

DEPARTMENT FOR THE ECONOMY

SECTION 75 EQUALITY OF OPPORTUNITY SCREENING TEMPLATE

This form should be completed when considering options for a new policy, service or programme, or changing an existing policy, service or programme. Those policies identified as having significant implications for equality of opportunity must be subject to full EQIA.

The template will provide a record of the factors taken into account if a policy is screened out, or excluded for EQIA. It will be included in the quarterly Screening Report which is published on the Department's website.

Please complete the Cover Sheet Table below

Policy Title (in full):	Provision of £126m Financial Transactions Capital (FTC) loan financing to Ulster University (UU) to assist in bridging the funding gap in its Greater Belfast Development (GBD) Project.
Policy Aim	The principal objective of the loan financing support is to assist in ensuring completion of this significant construction project, in the best interests of the student body. This financial support looks to alleviate the funding gap the University will face in the absence of any Government intervention, and needs to be structured in a way that does not onerously impact on the University's ability to deliver high quality teaching and research, nor on maintaining its estate to the necessary standards. This support benefits the entirety of the University's operation.
Decision (delete as appropriate)	Policy screened out without mitigation or an alternative policy adopted
Business Area:	Higher Education
Contact:	Philip Cromie
Date of form completion:	27th February 2020

Screening flowchart and template *(taken from Section 75 of the Northern Ireland Act 1998 – A Guide for public authorities April 2010 (Appendix 1)).*

Introduction

Part 1. Policy scoping – asks public authorities to provide details about the policy, procedure, practice and/or decision being screened and what available evidence you have gathered to help make an assessment of the likely impact on equality of opportunity and good relations.

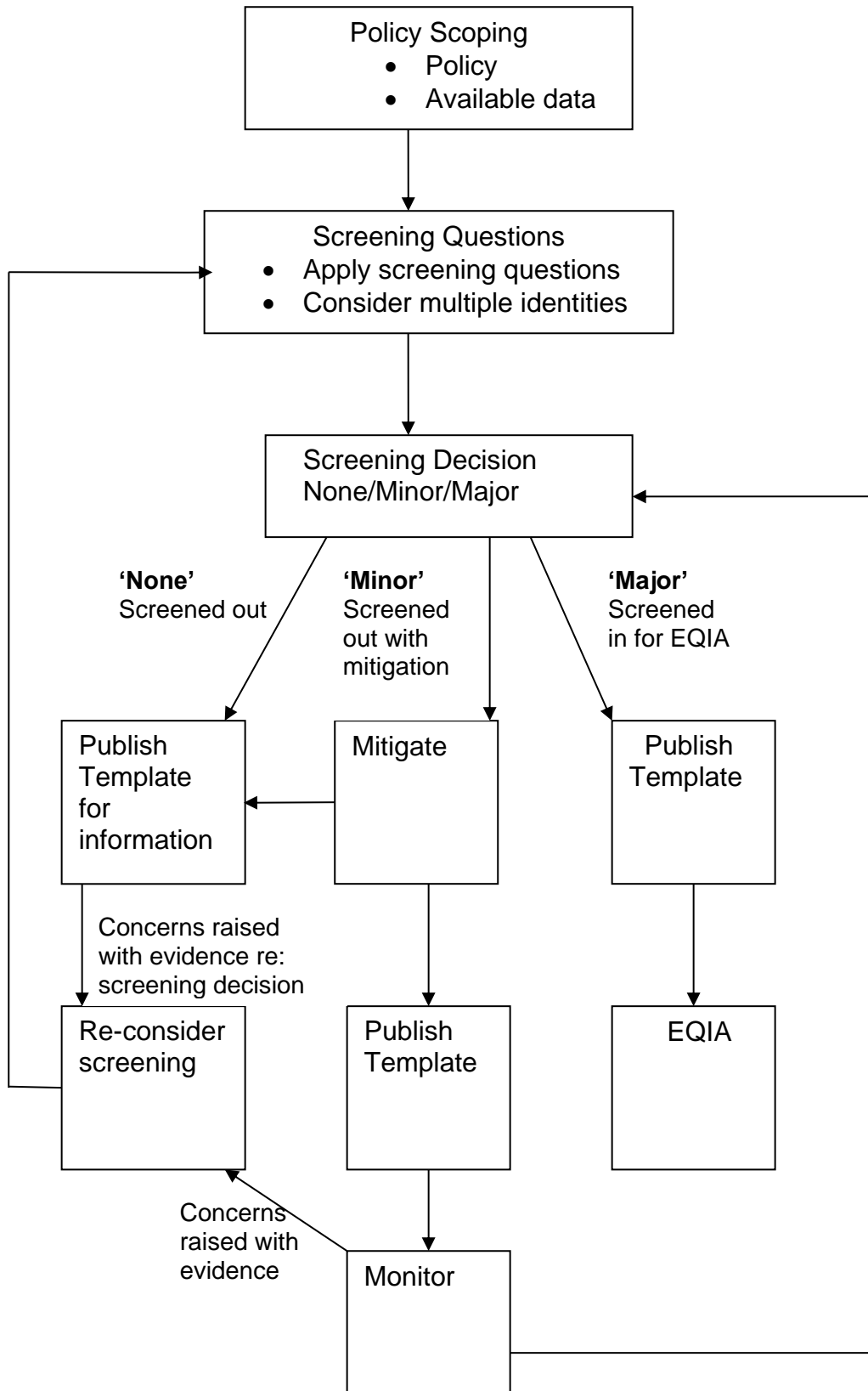
Part 2. Screening questions – asks about the extent of the likely impact of the policy on groups of people within each of the Section 75 categories. Details of the groups consulted and the level of assessment of the likely impact. This includes consideration of multiple identity and good relations issues.

