



Northern Ireland
Assembly

SECTION 75 SCREENING FORM

Section 75 Statutory Equality Duties

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

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

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

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

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

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

What is a policy?

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

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

“In the context of Section 75, ‘policy’ is very broadly defined and it covers all the ways in which we carry out or propose to carry out its functions in relation to Northern Ireland. In respect of this equality scheme, the term policy is used for any (proposed/amended/existing) strategy, policy initiative or practice and/or decision, whether written

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

or unwritten and irrespective of the label given to it, e.g. ‘draft’, ‘pilot’, ‘high level’ or ‘sectoral’.”

If you are in doubt, please contact the Equality and Good Relations Unit for advice. Equality Screening guidance notes are also available on Assist.

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 to 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 policymaker work through the screening process on a step-by-step basis.

Policy Details

<p>Name of the policy to be screened/description: IS Office Scholarship application.</p> <hr/>
<p>Is this policy an existing, new or revised policy? (Please append policy to screening form) Process for selecting IS Scholarship participants</p> <hr/>
<p>What is it trying to achieve? (brief outline of intended aims/outcomes of the policy) The IS Office is currently experiencing difficulties in the recruitment of quality and experienced staff. This is an issue that many IT organisations are experiencing, whether they are in the public or private sector. As IS recruitment is becoming increasingly competitive, many companies are looking at innovative ways to attract and recruit staff. One sector that is increasingly being looked at is the university sector as a way for companies to recruit staff and develop them, albeit at a junior level, according to their required needs. The university sector is still an area where all sectors of the economy, private and public, can compete on a relatively even playing field. This approach is commonly known as ‘Grow Your Own’. The IS Office has, in partnership with the Queen’s University of Belfast (QUB), developed a Scholarship that:</p> <ul style="list-style-type: none">• innovatively addresses the ongoing issues around the recruitment and retention of skilled and experienced ICT staff;

- provides a mechanism for the Assembly Commission to see the return of investment (ROI) benefits of student engagement in a way that has never existed before; and
- offers the opportunity to pilot the implementation of the Assembly Commission's framework for apprenticeships and placements currently being developed by HR.

Once implemented, the Scholarship will fall within the remit of the Assembly Commission's Apprenticeship and Placement Framework, which is currently under development.

The Scholarship will be open to a student from QUB who is in their first year of studying for a degree in the following subjects: BSc Computer Science Professional Experience; BEng Computer Science Professional Experience; BSc Computing and Information Technology Incl Professional Experience; or BEng Software Engineering with Placement.

Normally, the scholarship would only be open to first-year students. However, as 2019 is the first year of the Scholarship, and in order to maintain consistency (i.e. to have a 51-week placement student as is the current practice via the NICS ICT placement scheme) the Scholarship will also be open to a student from the QUB who is in their second year of studying for a degree in the following subjects: BSc Computer Science Professional Experience; BEng Computer Science Professional Experience; BSc Computing and Information Technology Incl Professional Experience; or BEng Software Engineering with Placement. This will be classed as a fast tracked entry point.

The Scholarship will provide the successful candidate with the following:

- An initial 10-week summer placement during which the student will be able to familiarise themselves with the organisation/building and gain a basic understanding of the Northern Ireland Assembly's Software Development environment. During this 10-week placement, the student will receive recognised professional training in an aspect of Software Development (provided that funding is available).
- The loan of an Assembly laptop during time spent in the IS Office.
- A 51-week placement as required by any of the above degrees. This placement would build upon the initial 10-week placement, thus allowing the student to take an active role in the Software Development area at an early stage. There would also be ongoing support and development.
- Ongoing connection and support during final year of degree especially during their final year project.
- A two-year, fixed-term contract upon graduation.

The Scholarship will provide the Assembly Commission with the following:

- A full time 10-week placement student at the end of first year of their degree programme.

- A full-time, 51-week placement student as part of their university course.
- Greater connection with the student than is currently available within the existing student placement programme run in conjunction with the NICS.
- Greater ability to see a ROI in regard to the support and development provided to the student.
- The potential of a support and development resource for a two-year, fixed-term period.

