “speed networking” event in The Great Hall, May 2016, Queen’s University Belfast*



*Queen’s University students, staff and family/friends supporting the Belfast Pride Parade, July 2017, Belfast City Centre*

## Chapter 3

### Arrangements for consulting

23. The University recognises the importance of consultation in all aspects of the implementation of its statutory equality duties. Specific training is provided to those facilitating consultations to ensure that they have the necessary skills to communicate effectively with consultees.
24. The University will consult on matters to which the duty is likely be relevant, including its Equality Scheme, action measures, and the likely impact of policies adopted or proposed to be adopted on the promotion of equality of opportunity (i.e. screening reports and Equality Impact Assessments) in accordance with the principles contained in the Equality Commission's guidance.
25. Initially all consultees (Appendix 3), as a matter of course, will be notified (by email) of the matter/policy<sup>2</sup> being consulted upon to ensure they are aware of all consultations. Where appropriate, the University will take a targeted approach to consultation for those consultees who may have a particular interest in the matter/policy being consulted upon and to whom the matter/policy is of particular relevance.
26. The University will engage with affected individuals and representative groups to identify what their preferred consultation methods are, and will give consideration to these. Consultation with all stakeholders will begin as early as possible.
27. The University will consider the accessibility and format of every method of consultation used in order to remove barriers to the consultation process and ensure meaningful consultation. The University will give particular consideration as to how best to communicate with young people, children, those with disabilities and minority ethnic communities.
28. All relevant information will be made available to consultees in appropriate formats to ensure meaningful consultation. Information will be made available, on request, in alternative formats<sup>3</sup>, in a timely manner (i.e. usually within one month of the request being received, unless the timescales of third party providers dictate otherwise e.g. translation providers). Consultees requiring alternative formats will have adequate time to respond.
29. Consultation periods will normally last for a minimum of twelve weeks to allow adequate time for groups to consult amongst themselves as part of the process of forming a view. However, in exceptional circumstances when this timescale is not feasible, the consultation period may be shortened to eight weeks or less before the policy is implemented. Consultation thereafter may continue to inform the review of the policy as part of our monitoring commitments<sup>4</sup>.

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<sup>2</sup> See glossary for definition of 'policy'

<sup>3</sup> See Chapter 9 of the Equality Scheme for further information on alternative formats of information we provide.

<sup>4</sup> See Chapter 4 for details on monitoring.

30. However, if the policy must be implemented immediately or the consultation period shortened to eight weeks or less, it will be reviewed as part of the monitoring commitment, and comments received will be taken into consideration.
31. In making any decision with respect to a policy adopted or proposed to be adopted, the University will take into account any assessment and consultation carried out in relation to the policy, together with feedback received during consultation.
32. The University will seek to provide feedback to consultees in a timely manner by email or by placing it on the University's website.
33. A list of consultees is included in this Equality Scheme at Appendix 3. It can also be obtained at: <http://www.qub.ac.uk/diversity/>
34. This consultation list is not exhaustive and is reviewed regularly to ensure it remains relevant to the University's functions and policies.
35. The University welcomes enquiries from any individual or organisation wishing to be added to, or removed from the list of consultees.



*Photo collage featuring students, staff and accommodation, Queen's University Belfast*

## Chapter 4

### Arrangements for assessing, monitoring and publishing the impact of policies

36. The University uses the screening and equality impact assessment (EQIA) tools to assess the likely impact of a policy on the promotion of equality of opportunity and good relations. In carrying out these assessments, it relates them to the intended outcomes of the policy in question and follows Equality Commission guidance.
37. The purpose of screening is to identify those policies which are likely to have an impact on equality of opportunity and/or good relations. Screening is completed at the earliest opportunity in the policy development/review process and normally before implementation. More detailed strategies or policies that are to be put in place through a series of stages will be screened at various stages during implementation.
38. The lead role in the screening of a policy is taken by the policy author / decision maker who has the authority to make changes to that policy. However, screening normally involves other relevant staff, for example, staff from the Diversity and Inclusion Unit, those who implement the policy and staff members from other relevant departments.
39. The following questions are applied to all University policies as part of the screening process:
  - What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? (minor/major/none)
  - Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?
  - To what extent is the policy likely to impact on good relations between people of a different religious belief, political opinion or racial group? (minor/major/none)
  - Are there opportunities to better promote good relations between people of a different religious belief, political opinion or racial group?
40. In order to answer the screening questions, relevant information and data should be gathered. In taking this evidence into account, the University must consider the different needs, experiences and priorities for each of the Section 75 equality categories. Any screening decision will be informed by this evidence.
41. The screening process leads to one of the following three outcomes:
  - The policy is 'screened in' for equality impact assessment
  - The policy is 'screened out' with mitigation or an alternative policy proposed to be adopted
  - The policy is 'screened out' without mitigation or an alternative policy proposed to be adopted.
42. If screening concludes that the likely impact of a policy is 'minor' in respect of one, or more, of the equality of opportunity and/or good relations categories, the University may, on occasion, decide to proceed with an EQIA, depending on the policy. If an EQIA is not to be conducted, the University will nonetheless consider measures that

might mitigate the policy impact as well as alternative policies that might better achieve the promotion of equality of opportunity and/or good relations.