Part 3. Screening decision – guides the public authority to reach a screening decision as to whether or not there is a need to carry out an equality impact assessment (EQIA), or to introduce measures to mitigate the likely impact, or the introduction of an alternative policy to better promote equality of opportunity and/or good relations.

Part 4. Monitoring – provides guidance to public authorities on monitoring for adverse impact and broader monitoring.

Part 5. Approval and authorisation – verifies the public authority's approval of a screening decision by a senior manager responsible for the policy.

A screening flowchart is provided overleaf.



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.

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

Information about the policy

<p>Name of the policy Provision of £126m Financial Transactions Capital loan financing to Ulster University (UU) to assist in bridging the funding gap in its Greater Belfast Development (GBD) Project.</p>
<p>Is this an existing, revised or a new policy? New.</p>
<p>What is it trying to achieve? (intended aims/outcomes) The financing support is to assist in ensuring completion of UU's GBD project, which will see the relocation of the Jordanstown Campus to a modern state of the art facility in the centre of Belfast.</p> <p>The Department's objectives when supporting capital investment in the infrastructure of Higher Education Institutions are to;</p> <ul style="list-style-type: none">Contribute to the long-term capability of the HEI's learning and teaching and the supporting physical infrastructure;Contribute to the long-term capability of a HEI's research activities and the supporting physical infrastructure;Contribute to reducing carbon emissions, improve space utilisation and the increased sharing and utilisation of research equipment;Promote high quality learning and teaching capability in areas of national and strategic priority, including through e-learning; andPromote world-leading research capability in all disciplines with the capacity to respond to developing national/regional priorities. <p>In moving to a modern state of the art facility, the University will deliver against the above objectives.</p> <p>Financial assistance from the Department has become necessary as contractual project issues have caused project costs to increase from £254 million to £370.9 million and private sector finance is no longer available to the extent envisaged by the original business case with the withdrawal of support from the European Investment Bank.</p>

<p>Other forms of funding have been explored by the university and the Department's advisors and are not deemed appropriate.</p> <p>If the loan is not provided, the university has a £126m funding gap.</p>
<p>Are there any Section 75 categories which might be expected to benefit from the intended policy? If so, explain how.</p> <p>The policy will neither actively promote, nor adversely affect, equality of opportunity between the different section 75 groups.</p> <p>While NI domicile student numbers will not be directly impacted by the move, there is likely to be increased international student income as the Belfast site would be a more marketable proposition than Jordanstown to international students.</p> <p>The move from Jordanstown to Belfast may offer benefits to some students with reduced transport costs for students who live in the city, however students who drive to Jordanstown may be impacted with needing to enter central Belfast.</p> <p>The university is expected to benefit as a whole and therefore all Section 75 groups should be positively impacted with the completion of a new state of the art facility in Belfast; and the favourable loan terms should allow the institution to continue with its core mission of teaching and research as well as its obligations in regard to widening participation.</p> <p>UU operates Equality, Diversity and Inclusion Policies compliant with Section 75 for all staff and students and prospective staff and students.</p> <p>UU provide bi-annual assurance statements to the Department which confirm that they "conduct equality screening/Equality Impact Assessments where necessary on new policies/amendments to existing policies, both internal and external, in accordance with Section 75 of the NI Act 1998 and its own Equality Scheme".</p>
<p>Who initiated or wrote the policy? The Department for the Economy.</p>
<p>Who owns and who implements the policy? The Department for the Economy.</p>

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

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
Ulster University

Other policies with a bearing on this policy

- what are they?
- who owns them?