Are there any of the Section 75 categories which might be expected to benefit from the intended policy/decision? Please explain how.

The Scholarship is open to all students in Stage 1 or Stage 2 (this equates to first and second year) studying the following degrees at QUB:

- BSc (Hons) Computer Science Professional Experience
- BEng (Hons) Computer Science Professional Experience
- BEng (Hons) Software Engineering with Placement
- BSc (Hons) Computing and Information Technology including Professional Experience

Therefore, while the applicant pool will likely consist of younger adults, it is open to all students of any age that meet the required criteria as set out above.

Who initiated or wrote the policy?

The IS Office has developed the Scholarship proposal, taking advice, as necessary, from HR Office, Finance Office and Legal Services.

Directorate responsible for devising and delivering the policy?

IS Office working in consultation with HR Office.

Was consultation carried out as part of this screening exercise?

Yes No Whilst formal consultation was not conducted, meetings and discussions took place with a range of stakeholders as detailed below in the section entitled '*Background to the Policy to be screened*'.

Background to the Policy to be screened.

Include details of any pre-consultations/consultations which have been conducted and whether the policy has previously been tabled at SMG/Assembly Commission meetings.

The Assembly Commission looks to:

- innovatively address the ongoing issues around the recruitment and retention of skilled and experienced ICT staff;
- provide a mechanism for the Assembly Commission to see a ROI from student placement and engagement in a way that has never existed before; and
- create a mechanism that is specific to the Assembly Commission in order to meet the wider strategic needs of the organisation.

These points will be achieved through the proposed creation of an IS Scholarship which will offer a 10-week summer placement at the end of first year, a 51-week placement during Year 3 (traditionally placement year), support and mentoring during Year 4 and the offer of a two-year, fixed-term contract upon obtaining a degree. All placements and fixed-term contracts will be on a full-time basis only.

In the development of this Scholarship, the IS Office and HR have held discussions with representatives from the University of Ulster, Belfast Met, QUB and The Open University. These meetings were to establish whether the above points could be met through working in partnership with third-level educators in the area of computer science/software engineering.

- Belfast Met teaches pre-university students who are completing HNCs and HNDs. These students are outside the target market the Assembly Commission is seeking. The Commission requires students who are enrolled in courses such as computer science or software engineering at degree level and which covers modules with a high level of content in regard to software development or programming;
- The Open University students often study part-time while in employment and are therefore not ideally suited to be able to undertake the full-time 10-week and 51-week placements. To meet business need, two of the essential requirements are that the two placement periods are on a full-time basis and that there is a balance between time at university and time on placement (e.g. a degree programme would mean that there would be a year between each period of contact). This is not the case with part-time or Masters courses and for this reason the decision was taken to focus on Bachelor degrees; and
- The University of Ulster and QUB both work with students within the target market. After discussions with both institutions, it was concluded that the University of Ulster, whilst already offering student scholarship schemes, would need a longer period of commitment to establish a student scheme. This period of commitment would be for a minimum of three years. QUB was more flexible, requiring no minimum commitment and was already involved in a number of different strands of student schemes such as degree apprenticeships and scholarships.

The Commission's Secretariat Management Group (SMG) decided to undertake a pilot Scholarship scheme with QUB.

A number of review periods will be built in and they will be as follows:

- A student review at the end of each key stage (i.e. at the end of the 10-week placement and at the end of the 51-week placement).
- A review of the programme in early 2020 (i.e. before the second year application process is launched). At this stage, the 51-week student has not yet completed their placement and there is no commitment to the offer of a two-year, fixed-term contract.
- Full review when first student has progressed through the second year of the fixed-term contract. At this stage, consideration will be given to the future participation of other universities in the Scholarship programme.
- There is no formal commitment or arrangement with QUB (QUB had offered the possibility of a formal Scholarship; however, it was felt that this would be inappropriate given the fact that the Scholarship would initially be a pilot). Therefore, the Assembly has the option to cancel the Scholarship at any of the review points.

Normally, the Scholarship would be open to first-year students only. However, as 2019 is the first year of the Scholarship, and in order to maintain consistency (i.e. to have a 51-week placement student as is the current practice) there are two routes onto the programme.