43. Where mitigation is required, the reasons to support this decision, together with the proposed changes, amendments or alternative policy, will be outlined in the screening template.
44. If screening concludes that the likely impact of a policy is 'major' in respect of one, or more, of the equality of opportunity and/or good relations categories, this will normally result in an EQIA being carried out.
45. If screening concludes that the likely impact of a policy is 'none', in respect of all of the equality of opportunity and/or good relations categories, the policy will be screened out.
46. As soon as possible following the completion of the screening process, the screening template will be available on request from the Diversity and Inclusion Unit and at: <http://www.qub.ac.uk/diversity/>
47. If a consultee raises a concern about a screening decision based on supporting evidence, the screening decision will be reviewed.
48. Once a policy is screened and screening has identified that an equality impact assessment is necessary, an EQIA will be carried out in accordance with Equality Commission guidance, normally before implementation.
49. An EQIA is a thorough and systematic analysis of a policy, whether that policy is formal or informal, and irrespective of the scope of that policy. The primary function of an EQIA is to determine the extent of any impact of a policy upon the Section 75 categories and to determine if the impact is an adverse one. It is also an opportunity to demonstrate the likely positive outcomes of a policy and to seek ways to more effectively promote equality of opportunity and good relations.
50. Any EQIA will be subject to consultation at the appropriate stage(s).

## **Arrangements for publishing the results of the assessments of the likely impact of policies (which have been adopted or it is proposed to adopt) on the promotion of equality of opportunity**

51. Screening reports will be published regularly on the University's website. They will set out:
- policies screened by the University in the intervening period;
  - a statement of the aim(s) of the policy/policies to which the assessment relates;
  - consideration given to measures which might mitigate any adverse impact;
  - consideration given to alternative policies which might better achieve the promotion of equality of opportunity;
  - screening decisions; and
  - a link to the completed screening template(s).
52. EQIA reports are published once the impact assessment has been completed. These include:
- a statement of the aim of the policy assessed;
  - information and data collected;
  - details of the assessment of impact(s);
  - consideration given to measures which might mitigate any adverse impact;
  - consideration given to alternative policies which might better achieve the promotion of equality of opportunity;
  - consultation responses;
  - the decision taken; and
  - future monitoring plans.
53. All published information will be accessible and available in alternative formats on request. Results of assessments (screening reports and completed templates, the results of EQIAs will be available from the Diversity and Inclusion Unit:  
<http://www.qub.ac.uk/diversity/>
- The University recognises that monitoring can assist it to deliver its services better. Monitoring S75 information involves the processing of sensitive personal data (data relating to the racial or ethnic origin of individuals, sexual orientation, political opinion, religious belief, etc.) In order to carry out monitoring in a confidential and effective manner, the University follows guidance from the office of the Information Commissioner and the Equality Commission.
54. The University will monitor any adverse impact on the promotion of equality of opportunity of policies which it has adopted through policy screening, EQIA and policy/ EQIA review. It also recognises that monitoring can identify opportunities to better promote equality of opportunity and good relations in line with Equality Commission guidance.
55. Qualitative and quantitative data are collected, collated and analysed across the equality categories on an ongoing basis. Equality monitoring systems will reviewed on an ongoing basis. Where necessary, new data may be commissioned. EQIA monitoring information will be reviewed on an annual basis, together with other monitoring information.



56. If monitoring and evaluation show that a policy results in greater adverse impact than predicted, or if opportunities arise which would allow for greater equality of opportunity to be promoted, the University will ensure that the policy will be revised to achieve better outcomes for relevant equality groups.
57. Monitoring information, including EQIA monitoring information will be published within the University's Section 75 Progress Report and at: <http://www.qub.ac.uk/diversity/>



***Photo collage featuring Queen's University students, staff and Paralympic/World Gold Medallist and Queen's University Graduand, Dr Michael McKillop at the launch of "Disable the Label", December 2016, Queen's University Belfast***