Future years' budget allocations for DfE's Higher Education Division and subsequent grant funding for Ulster University.

Available evidence

Evidence to help inform the screening process may take many forms. Public authorities should ensure that their screening decision is informed by relevant data.

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

To note the following points in relation to the data included in the table below:

1. Data has been obtained from the Higher Education Statistics Agency (HESA). HESA is the official agency for the collection of information on publicly funded HEIs in the UK.

2. Information on religion, marital status and dependants is only collected for NI domiciled students studying at NI HE institutions, and information on racial group is only collected for UK domiciled students studying at NI HE institutions.
3. Religious affiliation is not a mandatory question and therefore can have a high non-response rate.
4. To prevent the identification of individuals, figures in the attached tables are rounded to the nearest 5, with 0, 1 and 2 rounded to 0.
5. Due to rounding, the sum of numbers in the data set may not match the total shown.

Section 75 category	Details of evidence/ information																
Religious belief	<p>The data source is 2017/18 published HESA data, the data is only available for NI domiciled students enrolled in UU as follows:</p> <table data-bbox="431 957 889 1241"> <tr> <td>Religious Belief</td> <td>2017/18</td> </tr> <tr> <td>Protestant</td> <td>5,785</td> </tr> <tr> <td>Roman Catholic</td> <td>10,445</td> </tr> <tr> <td>Other</td> <td>1,145</td> </tr> <tr> <td>Unknown</td> <td>960</td> </tr> <tr> <td>No Religion</td> <td><u>1,650</u></td> </tr> <tr> <td>Total</td> <td><u>19,985</u></td> </tr> </table>	Religious Belief	2017/18	Protestant	5,785	Roman Catholic	10,445	Other	1,145	Unknown	960	No Religion	<u>1,650</u>	Total	<u>19,985</u>		
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Political opinion	Religious belief for NI domiciled students studying in Northern Ireland, as above, is taken as a proxy for political opinion.																
Racial group	<p>The data source is 2017/18 published HESA data, the data is available for UK domiciled students enrolled in UU as follows:</p> <table data-bbox="431 1545 889 1862"> <tr> <td>Racial Group</td> <td>2017/18</td> </tr> <tr> <td>White</td> <td>20,675</td> </tr> <tr> <td>Black</td> <td>145</td> </tr> <tr> <td>Asian</td> <td>335</td> </tr> <tr> <td>Mixed</td> <td>140</td> </tr> <tr> <td>Other</td> <td>60</td> </tr> <tr> <td>Unknown</td> <td><u>250</u></td> </tr> <tr> <td>Total</td> <td><u>21,605</u></td> </tr> </table>	Racial Group	2017/18	White	20,675	Black	145	Asian	335	Mixed	140	Other	60	Unknown	<u>250</u>	Total	<u>21,605</u>
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Age	<p>The data source is 2017/18 published HESA data and represents all students enrolled in UU as follows:</p> <table data-bbox="430 262 893 504"> <tr> <td>Age</td> <td>2017/18</td> </tr> <tr> <td>20 and under</td> <td>8,530</td> </tr> <tr> <td>21 to 24</td> <td>7,230</td> </tr> <tr> <td>25 to 29</td> <td>2,510</td> </tr> <tr> <td>30 and over</td> <td><u>5,445</u></td> </tr> <tr> <td>Total</td> <td><u>23,715</u></td> </tr> </table>	Age	2017/18	20 and under	8,530	21 to 24	7,230	25 to 29	2,510	30 and over	<u>5,445</u>	Total	<u>23,715</u>				
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Marital status	<p>The data source is 2017/18 published HESA data, the data is only available for NI domiciled students enrolled in UU as follows:</p> <table data-bbox="430 913 1258 1302"> <tr> <td>Marital Status</td> <td>2017/18</td> </tr> <tr> <td>Single (never married or never in civil partnership)</td> <td>17,120</td> </tr> <tr> <td>Married or in civil partnership</td> <td>2,110</td> </tr> <tr> <td>Separated (but still legally married or in civil partnership)</td> <td>155</td> </tr> <tr> <td>Divorced or civil partnership dissolved</td> <td>135</td> </tr> <tr> <td>Widowed</td> <td>30</td> </tr> <tr> <td>Co-habiting</td> <td><u>435</u></td> </tr> <tr> <td>Total</td> <td><u>19,985</u></td> </tr> </table>	Marital Status	2017/18	Single (never married or never in civil partnership)	17,120	Married or in civil partnership	2,110	Separated (but still legally married or in civil partnership)	155	Divorced or civil partnership dissolved	135	Widowed	30	Co-habiting	<u>435</u>	Total	<u>19,985</u>
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Sexual orientation	Sexual orientation section is optional, therefore no information available for most students.																
Men and women generally	<p>The data source is 2017/18 published HESA data and represents all students enrolled in UU as follows:</p> <table data-bbox="430 1564 893 1732"> <tr> <td>Gender</td> <td>2017/18</td> </tr> <tr> <td>Male</td> <td>10,445</td> </tr> <tr> <td>Female</td> <td><u>13,270</u></td> </tr> <tr> <td>Total</td> <td><u>23,715</u></td> </tr> </table>	Gender	2017/18	Male	10,445	Female	<u>13,270</u>	Total	<u>23,715</u>								
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Disability	<p>The data source is 2017/18 published HESA data and represents all students enrolled in UU as follows:</p> <table data-bbox="430 1848 933 1921"> <tr> <td>Disability</td> <td>2017/18</td> </tr> <tr> <td>Disability</td> <td>2,440</td> </tr> </table>	Disability	2017/18	Disability	2,440												
Disability	2017/18																
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	No Disability/Unknown	<u>21,275</u>
	Total	<u>23,715</u>
Dependants	The data source is 2017/18 published HESA data, the data is only available for NI domiciled students enrolled in UU as follows:	
	Dependants	2017/18
	Young people/children (YP/C)	2,375
	Other relative/friends (OR/F)	105
	Both YP/C & OR/F	140
	No dependants	17,290
	Unknown	<u>80</u>
	Total	<u>19,985</u>
To prevent the identification of individuals, figures in the above table are rounded to the nearest 5, with 0, 1 and 2 rounded to 0. Due to rounding, the sum of numbers does not match the total shown (the total shown is the total number of NI domiciled students studying in UU).		