The first route is open to the specified first-year students and begins with a 10-week placement. This will progress to a 51-week placement and then onto mentoring and support during final year with the potential for a fixed, two-year contract post-graduation.

The second route is open to the specified second-year students and begins with a 51-week placement and progresses onto mentoring and support during final year and the potential for a fixed, two-year contract post-graduation.

IS Office have also consulted and held round-table discussions with:

- HR;
- Clerk/Chief Executive/Acting Director of Parliamentary Services;
- Director of Corporate Services;
- Director of Legal, Governance and Research Services;
- Head of Legal Services Office; and
- Head of Finance

Consultations have also taken place with the Trade Union Side (TUS) and TUS are in agreement both with the Scholarship programme and with the consideration that participation with other universities will form part of the full review process.

Implementation factors

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

Yes No

If yes, are they

- Financial
- Legislative
- Other, please specify: [Click here to enter text.](#)

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 : Students studying towards a degree in one of the following subjects BSc (Hons) Computer Science Professional Experience, BEng (Hons) Computer Science Professional Experience, BEng (Hons) Software Engineering With Placement, BSc (Hons) Computing and Information Technology Incl Professional Experience at QUB.

Other policies with a bearing on this policy

What are these policies and who owns them? Please list:
Apprenticeship Framework (currently under development) – HR
Assembly Commission Recruitment Procedures - HR.

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

What evidence/information (both qualitative and quantitative) do you hold to inform your decision making process? For example, is there any evidence of higher or lower participation or uptake by different groups?

It is proposed that applications for the scholarship will be invited from first-year students completing their degree in the specified courses at QUB. Offers for a place on their degree course are issued by QUB on the basis of A level examination results only and are unrelated to any other section 75 category. Selection of the student for the Scholarship will be in accordance with the Assembly Commission's recruitment procedure and will be based on merit. All students who meet the essential criteria for the Scholarship may apply. While a two-year placement may be offered at the conclusion of degree qualification, no permanent employment may be offered.

As this is the first year of the new pilot Scholarship scheme and in order to maintain the continuity of having a placement student, a fast track 51-week entry point (as described above) will be in place for this year only. This entry point will be on the same basis as that outlined above for first-year students.

Section 75 category	Details of evidence/information																																																																																																																	
Religious belief	<p data-bbox="440 331 1390 401">The religious breakdown of students in first year for the academic term 2018/19 on the specified degree courses is as follows:</p> <table border="1" data-bbox="440 426 1560 1251"> <thead> <tr> <th data-bbox="446 434 602 646">Religious Report</th> <th data-bbox="602 434 774 646">BEng Computer Science Professional Experience</th> <th data-bbox="774 434 946 646">BEng Software Engineering with Placement</th> <th data-bbox="946 434 1118 646">BSc Computer Science Professional Experience</th> <th data-bbox="1118 434 1291 646">BSc Computing and Information Technology Incl Professional Experience</th> <th data-bbox="1291 434 1398 646">Total</th> <th data-bbox="1398 434 1554 646">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="446 653 602 716">Total Students</td> <td data-bbox="602 653 774 716">46</td> <td data-bbox="774 653 946 716">49</td> <td data-bbox="946 653 1118 716">80</td> <td data-bbox="1118 653 1291 716">60</td> <td data-bbox="1291 653 1398 716">235</td> <td data-bbox="1398 653 1554 716"></td> </tr> <tr> <td data-bbox="446 722 602 758">Protestant</td> <td data-bbox="602 722 774 758">12</td> <td data-bbox="774 722 946 758">17</td> <td data-bbox="946 722 1118 758">24</td> <td data-bbox="1118 722 1291 758">20</td> <td data-bbox="1291 722 1398 758">73</td> <td data-bbox="1398 722 1554 758">31.06</td> </tr> <tr> <td data-bbox="446 764 602 821">Roman Catholic</td> <td data-bbox="602 764 774 821">20</td> <td data-bbox="774 764 946 821">17</td> <td data-bbox="946 764 1118 821">32</td> <td data-bbox="1118 764 1291 821">33</td> <td data-bbox="1291 764 1398 821">102</td> <td data-bbox="1398 764 1554 821">43.40</td> </tr> <tr> <td data-bbox="446 827 602 863">Muslim</td> <td data-bbox="602 827 774 863">0</td> <td data-bbox="774 827 946 863">0</td> <td data-bbox="946 827 1118 863">0</td> <td data-bbox="1118 827 1291 863">0</td> <td data-bbox="1291 827 1398 863">0</td> <td data-bbox="1398 827 1554 863">0</td> 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Political opinion	QUB was unable to provide a breakdown of the political opinion of students. However, students who are on the specified degree courses and are in either their first or second year will be eligible to apply for the Scholarship.						
Racial group	The racial breakdown of students in first year for the academic term 2018/19 on the specified degree courses is as follows:						
	BEng Computer Science Professional Experience	BEng Software Engineering with Placement	BSc Computer Science Professional Experience	BSc Computing and Information Technology Incl Professional Experience	Total	Percentage	
Total students	46	49	80	60	235		
White	42	45	71	57	215	91.49	
Irish Traveller	0	0	0	0	0	0.00	
Gypsy or Traveller	0	0	0	0	0	0.00	
Black/Black British African	0	0	0	0	0	0.00	
Other Black Background	0	0	0	0	0	0.00	
Asian/Asian British Indian	1	0	1	1	3	1.28	
Asian/Asian British Pakistani	0	0	0	0	0	0.00	