## Chapter 5

### Staff training

58. The University recognises that awareness raising and training play a crucial role in the effective implementation of the Section 75 duties.
59. The University provides a comprehensive menu of Equality, Diversity and Inclusion Training for its staff. This uses a blended approach of elearning and face to face training sessions, both of which seek:
  - To raise awareness of the provisions of Section 75 of the Northern Ireland Act 1998;
  - To raise awareness of the University's Equality Scheme commitments and the particular issues likely to affect people across the range of Section 75 categories, to ensure that staff fully understand their role in implementing the scheme;
  - To raise awareness of Unconscious Bias and how it can affect decision making; educating staff on techniques to identify and challenge any biases displayed in a range of different workplace scenarios;
  - To provide those staff involved in the assessment of policies (screening and EQIA) with the necessary skills and knowledge to do this work effectively;
  - To provide those staff who deal with complaints with the necessary skills and knowledge to investigate and monitor complaints effectively;
  - To provide those staff involved in consultation processes with the necessary skills and knowledge to do this work effectively; and
  - To provide those staff involved in the implementation and monitoring of the University's Equality Scheme with the necessary skills and knowledge to do this work effectively.
60. All staff are required to complete the University's Equality and Diversity Training and Unconscious Bias elearning programmes. This is a mandatory training requirement for all staff.
61. All new staff joining the University receive face to face Equality and Diversity Training as part of their induction process.
62. The University's commitment to the Section 75 statutory duties is made clear in all relevant publications.
63. In addition, the following arrangements are in place to ensure all staff and Senate members are aware of and understand their equality obligations:
  - A summary of this Equality Scheme will be developed and made available to all staff;
  - Access to the full Equality Scheme will be provided for all staff.
  - Any queries will be addressed by the Diversity and Inclusion Unit.
  - Information relating to this Equality Scheme will be incorporated into Equality and Training materials within 3 months of the Scheme's approval;
  - Information on the Equality Scheme and the University's Section 75 statutory duties will be included in induction training for new staff;
  - The mandatory online Equality and Diversity Training elearning programme ("DiversityNow") will be refreshed or replaced with a more up to date version during the life-cycle of this Scheme;

- Focused training will continue to be provided for key staff who are directly engaged in taking forward the implementation of the Equality Scheme;
- Where appropriate, training will be provided to ensure staff are aware of the issues experienced by the range of Section 75 groups;
- Where appropriate and on an ongoing basis, arrangements will be made to ensure staff are kept up to date with Section 75 developments;
- Training on Section 75 and the new Equality Scheme and action plan will be provided for Senate members;
- Where requested training will be provided for students going on work placements;
- Where relevant, training and awareness raising programmes may be developed and delivered in association with the appropriate Section 75 groups and staff;
- The University is aware that some groups will not have the same access to information and where practicable will seek to address this.
- Where appropriate, participants' learning will be assessed. This will also indicate the effectiveness of the training provision;
- The extent to which training objectives have been met will be reported on as part of the Section 75 annual progress report, which will be sent to the Equality Commission; and
- The University will continue to maintain a database of staff who have completed the training - this will assist in targeting future training activity.



***Staff and Students at the launch of “Think Difference, Act Differently” a new Equality and Diversity elearning programme, The Great Hall, Queen’s University Belfast, February 2017***

## Chapter 6

### Arrangements for ensuring and assessing public access to information and services the University provides

64. The University strives to ensure that its information and services are accessible. The University also adheres to the relevant provisions of current anti-discrimination legislation. In line with general monitoring arrangements the University monitors across all its functions in relation to access to information and services, to ensure that equality of opportunity and good relations are promoted.
65. The University is aware that some groups will not have the same access to information and where practicable will seek to address this. To ensure equality of opportunity in accessing information, the University provides information in alternative formats on request, where reasonably practicable. This may include Braille, audio formats, large print or minority languages to meet the needs of those for whom English is not their first language. The list of alternative formats is not exhaustive.
66. The University will continue to liaise with the Equality Commission and representative organisations with regard to good practice in this area. The University will respond to requests for information in alternative formats, usually within one month of the request being received, unless the timescale of the third party providers dictate otherwise.
67. The University will continue to use its Diversity & Inclusion Unit's homepage (<http://www.qub.ac.uk/diversity/>) and Twitter account (@QUBEQualDiverse) as the primary means of disseminating Equality, Diversity and Inclusion information.
68. The University endeavours to ensure that all of its services are fully accessible to everyone in the community through its Teaching and Learning and Widening Participation Strategies, and its Student Recruitment and Admissions and Physical Access and Egress for Disabled People policies. The University has, through its academic support directorates, well established structures to support students from a broad range of backgrounds including international students and students with a disability.



## Chapter 7

### Draft Timetable for measures proposed in this Equality Scheme

69. The timetable for all measures proposed within this Equality Scheme is set out below.
70. The measures outlined in this timetable will be incorporated into the University's business planning processes.
71. This timetable is different from and in addition to the University's commitment to developing action plans/action measures to specifically address inequalities and further promote equality of opportunity and good relations.

Action	Draft Timescale
Conduct Audit of Inequalities/Equality Effectiveness	June/July 2017
Consultation list reviewed and updated	July 2017
Develop draft Equality Scheme	July/August 2017
Formal consultation and engagement process (internal and external)	1 September – 1 December 2017
Finalised Equality Scheme and Action Plan presented to Senate for approval	19 December 2017
Submit finalised Equality Scheme to the Equality Commission for Northern Ireland	Early January 2018
Publication of both documents	On approval, the full Equality Scheme will be available to consultees and staff via the University's website. A summary scheme will be generated as soon as possible after approval of the scheme by the Equality Commission for Northern Ireland
Develop Summary Scheme	
Communication of Equality Scheme to consultees	
Implementation and delivery of action plan	Commences upon Equality Commission approval
Arrangements for monitoring progress	Ongoing
Screening reports developed	Quarterly
Monitoring of Equality Impact Assessments	Ongoing
Publication of monitoring information	Ongoing
Staff Training	Ongoing
Review of Equality Scheme	As required by Schedule 9 paragraph 8 (3) of the Northern Ireland Act 1998 the University will conduct a thorough review of this Equality Scheme either within five years of submission of this Equality Scheme to the Equality Commission or within a shorter timescale to allow alignment with the review of other planning cycles.

