



Equality Scheme (2018-2023)



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

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

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 **www.qub.ac.uk/diversity**

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 fulfil 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 our 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 our 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.

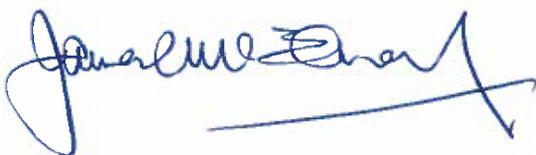
We also realise the important role that the statutory, community and voluntary sectors and the general public have to play to ensure the Section 75 statutory duties are effectively implemented.

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.

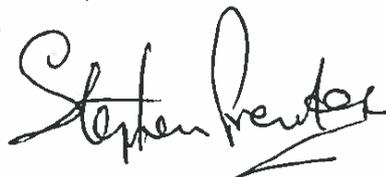
On behalf of the University and our staff and students, we are pleased to support and endorse this Equality Scheme which has been drawn up in accordance with Section 75 and Schedule 9 of the Northern Ireland Act 1998 and Equality Commission guidelines.

Professor James McElroy



Acting President and Vice-Chancellor

Mr Stephen Prenter



Chair of Senate

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Staff at the launch of "Behind the Scenes at Queen's" a careers outreach event targeting under-represented groups in the Greater Belfast Area Queen's University Belfast, March 2017

Background

Queen's University Belfast is one of the oldest universities in the United Kingdom.

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

We are part of the Russell Group, an association of 20 major research intensive universities including the Universities of Oxford, Cambridge, Edinburgh and University College London.

We are respected across the globe as a centre of teaching excellence and innovative research.

Today, our student body numbers approximately 26,000, with all students enjoying world class facilities across the campus.

We are also a very diverse place to work with over 3900 members of staff, more than 700 of whom are international staff from over 80 different countries.



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

We form the focal point of the Queen's Quarter area of Belfast, one of four cultural districts in the capital city.

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

We have been committed to equality since 1908 when it was first written into our Charter.

We are 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 14 in the UK.

Chapter 1

Introduction

Section 75 of the Northern Ireland Act 1998

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

Section 75 (1):

2. In carrying out our functions relating to Northern Ireland, we are 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 our functions in relation to Northern Ireland, we are required to have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial groups.
4. Schedule 9 4(1) of the Act requires us, as a designated public authority, to set out in an Equality Scheme how we propose to fulfil the duties imposed by Section 75 in relation to our relevant functions.
5. These include the “powers and duties” of a public authority¹ which for us can be found stated in Section 4 of the 1908 Royal Charter which states:

“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.”
6. This Equality Scheme is both a statement of our arrangements for fulfilling the Section 75 statutory duties and our plan for their implementation.
7. We are committed to the discharge of our Section 75 obligations in all parts of our 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 our Equality Scheme can be implemented effectively.

¹ Section 98(1) of the Northern Ireland Act 1998.

Corporate Plan 2016-2021

This Equality Scheme is linked to Vision 2020 and our Corporate Plan details of which are available at: www.qub.ac.uk/corporate-plan



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

8. Responsibility for the effective implementation of the Equality Scheme lies with Senate, our 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. Our Operating Board oversees and reviews the implementation of the Scheme.
9. 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.
10. All our staff job descriptions include the requirement to comply with our policies and procedures, including our Equality and Diversity Policy and for staff to complete mandatory diversity training. Line managers also have specific responsibility for ensuring compliance in their own work areas.
11. We prepare an Annual Progress Report summarising how we have discharged our Section 75 statutory duties (this is known as a "Section 75 Annual Progress Report").
12. This Report is sent to the Equality Commission for Northern Ireland each year and follows its guidance.
13. Progress on the delivery of Section 75 statutory duties is also reported to Senate annually.
14. 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 ("Our Audit"). Our Audit was carried out during June and July 2017 and involved a review of information including but not limited to our:
 - Corporate Plan (2016-2021);
 - Application for Athena SWAN Gold status (2017);
 - Disability Action Plan (2016-2021);
 - Article 55 Review (2014-2017);
 - Latest Fair Employment Return (2016-2017);
 - Article 55 Review and Affirmative Action Plan;
 - Latest Section 75 Annual Progress Reports (2014-2017);
 - Staff Survey (2016) results;
 - Draft People and Culture Strategy (2017)²;
 - Analysis of formal (staff) complaints;
 - Research and benchmarking data;
 - HR policies;
 - Staff Training materials;

² Draft People and Culture Strategy (2017) was reviewed and approved by University Executive Board in January 2018.