Asian/Asian British Bangladeshi	0	0	1	0	1	0.43
Chinese	2	1	1	0	4	1.70
Other Asian Background	1	2	4	2	9	3.83
Mixed: White & Black Caribbean	0	0	0	0	0	0.00
Mixed: White & Black African	0	0	1	0	1	0.43
Mixed: White & Asian	0	0	0	0	0	0.00
Other Mixed Background	0	0	1	0	1	0.43
Arab	0	0	0	0	0	0.00
Other Ethnic Background	0	0	0	0	0	0.00
Prefer not to say	0	1	0	0	1	0.43

The figures in the 2011 Census show the following percentage figures:

2011 Census (aged 18-24)	%
White	98.3

Age	<p>The age breakdown of students in first year for the academic term 2018/19 on the specified degree courses is as follows:</p> <table border="1" data-bbox="443 401 1555 890"> <thead> <tr> <th>Age Report</th> <th>BEng Computer Science Professional Experience</th> <th>BEng Software Engineering with Placement</th> <th>BSc Computer Science Professional Experience</th> <th>BSc Computing and Information Technology Incl Professional Experience</th> <th>Total</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td>46</td> <td>49</td> <td>80</td> <td>60</td> <td>235</td> <td></td> </tr> <tr> <td>Under 21</td> <td>40</td> <td>41</td> <td>66</td> <td>50</td> <td>197</td> <td>83.83</td> </tr> <tr> <td>21 - 24</td> <td>5</td> <td>4</td> <td>9</td> <td>9</td> <td>27</td> <td>11.49</td> </tr> <tr> <td>25 - 29</td> <td>1</td> <td>2</td> <td>4</td> <td>1</td> <td>8</td> <td>3.40</td> </tr> <tr> <td>30 and Over</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> <td>3</td> <td>1.28</td> </tr> </tbody> </table>	Age Report	BEng Computer Science Professional Experience	BEng Software Engineering with Placement	BSc Computer Science Professional Experience	BSc Computing and Information Technology Incl Professional Experience	Total	Percentage	Total Students	46	49	80	60	235		Under 21	40	41	66	50	197	83.83	21 - 24	5	4	9	9	27	11.49	25 - 29	1	2	4	1	8	3.40	30 and Over	0	2	1	0	3	1.28																																			
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25 - 29	1	2	4	1	8	3.40																																																																								
30 and Over	0	2	1	0	3	1.28																																																																								
Marital status	<p>The marital status breakdown of students in first year for the academic term 2018/19 on the specified degree courses is as follows:</p> <table border="1" data-bbox="443 1079 1555 1759"> <thead> <tr> <th>Marital Breakdown: Term 2018/19</th> <th>BSc/BEng Computer Science Professional Experience</th> <th>BEng Software Engineering with Placement</th> <th>BSc/BEng Computer Science