Statutory reporting on progress

Section 75 Annual Progress Report to the Equality Commission – December each year from 2018 onwards.

## Chapter 8

### Complaints procedure

72. The University is responsive to the views of members of the public and will endeavour to resolve all complaints made regarding this Scheme.
73. Schedule 9 paragraph 10 of the Act refers to complaints. A person can make a complaint to a public authority if the complainant believes he or she may have been directly affected by an alleged failure of the authority to comply with its approved Equality Scheme.
74. If the complaint has not been resolved within a reasonable timescale, the complaint can be brought to the Equality Commission.
75. A person wishing to make a complaint that the University has failed to comply with its approved Equality Scheme should contact The Equality and Diversity Unit, Queen's University Belfast (please see front cover for contact details including email address).
76. Complaints will be acknowledged within 5 working days of their receipt.
77. The University will carry out an internal investigation of the complaint and will respond substantively to the complainant within one month of the date of receiving the letter of complaint. Under certain circumstances, if the complexity of the matter requires a longer period, the period for response to the complainant may be extended to two months. In those circumstances, the complainant will be advised of the extended period within one month of making the complaint.
78. During this process the complainant will be kept fully informed of the progress of the investigation into the complaint and of any outcomes.
79. In any subsequent investigation by the Equality Commission, the University will co-operate fully, providing access in a timely manner to any relevant documentation that the Commission may require.
80. Similarly, the University will co-operate fully with any investigation by the Equality Commission under sub-paragraph 11 (1) (b) of Schedule 9 to the Northern Ireland Act 1998.
81. The University will make all efforts to implement promptly and in full any recommendations arising out of any Commission investigation.

## Chapter 9

### Publication of the Equality Scheme

82. The University's Equality Scheme is available free of charge in print form and alternative formats from the Diversity and Inclusion Unit. It can be accessed online at: <http://www.qub.ac.uk/diversity/>
83. The following arrangements are in place for the publication of the Equality Scheme:
- The University will make every effort to communicate widely the existence and content of its Equality Scheme;
  - It will email a link to its approved Equality Scheme to its consultees on its consultation lists. Other consultees without e-mail will be notified by letter and/or social media that the scheme is available on request.
  - It will respond to requests for the Equality Scheme in alternative formats in a timely manner. Formats may include but are not limited to: Easy Read, Braille, large print, audio formats (CD, mp3, DAISY) and in minority languages to meet the needs of those not fluent in English.
84. A list of the University's consultees is available from the Diversity and Inclusion Unit and at: <http://www.qub.ac.uk/diversity/>





## Chapter 10

### Review of the Equality Scheme

85. As required by Schedule 9 paragraph 8 (3) of the Northern Ireland Act 1998 the University will conduct a thorough review of this Equality Scheme, either within five years of submission of this Equality Scheme to the Equality Commission or within a shorter timescale to allow alignment with the review of other planning cycles.
86. The review will evaluate the effectiveness of the scheme in relation to the implementation of the Section 75 statutory duties relevant to the University's functions in Northern Ireland.
87. In undertaking this review, the University will follow any guidance (as may be appropriate) issued by the Equality Commission.

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# Appendix 1: Organisational Structure

## MANAGEMENT

**Acting Vice-Chancellor**  
Professor J McElnay

- Pro-Vice-Chancellors**
- Education and Students – Professor D Jones
  - Research, Enterprise and Postgraduate Affairs – Vacant
  - Internationalisation and Engagement – Professor R English

**Registrar and Chief Operating Officer**  
Mr JPJ O’Kane

- Academic and Student Affairs**  
Ms W Fee
- Development and Alumni Relations**  
Ms N Sinte
- Estates** – Mr D Toner
- Finance** – Ms W Galbraith
- Human Resources** – Mr B Parkes
- Information Services** – Mr S Doyle
- Research and Enterprise**  
Mr S Rutherford
- Student Plus** – Mrs C Young
- Marketing, Recruitment, Communications and Internationalisation**  
Mrs I Jennings

**Arts, Humanities and Social Sciences**  
Faculty Pro-Vice-Chancellor  
Professor A Scullion

- History, Anthropology, Philosophy & Politics (HAPP)** - Prof A Miskimmon
- Arts, English and Languages (AEL)**  
Prof W Verhoeven
- William J Clinton Leadership Institute** -  
Mrs PA Clydesdale
- Law** – Prof Sally Wheeler
- Queen’s Management School** - Prof N Hewitt-Dundas
- Social Sciences, Education and Social Work (SSESW)** – Prof C Bagley
- Senator George J Mitchell Inst for Global Peace, Security and Justice** –  
Prof H Dorrian
- Institute of Professional Legal Studies**  
– Mr P Mageean
- Institute of Theology** – Dr J Rahilly