- 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; and
 - Equality Commission for Northern Ireland Codes of Practice, guidance and advice documents.
15. Key findings from Our Audit will be made available online.
 16. This Scheme was 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 our Action Based Plan (“our Action Plan” – see Appendix 5).
 17. Once approved, the Scheme will be hosted online at www.qub.ac.uk/diversity.
 18. Our Action Plan will seek to promote equality of opportunity and good relations. It will be implemented through the framework of our Equality Scheme.
 19. The measures contained within our Action Plan derive from feedback received from stakeholders. This ensures that equality of opportunity and good relations are incorporated at both a strategic and operational level.
 20. Our Action Plan contains a range of positive action measures to be delivered. These will be identified according to protected characteristics (e.g. race, religion, sexual orientation etc) to ensure a balanced, fair and even distribution of activity for each of the 9 protected characteristics.
 21. Progress against our Action Plan will be monitored by the Diversity & Inclusion Unit and reported upon annually, both internally and externally to the Equality Commission, as part of the normal cycle of business.
 22. This will help inform the development/refinement of the Action Plan allowing us to address any equality, diversity and/or inclusion issues which may emerge during the reporting cycle. It also ensures the Action Plan is a live, flexible and evolving document.
 23. Once finalised, the Action Plan will be available at: www.qub.ac.uk/diversity.



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, August 2017, Belfast

Chapter 3

Arrangements for consulting

24. We recognise the importance of consultation in all aspects of the implementation of our statutory equality duties. Specific training can be provided to those facilitating consultations to ensure that they have the necessary skills to communicate effectively with consultees.
25. We will consult on matters to which the duty is likely be relevant, including our Equality Scheme, Action Plan, 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.
27. Initially all consultees (Appendix 3), as a matter of course, will be notified by email of the matter/policy³ being consulted upon to ensure they are aware of all consultations. Where appropriate, we 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.
28. We will engage with affected individuals and representative groups to identify preferred consultation methods and will give consideration to these. Consultation with stakeholders will begin as early as possible.
29. We will consider the accessibility and format of methods of consultation in order to remove any barriers to the consultation process and to ensure meaningful consultation. We will give particular consideration as to how best to communicate with young people, those with disabilities and minority ethnic communities.
30. Information will be made available to consultees in appropriate formats to ensure meaningful consultation. Upon request, information will be made available in alternative formats⁴ in a timely manner (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.
31. 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.
32. 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 consideration⁵.

³ See glossary for definition of 'policy'

⁴ See Chapter 9 of the Equality Scheme for further information on alternative formats of information we provide.

⁵ See Chapter 4 for details on monitoring.

33. In making any decision with respect to a policy adopted or proposed to be adopted, we will take into account any assessment and consultation carried out in relation to the policy, together with feedback received during consultation.
34. We will seek to provide feedback to consultees in a timely manner by email or by placing it on our website.
35. Our list of external consultees is included at Appendix 3.
36. This consultation list is not exhaustive. It will be reviewed annually to ensure it remains relevant to our functions and policies.
37. We welcome enquiries from any individual and/or organisation wishing to be added to, or removed from our 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

38. We use 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, we look at the intended outcomes of the policy in question and follow Equality Commission guidance.
39. 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 should be 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.
40. 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 can involve others such as staff from the Diversity and Inclusion Unit, those who implement the policy and colleagues from across the University.
41. The following questions are applied to all our 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?
42. In order to answer the screening questions, relevant information and data should be gathered. In taking this evidence into account, we 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.
43. The screening process leads to one of the following three outcomes:
 - The policy is 'screened in' for equality impact assessment; or
 - The policy is 'screened out' with mitigation or an alternative policy proposed to be adopted; or
 - The policy is 'screened out' without mitigation or an alternative policy proposed to be adopted.
44. 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, we may, on occasion, decide to proceed with an EQIA, depending on the policy. If an EQIA is not to be conducted, we 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.