Professional Experience</th> <th>BSc Computing and Information Technology Incl Professional Experience</th> <th>Total</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td>46</td> <td>49</td> <td>80</td> <td>60</td> <td>235</td> <td></td> </tr> <tr> <td>Co-habiting</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>0.43</td> </tr> <tr> <td>Divorced</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Separated</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Married</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0.43</td> </tr> <tr> <td>Single</td> <td>46</td> <td>48</td> <td>79</td> <td>60</td> <td>233</td> <td>99.00</td> </tr> <tr> <td>Unknown</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Widowed</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Civil Partner</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Undisclosed</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Marital Breakdown: Term 2018/19	BSc/BEng Computer Science Professional Experience	BEng Software Engineering with Placement	BSc/BEng Computer Science Professional Experience	BSc Computing and Information Technology Incl Professional Experience	Total	Percentage	Total Students	46	49	80	60	235		Co-habiting	0	0	1	0	1	0.43	Divorced	0	0	0	0	0	0	Separated	0	0	0	0	0	0	Married	0	1	0	0	1	0.43	Single	46	48	79	60	233	99.00	Unknown	0	0	0	0	0	0	Widowed	0	0	0	0	0	0	Civil Partner	0	0	0	0	0	0	Undisclosed	0	0	0	0	0	0
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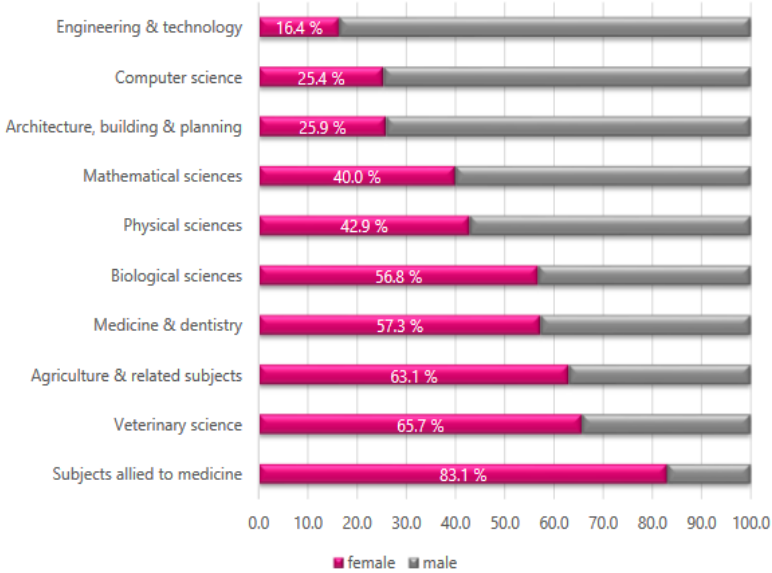
Sexual orientation
 QUB did not provide a breakdown of the sexual orientation of students. However, students who are on the specified degree courses and are in either their first or second year will be eligible to apply for the Scholarship.

Men and women generally
 The gender breakdown of students in first year for the academic term 2018/19 on the specified degree courses is as follows:

Gender Report	BEng Computer Science Professional Experience	BEng Software Engineering with Placement	BSc Computer Science Professional Experience	BSc Computing and Information Technology Incl Professional Experience	Total	Percent-age
Total Students	46	49	80	60	235	
Female Students	7	5	15	23	50	21.28
Male Students	39	44	65	37	185	78.72

There is a correlation between the percentage figures provided by QUB regarding the number of female students studying the specified degree courses and the percentage of NI-domiciled students gaining undergraduate qualifications at UK higher education institutions in computer science 2016/17.