**Medicine, Health and Life Sciences**  
Faculty Pro-Vice-Chancellor  
Professor C Elliott

- Biological Sciences**  
Prof G McMullan
- Medicine, Dentistry and Biomedical Sciences** – Prof P McKeown
- Pharmacy** – Prof C Hughes
- Nursing and Midwifery**  
Prof D Fitzsimons

**Engineering and Physical Sciences**  
Faculty Pro-Vice-Chancellor  
Professor M Price

- Chemistry and Chemical Engineering** -  
Prof P Robertson
- Electronics, Electrical Engineering and Computer Science** – Prof D Nikolopoulos
- Natural and Built Environment** – Prof G Keefe
- Mathematics and Physics** – Prof Robert Bowman
- Mechanical and Aerospace Engineering** -  
Prof B Falzon
- Planning, Architecture and Civil Engineering** – Prof T Whittaker
- Psychology** – Prof P Hepper

## Appendix 2: Example groups relevant to the Section 75 categories for Northern Ireland purposes

***Please note, this list is for illustration purposes only, it is not exhaustive.***

Category	Example groups
Religious belief	<p>Buddhist; Catholic; Hindu; Jewish; Muslims, people of no religious belief; Protestants; Sikh; other faiths.</p> <p>For the purposes of Section 75, the term “religious belief” is the same definition as that used in the <i>Fair Employment &amp; Treatment (NI) Order</i><sup>5</sup>. Therefore, “religious belief” also includes any <i>perceived</i> religious belief (or perceived lack of belief) and, in employment situations only, it also covers any “<i>similar philosophical belief</i>”.</p>
Political opinion <sup>6</sup>	Nationalist generally; Unionists generally; members/supporters of other political parties.
Racial group	Black people; Chinese; Indians; Pakistanis; people of mixed ethnic background; Polish; Roma; Travellers; White people.
Men and women generally	Men (including boys); Trans-gendered people; Transsexual people; women (including girls).
Marital status	Civil partners or people in civil partnerships; divorced people; married people; separated people; single people; widowed people.
Age	Children and young people; older people.
Persons with a disability	Persons with disabilities as defined by the Disability Discrimination Act 1995 and subsequent amendments.
Persons with dependants	Persons with personal responsibility for the care of a child; for the care of a person with a disability; or the care of a dependant older person.
Sexual orientation	Bisexual people; heterosexual people; gay or lesbian people.

<sup>5</sup> See Section 98 of the Northern Ireland Act 1998, which states: “*In this Act... “political opinion” and “religious belief” shall be construed in accordance with Article 2(3) and (4) of the Fair Employment & Treatment (NI) Order 1998.*”

<sup>6</sup> *ibid*

### **Appendix 3: List of external consultees**

Action Deaf Youth  
Action Mental Health  
Action on Hearing Loss  
ADD-NI  
Age NI  
Alliance Party of Northern Ireland  
An Munia Tobre  
Armagh Archdiocese  
Association of Baptists in Ireland  
Association of Head Teachers  
Association of Northern Ireland Colleges (ANIC)  
Autism NI  
Bahai Council for Northern Ireland  
Barnardos  
Belfast Butterfly Club  
Belfast City Council  
Belfast Health & Social Care Trust  
Belfast Hebrew Congregation  
Belfast Indian Malayalee Association  
Belfast Interface Project  
Belfast Islamic Centre  
Belfast Metropolitan College  
Belfast Migrant Forum  
Belfast Unemployed Resource Centre  
British Council  
British Deaf Association (Northern Ireland)  
Bryson Charitable Group  
Bryson Intercultural  
Buddhist Centre  
Business in the Community  
Cara Friend  
Carers (Northern Ireland)  
CCEA  
Cedar Foundation  
Central Services Agency  
Charter NI  
Children's Law Centre  
Chinese Chamber of Commerce  
Chinese Welfare Association  
Clanrye Group  
CM Works  
Coleraine Borough Council  
Colin Neighbourhood Partnership  
College of Agriculture, Food and Rural Enterprise  
Committee on the Administration of Justice  
Community Relations Council  
Confederation of British Industry (NI)