Needs, experiences and priorities

Taking into account the information referred to above, what are the different needs, experiences and priorities of each of the following categories, in relation to the particular policy/decision? Specify details for each of the Section 75 categories

Section 75 category	Details of needs/experiences/priorities
Religious belief	<p>This policy will neither actively promote, nor adversely affect, equality of opportunity between different section 75 groups and should to benefit the university as a whole.</p> <p>UU operates Equality, Diversity and Inclusion Policies to meet its section 75 duties for all staff and students and prospective staff and students.</p> <p>This policy is in the interest of the overall student body and staff, present and future.</p> <p>UU provide bi-annual assurance statements to the Department which confirm that they “conduct equality screening/Equality Impact Assessments where necessary on new policies/amendments to existing policies, both internal and external, in accordance with Section 75 of the NI Act 1998 and its own Equality Scheme”.</p>

Political opinion	As above
Racial group	As above
Age	As above
Marital status	As above
Sexual orientation	As above
Men and women generally	As above
Disability	As above
Dependants	As above

Part 2. Screening questions

Introduction

In making a decision as to whether or not there is a need to carry out an equality impact assessment, the public authority should consider its answers to the questions 1-4 which are given on pages 10-12 of this Guide.

If the public authority's conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then the public authority may decide to screen the policy out. If a policy is 'screened out' as having no relevance to equality of opportunity or good relations, a public authority should give details of the reasons for the decision taken.

If the public authority's 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 the public authority's 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:

- measures to mitigate the adverse impact; or
- the introduction of 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.
- b) 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.

Taking into account the evidence presented above, consider and comment on the likely impact on equality of opportunity and good relations for those affected by this policy, in any way, for each of the equality and good relations categories, by applying the screening questions given overleaf and indicate the level of impact on the group i.e. minor, major or none.