45. 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.
46. 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.
47. 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.
48. Templates, guidance and Frequently Asked Questions on the screening process are available at: www.qub.ac.uk/diversity/
49. If a consultee raises a concern about a screening decision based on supporting evidence, the screening decision will be reviewed.
50. If screening has identified that an EQIA will be carried out in accordance with Equality Commission guidance, normally before implementation.
51. 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.
52. 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

53. Screening reports will be published regularly on our 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).
54. EQIA reports will be published once any 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.
55. 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) are available at: www.gub.ac.uk/diversity/
56. We will monitor any adverse impact on the promotion of equality of opportunity of policies which we have adopted through policy screening, EQIA and policy/ EQIA review.
57. Qualitative and quantitative data is collected, collated and analysed across equality categories. Our equality monitoring system and database is reviewed regularly and where necessary, changes and/or new data may be commissioned. EQIA monitoring information will be regularly reviewed, together with our monitoring information.
58. 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, we will ensure that the policy will be revised to achieve better outcomes for relevant equality groups.
59. Monitoring information, including EQIA monitoring information will be published within our Annual Section 75 Progress Report and on our website.



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

Chapter 5

Staff training

60. We recognise that staff training and awareness raising plays a crucial role in the effective implementation of the Section 75 duties.
61. We provide a comprehensive menu of Equality, Diversity and Inclusion Training for our staff. This uses a blended approach of e-learning and face to face training sessions which seek to:
 - raise awareness of the provisions of Section 75 of the Northern Ireland Act 1998;
 - raise awareness of our 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;
 - 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;
 - provide those staff involved in the assessment of policies (screening and EQIA) with the necessary skills and knowledge to do this work effectively;
 - provide those staff who deal with complaints with the necessary skills and knowledge to investigate and monitor complaints effectively;
 - provide those staff involved in any consultation process with the necessary skills and knowledge to do this work effectively; and
 - provide those staff involved in the implementation and monitoring of our Equality Scheme with the necessary skills and knowledge to do this work effectively.
62. All staff are required to complete online Equality and Diversity and Unconscious Bias elearning programmes. These are mandatory.
63. All new staff joining the University also receive Equality and Diversity Training as part of the induction process.
64. Our commitment to the Section 75 statutory duties is made clear in a wide range of publications.
65. In addition, the following arrangements are in place to ensure all staff and members of Senate 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 staff 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;
 - 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 upon request;
- Where requested, training will be provided for students going on work placements;
- Where relevant, specific training and awareness raising programmes may be developed and delivered in association with the appropriate Section 75 groups and staff;
- Where appropriate, participants' learning will be assessed to determine the effectiveness of any training provision;
- Delivery of training will be reported on as part of the Section 75 Annual Progress Report, which will be sent to the Equality Commission; and
- We will continue to maintain a database of staff who have completed the Equality and Diversity training.



Launch of "Think Difference, Act Differently" a new student Diversity elearning programme, Queen's University Belfast, February 2017

Chapter 6

Arrangements for ensuring and assessing public access to information and services we provide

66. We strive to ensure that our information and services are accessible. We adhere to the relevant provisions of current anti-discrimination legislation. In line with general monitoring arrangements, we monitor across functions in relation to access to information and services, to ensure that equality of opportunity and good relations are promoted.
67. We are aware that some groups will not have the same access to information and where practicable we will seek to address this. To ensure equality of opportunity in accessing information, we can provide information in alternative formats upon 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 a first language. The list of alternative formats is not exhaustive.
68. We will continue to liaise with the Equality Commission and representative organisations with regard to good practice in this area. We 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.
69. We will continue to use our internal communications, website and social media accounts as the primary means of disseminating Equality, Diversity and Inclusion information for staff.
70. We will endeavour to ensure that all of our services are fully accessible to everyone in the community through our Teaching and Learning and Widening Participation Strategies, our Student Recruitment and Admissions and Physical Access and Egress for Disabled People policies.
71. We have, through our academic support directorates, well established structures to support students from a broad range of backgrounds including international students and students with a disability or long-term condition.