Co-operation Ireland  
Council for Catholic Maintained Schools  
Democratic Unionist Party  
Department of Education  
Derry City Council  
Diocese of Down & Connor  
Disability Action  
Disability Employment Service  
Down's Syndrome Association  
EastSide Partnership  
East Belfast Community Development Agency  
East Belfast Mission  
Education Authority  
Elim Pentecostal  
Employability South  
Employers' Forum on Disability  
Equality Commission for Northern Ireland  
Extern  
Falls Community Council  
Falls Women's Centre  
Federation of Small Businesses  
GenderJam  
GEMS Belfast  
Gingerbread NI  
Indian Community Centre  
Include Youth NI  
Inspire Workplaces  
Institute of Directors  
Institute of Electrical Engineers  
Institute of Mechanical Engineers  
Irish National Teachers' Organisation  
Law Centre for Northern Ireland  
LEMIS+ Project  
LGBT NI  
Mandarin Speakers Association  
MENCAP NI  
Men's Action Network  
Methodist Church in Ireland  
Mindwise  
MS Society Northern Ireland  
NASUWT  
National Union of Students - Union of Students in Ireland  
NEET Youth Forum  
NIACRO  
NIPEC  
NIPPA  
NIPSA  
North Belfast Partnership Board  
North West Regional College  
Northern Health and Social Care Trust  
Northern Ireland Assembly

Northern Ireland Association for Mental Health  
Northern Ireland Chamber of Commerce & Industry  
Northern Ireland Childminding Association  
Northern Ireland Council for Voluntary Action  
Northern Ireland Council Integrated Education (NICIE)  
Northern Ireland Gay Rights Association (NIGRA)  
Northern Ireland Human Rights Commission  
Northern Ireland Public Service Alliance (NIPSA)  
Northern Ireland Social Care Council  
NI Somali Association  
NI Union of Supported Employment  
Northern Ireland Women's Aid Federation  
Northern Regional College  
NSPCC  
Office of the First & Deputy First Minister (OFMDFM)  
Orchardville Society  
POBAL Community  
PRAXIS  
Presbyterian Church in Ireland  
Probation Board for Northern Ireland  
Progressive Unionist Party  
Queer Space  
Rainbow Project  
Royal College of Nursing  
Royal College of Speech & Language Therapy  
Royal National Institute for the Blind (RNIB)  
Rural Community Network  
Rural Development Council  
SAIL NI  
Sense Northern Ireland  
Shelter Northern Ireland Ltd  
Simon Community  
Sinn Fein  
Skills Northern Ireland  
Social Democratic & Labour Party  
Society of St Vincent de Paul  
South Belfast Round Table  
South Eastern Health & Social Care Trust  
South Eastern Regional College  
South Belfast Partnership Board  
South West College  
Southern Health & Social Care Trust  
Southern Regional College  
Spina Bifida & Hydrocephalus Association  
Start360  
Stepping Stones  
Sudanese Community Association NI (SCANI)  
The Church of Ireland  
The National Autistic Society Northern Ireland  
The Worker's Party of Ireland  
Traditional Unionist Voice

Training for Womens' Network  
Traveller Movement  
Triangle Housing  
UCU  
Ulster Scots Agency  
Ulster Scots Community Network  
Ulster Supported Employment Ltd  
Ulster Teachers' Union  
Ulster Unionist Party  
UNESCO Centre  
Union of Construction, Allied Trades & Technicians (UCATT)  
Unite the Union  
University and College Union  
Volunteer Now  
Voluntary Organisations Development Agency  
West Belfast Partnership Board  
Western Health & Social Care Trust  
Women's Resource & Development Agency  
Women's Support Network  
Youth Action Northern Ireland Gender Equality Unit  
Youthnet

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## Appendix 4: Glossary of Terms

The Commission recommends that glossary of terms used is included in an Equality Scheme. This is based on the glossary of terms included in the Commission's Section 75 Guide.

### **Action plan**

A plan which sets out actions a public authority will take to implement its Section 75 statutory duties. It is a mechanism for the realisation of measures to achieve equality outcomes for the Section 75 equality and good relations categories.

### **Action measures and outcomes**

Specific measures to promote equality and good relations for the relevant Section 75 and good relations categories, linked to achievable outcomes, which should be realistic and timely.

### **Adverse impact**

Where a Section 75 category has been affected differently by a policy and the effect is less favourable, it is known as adverse impact. If a policy has an adverse impact on a Section 75 category, a public authority must consider whether or not the adverse impact is unlawfully discriminatory. In either case a public authority must take measures to redress the adverse impact, by considering mitigating measures and/or alternative ways of delivering the policy.

### **Affirmative action**

In general terms, affirmative action can be defined as being anything consistent with the legislation which is necessary to bring about positive change. It is a phrase used in the Fair Employment and Treatment Order (NI) 1998 to describe lawful action that is aimed at promoting equality of opportunity and fair participation in employment between members of the Protestant and Roman Catholic communities in Northern Ireland.

### **Audit of Equality Effectiveness**

An Audit of Equality Effectiveness is a systematic review and analysis of inequalities which exist for service users and those affected by a public authority's policies. An audit can be used by a public authority to inform its work in relation to the Section 75 equality and good relations duties. It can also enable public authorities to assess progress on the implementation of the Section 75 statutory duties, as it provides baseline information on existing inequalities relevant to a public authority's functions.

### **Consultation**

In the context of Section 75, consultation is the process of asking those affected by a policy (ie, service users, staff, the general public) for their views on how the policy could be implemented more effectively to promote equality of opportunity across the 9 categories. Different circumstances will call for different types of consultation. Consultations could, for example, include meetings, focus groups, surveys and questionnaires.