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? minor/major/none		
Section 75 category	Details of policy impact	Level of impact? minor/major/none
Religious belief	No impact on equality of opportunity.	None.
Political opinion	No impact on equality of opportunity.	None.
Racial group	No impact on equality of opportunity.	None.
Age	No impact on equality of opportunity.	None.
Marital status	No impact on equality of opportunity.	None.
Sexual orientation	No impact on equality of opportunity.	None.
Men and women generally	No impact on equality of opportunity.	None.
Disability	No impact on equality of opportunity.	None.
Dependants	No impact on equality of opportunity.	None.

2 Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories?

Section 75 category	If Yes , provide details	If No , provide reasons
Religious belief		No, this policy is to provide funding for building works that will benefit the university as a whole. This does not impact equality of opportunity for people within the Section 75 categories.
Political opinion		As above.
Racial group		As above.
Age		As above.
Marital status		As above.
Sexual orientation		As above.
Men and women generally		As above.
Disability		As above.
Dependants		As above.

3 To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group? minor/major/none		
Good relations category	Details of policy impact	Level of impact minor/major/none
Religious belief	None	None
Political opinion	None	None
Racial group	None	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		No, this policy is to provide funding for building works that will benefit the university as a whole. This does provide opportunity to promote good relations between people of different religious beliefs, political opinion or racial group.
Political opinion		No, this policy is to provide funding for building works that will benefit the university as a whole. This does provide opportunity to promote good relations between people of different

		religious beliefs, political opinion or racial group.
Racial group		No, this policy is to provide funding for building works that will benefit the university as a whole. This does provide opportunity to promote good relations between people of different religious beliefs, political opinion or racial group.

Additional considerations

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).

N/A

Provide details of data on the impact of the policy on people with multiple identities. Specify relevant Section 75 categories concerned.

N/A

Part 3. Screening decision

If the decision is not to conduct an equality impact assessment, please provide details of the reasons.

This policy will neither actively promote, nor adversely affect, equality of opportunity between different section 75 groups and should benefit the university as a whole. There is no impact on equality of opportunity that challenge Section 75.

If the decision is not to conduct an equality impact assessment the public authority should consider if the policy should be mitigated or an alternative policy be introduced.

N/A

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

N/A

All public authorities' equality schemes must state the authority's arrangements for assessing and consulting on the likely impact of policies adopted or proposed to be adopted by the authority on the promotion of equality of opportunity. The Commission recommends screening and equality impact assessment as the tools to be utilised for such assessments. Further advice on equality impact assessment may be found in a separate Commission publication: Practical Guidance on Equality Impact Assessment.

Mitigation

When the public authority concludes that the likely impact is 'minor' and an equality impact assessment is not to be conducted, the public authority may consider mitigation to lessen the severity of any equality impact, or the introduction of an alternative policy to better promote equality of opportunity or good relations.

Can the policy/decision be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?

If so, give the **reasons** to support your decision, together with the proposed changes/amendments or alternative policy.

N/A

Timetabling and prioritising

Factors to be considered in timetabling and prioritising policies for equality impact assessment.

If the policy has been '**screened in**' for equality impact assessment, then please 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	N/A
Social need	N/A
Effect on people's daily lives	N/A
Relevance to a public authority's functions	N/A

Note: The Total Rating Score should be used to prioritise the policy in rank order with other policies screened in for equality impact assessment. This list of priorities will assist the public authority in timetabling. Details of the Public Authority's Equality Impact Assessment Timetable should be included in the quarterly Screening Report.

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

N/A

If yes, please provide details

N/A

Part 4. Monitoring

Public authorities should consider the guidance contained in the Commission's Monitoring Guidance for Use by Public Authorities (July 2007).

The Commission recommends that where the policy has been amended or an alternative policy introduced, the public authority should monitor more broadly than for adverse impact (See Benefits, P.9-10, paras 2.13 – 2.20 of the Monitoring Guidance).

Effective monitoring will help the public authority identify any future adverse impact arising from the policy which may lead the public authority to conduct an equality impact assessment, as well as help with future planning and policy development.

Part 5 - Approval and authorisation

Screened by:	Position/Job Title	Date
Philip Cromie	G7 Accountant, DfE	27/02/2020
Approved by:		
Trevor Cooper	Director of Higher Education Division, DfE	27/02/2020

Note: A copy of the Screening Template, for each policy screened should be 'signed off' and approved by a senior manager responsible for the policy, made easily accessible on the public authority's website as soon as possible following completion and made available on request.