Figure 15: Northern Ireland domiciled students gaining undergraduate qualifications at UK Higher Education Institutions by STEM qualifications gained and gender - 2016/17 (%)



² Women in STEM Matrix Position Paper, May 2018 P65

	The comparison of first year students who applied for 10-week entry is as follows.																																																						
	<table border="1"> <thead> <tr> <th>Applicants</th> <th></th> <th>10 Week Programme</th> <th>Percentage</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>26</td> <td>Female</td> <td>2</td> <td>7.69</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Male</td> <td>24</td> <td>92.31</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						Applicants		10 Week Programme	Percentage				26	Female	2	7.69					Male	24	92.31																															
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Disability Report	BSc/BEng Computer Science Professional Experience	BEng Software Engineering with Placement	BSc/BEng Computer Science Professional Experience	BSc Computing and Information Technology Incl Professional Experience	Total	Percentage																																																	
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	Mental health condition	0	2	3	0	5	2.13
	Physical Impairment or Mobil	0	0	1	0	1	0.43
	Deaf or a serious hearing impairment	0	0	0	0	0	0.00
	Blind or serious visual impairment	0	0	0	0	0	0.00
	Other not listed	0	0	0	0	0	0.00
	Information withheld	0	0	0	0	0	0.00

The figures in the 2011 Census show the following percentage figures:

2011 Census (aged 18-22)	%
Declared Disability	6.7

Depend-
ants

The breakdown of students with dependents in first year for the academic term 2018/19 on the specified degree courses is as follows:

Dependants Equality Report	BEng Computer Science Professional Experience	BEng Software Engineering with Placement	BSc Computer Science Professional Experience	BSc Computing and Information Technology Incl Professional Experience	Total	Percent -age
Total students	46	49	80	60	235	
Young people or children	1	0	1	1	3	1.28
Other relatives or friends	0	0	1	1	2	0.85
No dependents	45	49	77	57	228	97.02
Both children and relatives	0	0	0	0	0	0.00
Not known	0	0	1	1	2	0.85
Not answered	0	0	0	0	0	0.00

Current Assessment of Impact

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

Section 75 category	Details of needs/experiences/priorities and details of policy impact	Level of Impact
Religious belief	<p>Figures were obtained from three different sources We will take action in monitoring the IS office composition. If necessary, a welcome statement will be utilised.</p> <p>This is detailed at the table entitled 'Part 2 screening questions'.</p>	None
Political opinion	It was not possible to obtain figures in relation to this group but students will only be selected on the basis of merit.	None
Racial group	<p>The figures obtained from each of the two different sources are broadly consistent with each other and therefore as students will be selected on the basis of merit.</p> <p>However, additional actions have been put in place to raise awareness and encourage potential applicants (see table directly below)</p>	None
Age	Due to the nature of whom the scholarship is aimed at, students tend to be within a particular age bracket, However, older students are not precluded from applying and selection will be on the basis of merit.	None
Marital status	As students will be selected on the basis of merit the policy will have little or no impact.	None

Sexual orientation	It was not possible to obtain figures in relation to this group but as students will be selected on the basis of merit the policy will have little or no impact.	None
Men and women generally	As the figures from the three different sources show a relatively low proportion of female students in each of the specified degrees, and given the low proportion of females within the IS Office, a welcome message was added to the application form to highlight the fact that applications would be welcome from female students.	None
Disability	The Assembly Commission's guaranteed interview scheme will be used in the selection process. In accordance with the scheme, a student with a disability, who meets the essential criteria for the Scholarship, will be guaranteed an interview.	None
Dependants	Figures obtained from QUB indicate that a very small number of students have declared they have dependants. There will be a very low potential impact based on the pool of potential applicants. However, selection will be on the basis of merit. .	None

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

Actions taken to raise awareness	Details of actions taken
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	<p>At the time of the launch of the Scholarship, QUB were not in a position to provide the above figures. Despite this, the IS Office, prior to implementation of the pilot programme, undertook in conjunction with QUB a number of awareness-raising actions, these were as follows:</p> <ul style="list-style-type: none"> • Detailed planning with QUB staff and lecturers on the best way to present the Scholarship to the target student groups. • An advert was placed in the School of Electronics, Electrical Engineering and Computer Science Ezine that is sent out to all students in the school. • An email was sent by QUB to all first- and second-year students studying the relevant degrees to notify them of the Scholarship and the application opening date. • A number of lecture presentations were given by IS Office staff to the different target groups (first- and second-year students). • IS Office staff manned a pop-up information point within the School of Electronics, Electrical Engineering and Computer Science. • The School of Electronics, Electrical Engineering and Computer Science at QUB arranged for students to book detailed 1:1 information sessions with IS Office staff. • A welcome statement for female applicants was inserted in the application form. <p>It is envisaged that these actions will be reviewed and repeated each year during the period of the pilot</p>
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Part 2 Screening Questions