## **Differential impact**

Differential impact occurs where a Section 75 group has been affected differently by a policy. This effect could either be positive, neutral or negative. A public authority must make a judgement as to whether a policy has a differential impact and then it must determine whether the impact is adverse, based on a systematic appraisal of the accumulated information.

## **Discrimination**

The anti-discrimination laws prohibit the following forms of discrimination:

- Direct discrimination
- Indirect Discrimination
- Disability Discrimination
- Victimisation
- Harassment

Brief descriptions of these above terms follow:

### **Direct discrimination**

This generally occurs where a public authority treats a person less favourably than it treats (or, would treat) another person, in the same or similar circumstances, on one or more of the statutory non-discrimination grounds. A decision or action that is directly discriminatory will normally be unlawful unless: (a) in an age discrimination case, the decision can be objectively justified, or (b) in any other case, the public authority can rely on a statutory exception that permits it – such as a *genuine occupational requirement exception*; or, a *positive action exception* which permits an employer to use “welcoming statements” or to take other lawful positive action to encourage participation by under-represented or otherwise disadvantaged groups.

### **Indirect discrimination**

The definition of this term varies across some of the anti-discrimination laws, but indirect discrimination generally occurs where a public authority applies to all persons a particular provision, criterion or practice, but which is one that has the effect of placing people who share a particular equality characteristic (e.g. the same sex, or religious belief, or race) at a particular disadvantage compared to other people. A provision, criterion or practice that is indirectly discriminatory will normally be unlawful unless (a) it can be objectively justified, or (b) the public authority can rely on a statutory exception that permits it.

### **Disability discrimination**

In addition to direct discrimination and victimisation and harassment, discrimination against disabled people may also occur in two other ways: namely, (a) *disability-related discrimination*, and (b) *failure to comply with a duty to make reasonable adjustments*.

- (a) *Disability-related discrimination* generally occurs where a public authority, without lawful justification, and for a reason which relates to a disabled person’s disability, treats that person less favourably than it treats (or, would treat) other people to whom that reason does not (or, would not) apply.

- (b) *Failure to comply with a duty to make reasonable adjustments:* One of the most notable features of the disability discrimination legislation is that in prescribed circumstances it imposes a duty on employers, service providers and public authorities to take such steps as are reasonable to remove or reduce particular disadvantages experienced by disabled people in those circumstances.

### **Victimisation**

This form of discrimination generally occurs where a public authority treats a person less favourably than it treats (or, would treat) another person, in the same or similar circumstances, because the person has previously exercised his/her rights under the anti-discrimination laws, or has assisted another person to do so. Victimisation cannot be justified and is always unlawful.

### **Harassment**

Harassment generally occurs where a person is subjected to unwanted conduct that is related to a non-discrimination ground with the purpose, or which has the effect, of violating their dignity or of creating for them an intimidating, hostile, degrading, humiliating or offensive environment. Harassment cannot be justified and is always unlawful.

### **Equality impact assessment**

The mechanism underpinning Section 75, where existing and proposed policies are assessed in order to determine whether they have an adverse impact on equality of opportunity for the relevant Section 75 categories. Equality impact assessments require the analysis of both quantitative and qualitative data.

### **Equality of opportunity**

The prevention, elimination or regulation of discrimination between people on grounds of characteristics including sex, marital status, age, disability, religious belief, political opinion, dependants, race and sexual orientation.

The promotion of equality of opportunity entails more than the elimination of discrimination. It requires proactive measures to be taken to secure equality of opportunity between the categories identified under Section 75.

### **Equality Scheme**

A document which outlines a public authority's arrangements for complying with its Section 75 obligations. An Equality Scheme must include an outline of the public authority's arrangements for carrying out consultations, screening, equality impact assessments, monitoring, training and arrangements for ensuring access to information and services.

### **Good relations**

Although not defined in the legislation, the Commission has agreed the following working definition of good relations: 'the growth of relations and structures for Northern Ireland that acknowledge the religious, political and racial context of this society, and that seek to promote respect, equity and trust, and embrace diversity in all its forms'.

### **Mitigation of adverse impact**

Where an equality impact assessment reveals that a particular policy has an adverse impact on equality of opportunity, a public authority must consider ways of delivering the policy outcomes which have a less adverse effect on the relevant Section 75 categories; this is known as mitigating adverse impact.

### **Monitoring**

Monitoring consists of continuously scrutinising and evaluating a policy to assess its impact on the Section 75 categories. Monitoring must be sensitive to the issues associated with human rights and privacy. Public authorities should seek advice from consultees and Section 75 representative groups when setting up monitoring systems.

Monitoring consists of the collection of relevant information and evaluation of policies. It is not solely about the collection of data, it can also take the form of regular meetings and reporting of research undertaken. Monitoring is not an end in itself but provides the data for the next cycle of policy screening.

### **Northern Ireland Act**

The Northern Ireland Act, implementing the Good Friday Agreement, received Royal Assent on 19 November 1998. Section 75 of the Act created the statutory equality duties.