YouTube



Chapter 7

Timetable for measures proposed in this Equality Scheme

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

Action	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 June 2018
Submit finalised Equality Scheme to the Equality Commission for Northern Ireland	July 2018
Publication of both documents	On approval, the full Equality Scheme will be available to consultees and staff on our website. A summary scheme will be generated as soon as possible after approval of the scheme by the Equality Commission.
Develop Summary Scheme	Within 3 months of Equality Commission approval
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 (2018-2023)	As required by Schedule 9 paragraph 8 (3) of the Northern Ireland Act 1998 we 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 – September annually.

Chapter 8

Complaints procedure

75. We are responsive to the views of members of the public and will endeavour to resolve all complaints made regarding this Scheme.
76. Schedule 9 paragraph 10 of the Act refers to complaints. A person can make a complaint to a public authority if they believe they may have been directly affected by an alleged failure of the authority to comply with its approved Equality Scheme.
77. If the complaint has not been resolved within a reasonable timescale, the complaint can be brought to the Equality Commission.
78. A person wishing to make a complaint that we have failed to comply with our approved Equality Scheme should contact The Diversity and Inclusion Unit, Queen's University Belfast (please see front cover for contact details including email address).
79. Complaints will be acknowledged within 5 working days of their receipt.
80. We 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.
81. During this process the complainant will be kept fully informed of the progress of the investigation into the complaint and of any outcomes.
82. In any subsequent investigation by the Equality Commission, we will co-operate fully, providing access in a timely manner to any relevant documentation that the Commission may require.
83. Similarly, we 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.
84. We 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

85. Our 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: www.qub.ac.uk/diversity/
86. The following arrangements are in place for the publication of the Equality Scheme:
- We will make every effort to communicate widely the existence and content of our Equality Scheme;
 - We will email a link to our approved Equality Scheme to the consultees on our consultation list. Consultees without e-mail will be notified by letter and/or social media that the scheme is available on request.
 - We 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.
87. A list of our external consultees is in Appendix 3.



Chapter 10

Review of the Equality Scheme

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

**Appendix 1
Organisational Structure**

Chancellor

President and Vice-Chancellor
 Professor James McElroy (to 31/7/2018)
 Professor Ian Greer (from 1/8/2018)

Pro-Vice-Chancellor for Education and Students

Pro-Vice-Chancellor for Internationalisation and Engagement

Pro-Vice-Chancellor for Research and Enterprise

Registrar and Chief Operating Officer

Faculty of Arts, Humanities and Social Sciences
Pro-Vice-Chancellor
Director of Operations

Faculty of Medicine, Health and Life Sciences
Pro-Vice-Chancellor
Director of Operations

Faculty of Engineering and Physical Sciences
Pro-Vice-Chancellor
Director of Operations

- Professional Services Directorates**
- Academic and Student Affairs
 - Development and Alumni Relations
 - Estates
 - Finance
 - Human Resources
 - Information Services
 - Marketing, Recruitment, Communications and Internationalisation
 - Research and Enterprise
 - Student Plus

- Schools and Institutes**
- Arts, English and Languages
 - History, Anthropology, Philosophy and Politics
 - Law
 - Queen's Management School (incorporating the William J Clinton Leadership Institute)
 - Social Sciences, Education and Social Work
- Global Research Institutes**
- The Senator George J. Mitchell Institute for Global Peace, Security and Justice
- Institutes**
- Leadership Institute
 - Professional Legal Studies (IPLS)
 - Institute of Theology
 - Institute of Irish Studies

- Schools and Institutes**
- Biological Sciences
 - Medicine, Dentistry and Biomedical Sciences
 - Nursing and Midwifery
 - Pharmacy
- Global Research Institutes**
- Institute for Global Food Security
 - Institute for Health Sciences
- Institutes**
- Gibson Institute for Land Food and Environment

- Schools and Institutes**
- Chemistry and Chemical Engineering
 - Electronics, Electrical Engineering and Computer Science
 - Mathematics and Physics
 - Mechanical and Aerospace Engineering
 - Natural and Built Environment
 - Psychology
- Global Research Institutes**
- Institute of Electronics, Communications, and Information Technology (ECIT)

Graduate School

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 Fair Employment & Treatment (NI) Order⁶. 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 ⁷	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.