1 What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories?		
Section 75 category	Issue	Minor/major/none?
Religious belief	N/A. The Scholarship will be open to all eligible students and selection will be based on merit.	None
Political opinion	As above	None

Racial group	As above	None
Age	As above	None
Marital status	As above	None
Sexual orientation	As above	None
Men and women generally	As above	None
Disability	As above	None
Dependants	As above	None

2 Are there any actions which could be taken to reduce or mitigate any adverse impact which has been identified or opportunities to better promote equality of opportunity for people within the section 75 categories?		
Section 75 category	Issue	Mitigating Measure
Religious belief	Monitoring will take place in accordance with normal procedures and if necessary a welcome statement may be utilised.	None
Political opinion	See actions table above for actions that were taken to advertise and promote the Scholarship amongst students studying the specified degrees.	None

Racial group	See actions table above for actions that were taken to advertise and promote the Scholarship amongst students studying the specified degrees.	None
Age	See actions table above for actions that were taken to advertise and promote the Scholarship amongst students studying the specified degrees.	None
Marital status	See actions table above for actions that were taken to advertise and promote the Scholarship amongst students studying the specified degrees.	None
Sexual orientation	See actions table above for actions that were taken to advertise and promote the Scholarship amongst students studying the specified degrees.	None
Men and women generally	Due to the low number of females within the IS Office and in addition to the existing awareness-raising actions put in place in conjunction with QUB, a welcome statement is included in the application form.	None
Disability	The Assembly Commission's guaranteed interview scheme will be used in the selection process. In accordance with the scheme, a student with a disability, who meets the essential criteria for the Scholarship, will be guaranteed an interview	None
Dependants	See actions table above for actions that were taken to advertise and promote the	None

	Scholarship amongst students studying the specified degrees.	
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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. Scholarship will be open to all eligible students and selection will be based on merit.
Political opinion	None	As above
Racial group	None	As above

4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?		
Section 75 category	If Yes, provide details	If No, provide reasons
Religious belief	N/A	None. Scholarship will be open to all eligible students and selection will be based on merit.

Political opinion	N/A	As above
Racial group	N/A	As above

Consultation

Tell us about who you have talked to about your proposals, either internally or externally and who you have formally or informally consulted, to help you decide if the policy needs further equality investigation?

The key principles of the IS Scholarship have been discussed and agreed by SMG and the TUS has been consulted. The IS Office scholarship will be within the remit of the Assembly Commission's Apprenticeship and Placement Framework, which is currently under development and will be consulted on with the TUS.

In development of this policy the IS Office have also consulted and held round- table discussions with:

- HR;
- Clerk/Chief Executive/Acting Director of Parliamentary Services;
- Director of Corporate Services;
- Director of Legal, Governance and Research Services;
- Head of Legal Services Office; and
- Head of Finance

Consultations have also taken place with the TUS and TUS are in agreement both with the Scholarship programme and with the consideration that participation with other universities will form part of the review process.

Disability Duties

Consider whether the policy:

- a) Discourages disabled people from participating in public life and fails to promote positive attitudes towards disabled people.
No.
- b) Provides an opportunity to better positive attitudes towards disabled people or encourages their participation in public life.
No.

Additional considerations

Multiple identities

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).

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

No level of impact on multiple Section 75 categories has been identified during screening.