### **Policy**

The formal and informal decisions a public authority makes in relation to carrying out its duties. Defined in the New Oxford English Dictionary as 'a course or principle of action adopted or proposed by a government party, business or individual'. In the context of Section 75, the term **policies** covers all the ways in which a public authority carries out or proposes to carry out its functions relating to Northern Ireland. Policies include unwritten as well as written policies.

### **Positive action**

This phrase is not defined in any statute, but the Equality Commission understands it to mean any lawful action that a public authority might take for the purpose of promoting equality of opportunity for all persons in relation to employment or in accessing goods, facilities or services (such as health services, housing, education, justice, policing). It may involve adopting new policies, practices, or procedures; or changing or abandoning old ones. *Positive action* is not the same as *positive discrimination*.

Positive discrimination differs from positive action in that *positive action* involves the taking of lawful actions whereas *positive discrimination* involves the taking of unlawful actions. Consequently, positive action is by definition lawful whereas *positive discrimination* is unlawful.

### **Qualitative data**

Qualitative data refers to the experiences of individuals from their perspective, most often with less emphasis on numbers or statistical analysis. Consultations are more likely to yield qualitative than quantitative data.

### **Quantitative data**

Quantitative data refers to numbers, typically derived from either a population in general or samples of that population. This information is often analysed by either using descriptive statistics, which consider general profiles, distributions and trends in the data, or inferential statistics, which are used to determine 'significance' either in relationships or differences in the data.

### **Screening**

The procedure for identifying which policies will be subject to equality impact assessment, and how these equality impact assessments will be prioritised. The purpose of screening is to identify the policies which are likely to have a minor/major impact on equality of opportunity so that greatest resources can be devoted to improving these policies. Screening requires a systematic review of existing and proposed policies.

### **Schedule 9**

Schedule 9 of the Northern Ireland Act 1998 sets out detailed provisions for the enforcement of the Section 75 statutory duties, including an outline of what should be included in an Equality Scheme.

### **Section 75**

Section 75 of the Northern Ireland Act provides that each public authority is required, in carrying out its functions relating to Northern Ireland, 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 and sexual orientation;
- men and women generally;
- persons with a disability and persons without; and
- persons with dependants and persons without.

Without prejudice to these obligations, each public authority in carrying out its functions relating to Northern Ireland must also have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

### **Section 75 investigation**

An investigation carried out by the Equality Commission, under Schedule 9 of the NI Act 1998, arising from the failure of a public authority to comply with the commitments set out in its approved Equality Scheme.

There are two types of Commission investigation, these are as follows:

1. An investigation of a complaint by an individual who claims to have been directly affected by the failure of a public authority to comply with its approved Equality Scheme;
2. An investigation initiated by the Commission, where it believes that a public authority may have failed to comply with its approved Equality Scheme.

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## Appendix 5: Action Plan template

### Queen's University Belfast DRAFT Equality Action Plan (2018-2023)

S75 category	Aim/objective	Action	Responsibility	Timescale (e.g Year 1, 2 etc)	Relevant Action Plan(s)
	To have due regard to the need to promote equality of opportunity between people of different racial groups.				Equality Action Plan
	To promote good relations between people of different racial groups.				Equality Action Plan
<b>Sexual orientation</b>	To have due regard to the need to promote equality of opportunity between people of different sexual orientation.				Equality Action Plan
<b>Age</b>	To have due regard to the need to promote equality of opportunity between people of different ages.				Equality Action Plan
	To have due regard to the need to promote equality of opportunity between persons with a disability and persons without.	Please see University's <b>Disability Action Plan 2016-2021</b> for details. <a href="#">Click here to download the document.</a>			





	To ensure effective implementation of the delivery of 39 positive action measures in the University's Disability Action Plan (2016-2021).				Disability Action Plan 2016-2021
	To have due regard to the need to promote equality of opportunity between persons of different religious belief including those with no religious belief. To promote good relations between people of different religious beliefs or none.				
<b>Gender (includes gender reassignment)</b>	Liaise with colleagues on the effective delivery of the University's Gold Action Plan and QGI Strategy.	Please see the University's <b>Institutional Athena SWAN Gold Action Plan</b> (pending) Please see the <b>Queen's Gender Initiative Action Plan</b> for details. (pending)			
<b>Dependants</b>	Identify a number of activities, to ensure the University provides support to those with dependants.				Equality Action Plan
<b>Marital status</b>	Identify a number of activities, to ensure the University provides support to staff and provides equality of opportunity regardless of their marital or civil partnership status.				Equality Action Plan
	Identify a number of activities, to ensure the				Equality Action Plan

	University provides support to staff and provides equality of opportunity regardless of their marital or civil partnership status.				
	To promote good relations between people of different political opinions.				Equality Action Plan



## Contact details

If you have any questions or comments on this scheme or if you require it in an alternative format/language please contact the Diversity & Inclusion Unit:

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-  Fax: 028 90974944
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