⁶ 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.*”

⁷ *ibid*

Appendix 3: List of external consultees

This list has been updated following a post consultation review. *Additions in italics.*

Action Deaf Youth
Action Mental Health
Action on Hearing Loss
ADD-NI (Northern Ireland Attention Deficit Disorder)
Age NI
Alliance Party of Northern Ireland
An Munia Tobre (Bryson Intercultural)
Antrim and Newtownabbey Borough Council
Ards and North Down Borough Council
Armagh City, Banbridge and Craigavon Borough Council
Armagh Archdiocese
Association of Baptist Churches in Ireland
Autism NI
Bahai Council for Northern Ireland
Barnardos
Belfast City Council
Belfast Health & Social Care Trust
Belfast Interface Project
Belfast Islamic Centre
Belfast Jewish Community
Belfast Metropolitan College
Belfast Unemployed Resource Centre
British Council
British Deaf Association (Northern Ireland)
Bryson Charitable Group
Bryson Intercultural
Business in the Community
Cara Friend
Causeway Coast and Glens Borough Council
Carers (Northern Ireland)
Council for the Curriculum, Examinations and Assessment
Cedar Foundation
Central Services Agency
Charter NI
Children's Law Centre
Chinese Chamber of Commerce
Chinese Welfare Association
Colin Neighbourhood Partnership
Colleges NI
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 (NI)
Department for Communities (NI)
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 Enterprise Mission
East Belfast Mission
Education Authority
Elim Pentecostal Church
Employability South Belfast
Employers' For Disability NI
Equality Commission for Northern Ireland
Extern
Falls Community Council
Falls Women's Centre
Federation of Small Businesses
GenderJam
GEMS NI
Indian Community Centre
Include Youth NI
Inspire
Institute of Directors
Irish National Teachers' Organisation
Law Centre for Northern Ireland
LEMIS+ Project
Lisburn and Castlereagh Borough Council
LGBT NI
Mandarin Speakers Association
Mencap NI
Men's Action Network
Methodist Church in Ireland
Mid and East Antrim Borough Council
Mindwise
MS Society Northern Ireland
NASUWT
National Association of Head Teachers (NI)
National Union of Students - Union of Students in Ireland
Newry, Mourne and Down District Council
NIACRO
North West Regional College
Northern Health and Social Care Trust
Northern Ireland Assembly
Northern Ireland Chamber of Commerce & Industry
Northern Ireland Childminding Association
Northern Ireland Council for Voluntary Action
Northern Ireland Council Integrated Education

Northern Ireland Federation of Housing Associations
Northern Ireland Gay Rights Association
Northern Ireland Human Rights Commission
Northern Ireland Practice and Education Council for Nursing and Midwifery
Northern Ireland Public Service Alliance
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
Orchardville Society
Praxis Care
Presbyterian Church in Ireland
Probation Board for Northern Ireland
Progressive Unionist Party
Rainbow Project
Royal College of Nursing
Royal College of Speech & Language Therapists
Royal National Institute for the Blind
Rural Community Network
Rural Development Council
SAIL NI
Sense Northern Ireland
Shelter Northern Ireland Ltd
Shine
Simon Community
Sinn Féin
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
Start360
Stepping Stones
Sudanese Community Association NI
The Church of Ireland
The National Autistic Society Northern Ireland
The Worker's Party of Northern Ireland
Traditional Unionist Voice
Training for Womens' Network
Triangle Housing
Unite
University Colleges Union
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
Unite the Union
University and College Union
Volunteer Now
West Belfast Partnership Board
Western Health & Social Care Trust
Women's Aid Federation
Women's Resource & Development Agency
Women's Support Network
Youth Action Northern Ireland

Appendix 4: Glossary of Terms

The Equality Commission recommends that a 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 (i.e. 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; or
2. An investigation initiated by the Commission, where it believes that a public authority may have failed to comply with its approved Equality Scheme.



Equality Scheme Action Plan (2018-2023)



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:

 **Email: eqdiv@qub.ac.uk**
 **Telephone: 02890 97 30 39**
 **Fax: 02890 97 49 44**
 **Twitter: @QUBEEqualDiverse**
 **www.qub.ac.uk/diversity**

How the Plan was developed

The content of this Plan has been developed by an Audit of Inequalities, which was undertaken to identify key inequalities.