Part 3 Screening decision

Through screening, an assessment is made of the likely impacts – either major, minor or none – of the policy on equality of opportunity and/or good relations for the relevant categories. Completion of screening should lead to one of the following three outcomes; please mark an x in the appropriate box:

- 'Screened out'** i.e. the likely impact is none and no further action is required
- 'Screened out' with mitigation** i.e. the likely impact is minor and measures will be taken to mitigate the impact or an alternative policy will be proposed
- 'Screened in' for an equality impact assessment (EQIA)** i.e. the likely impact is major and the policy will now be subject to an EQIA

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

Scholarship will be open to all eligible students and selection will be based on merit.

If the decision is not to conduct an equality impact assessment, but the policy has minor equality impacts, please provide details of the reasons for this decision and of any proposed mitigating measures or proposed alternative policy.

This is set out at part 2, table 2 of this screening form.

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

Timetabling and prioritising for EQIA

Complete this section only if your business area/directorate plans to conduct two or more EQIAs.

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	Click
Social need	Click
Effect on people’s daily lives	Click
Relevance to a public authority’s functions	Click

Note: The Total Rating Score should be used to prioritise the policy in rank order with other policies screened in for equality impact assessment.

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

Yes No

If yes, please provide details

[Click here to enter text.](#)

Part 4 Monitoring

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

The Equality Commission for NI (ECNI) recommends that where a policy has been amended or an alternative policy introduced, the public authority should monitor more broadly for adverse impact.

See ECNI Monitoring Guidance for use by Public Authorities (July 2007) pages 9-10, paragraphs 2.13 – 2.20

Please detail how you will monitor the effect of the policy?

The IS Office will, in consultation with the HR Office, monitor the implementation of the Scholarship to ensure that there is no adverse impact arising from the policy.

In particular the figures around religious make-up of applicants will be monitored on an annual basis.

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

The religious and gender breakdown of applicants to the scholarship each year during the period of the Scholarship and the uptake of the guaranteed interview scheme.

Part 5 - Data Protection

If applicable, has legal advice been given due consideration?

Yes No N/A

Has due consideration been given to information security in relation to this policy?

Yes No

Part 6 - Approval and authorisation

Screened by:	Position/Job Title	Date
Screened in accordance with screening guidance by Richard Scott	Business Relationship Manager	31/05/19
Approved by:		
Brian Devlin	Head of IS Office	31/05/19

The policy lead should sign and date the policy under the 'screened by' heading. It should then be countersigned by an approver. The Approver should be the senior manager responsible for the policy which would normally be Head of Business. In instances where a screening decision concludes that an EQIA is required then the screening form should be countersigned by the Director instead of the Head of Business.

There are of course a range of issues which may fall within the scope of being novel, contentious or politically sensitive and could only be taken forward following consultation with the Assembly Commission. Where policy screening highlights novel, contentious or politically sensitive issues, once approved by the Director, should be forwarded to the Clerk/Chief Executive for review, prior to proceeding to SMG and the Assembly Commission.

A copy of the completed screening template and any other relevant associated documentation should be forwarded to the Equality Manager.

ADDITIONAL INFORMATION TO INFORM THE ANNUAL PROGRESS REPORT TO THE EQUALITY COMMISSION

1. Please provide details of any measures taken to enhance the level of engagement with individuals and representative groups.

None

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

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

If so, please provide a brief summary including how the issue was identified, what changes were made, and what will be the expected outcomes / impacts for those affected.

N/A

3. Does this policy / decision include any measure(s) to improve access to services including the provision of information in accessible formats? If so please provide a short summary.

N/A

Appendix 1

Screening Questions

Introduction

In making a decision as to whether or not there is a need to carry out an equality impact assessment, you should consider your answers to the questions above.

In addition, the screening questions above further assist you in assessing your policy and must be completed. Some of these questions require you to assess the level of impact of the proposed policy on “equality of opportunity” and “good relations”. The scale used when assessing this impact is either “None”, “Minor” or “Major”. The following paragraphs set out what each of these terms mean.

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

If your conclusion is **major** in respect of one or more of the Section 75 equality of opportunity and/or good relations categories, then consideration should be given to subjecting the policy to the equality impact assessment procedure.

If your conclusion is **minor** in respect of one or more of the Section 75 equality categories and/or good relations categories, then consideration should still be given to proceeding with an equality impact assessment, or to:

- 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.