As part of the Audit of Inequalities, the University examined a wide range of information sources. In addition, the University consulted with a wide range of stakeholders between 1 September and 1 December 2017.

Feedback and comments received were very much welcomed as were suggestions regarding further action measures. These have helped to inform and shape this Plan.

The way forward

Whilst the primary purpose of conducting the audit was to inform this plan, the information from the audit will also be used to develop future policies and to inform our equality screening processes.

Action measures

This Plan includes measures which the University has prioritised for implementation.

It includes measures which involve collaboration across directorates, faculties, schools and with key stakeholders such as the Students' Union, Trade Union representatives and external organisations.

Some of the actions relate to measures which are already in place and their continuation is expected to make a positive impact.

Please note that this Plan is not the only means by which the University is actively seeking to address inequalities. It should be read in conjunction with other action plans including:

- Our People and Culture Strategy;
- Our Disability Action Plan (2016-2020);
- Our Article 55 Affirmative Action Plan;
- Our Equal Pay Audit (2017) and Action Plan;
- Our Professoriate Gender Pay Gap Action Plan

- Our Athena SWAN Action Plans (both Institutional and School Action Plans); and
- Queen's Gender Initiative (QGI) Strategy (currently under development).

Please note that each of these strategies and plans contain specific positive action measures for the University to implement and deliver. In addition, the list above is not exhaustive.

Monitoring and review

The Plan will be monitored and reviewed annually to ensure action measures are being effectively implemented, delivered and reported upon.

Progress will be reported upon internally and form part of our annual review on progress on Section 75 to the Equality Commission.

Our Annual Progress Report will be published on our website: <http://www.qub.ac.uk/diversity>

All of the proposed actions are subject to sufficient resources being available.

Equality Scheme Action Plan (2018-2023)

Action	Aim/objectives	Functional area/responsibility (specific remit in brackets)	Timescale	Impacted group (s75)
Statutory reporting responsibilities				
<p>1. To conduct an institutional Article 55 Review every 3 years.</p>	<p>Under Article 55 of the Fair Employment and Treatment (NI) Order 1998 (previously known as Section 31 of the Fair Employment Act 1989), we must formally review our workforce composition and employment practices affecting recruitment, promotion and training by community background, at least once every three years.</p> <p>Our Article 55 Action Plan sets out the aims, objectives and agreed positive action measures for us to deliver. Progress is reported to the Equality Commission every 3 years, following internal approval.</p> <p>Click here to access our Article 55 Webpage</p>	<p>All</p> <p>Monitoring, Analysis and reporting conducted by the Diversity & Inclusion Unit</p>	<p>Timescales are detailed in the Article 55 Action Plan.</p>	<p>Community Background</p>
<p>2. To implement our Institutional Disability Action Plan (2016-2020).</p>	<p>Under Section 49A of the Disability Discrimination Act 1995 (DDA 1995) (as amended by Article 5 of the Disability Discrimination (Northern Ireland) Order 2006), we are required when carrying out our functions to have due regard to the need to: promote positive attitudes towards disabled</p>	<p>All</p> <p>Monitoring, Analysis and reporting conducted by the</p>	<p>Timescales are detailed in the Disability Action Plan.</p>	<p>Disability</p>

	<p>people; and encourage participation by disabled people in public life.</p> <p>Our Disability Action Plan sets out the aims, objectives and agreed positive action measures for us to deliver.</p> <p>Progress is reported to the Equality Commission every year, following internal approval.</p> <p>Click here to access our Disability Action Plan.</p>	<p>Diversity & Inclusion Unit.</p> <p>Progress monitored by the University's Disability Forum 3 times per annum.</p>	<p>Annual report to be submitted September 2018 (and annually thereafter)</p>	
<p>3. To report on institutional progress to the Equality Commission for Northern Ireland ("Section 75 Annual Progress Report").</p>	<p>The aim of this report is to fulfil our statutory reporting responsibility as a public authority designated for the purposes of Section 75 of the Northern Ireland Act 1998.</p> <p>Click here to access our latest Section 75 Annual Progress Report.</p>	<p>All</p> <p>Monitoring, Analysis and reporting conducted by the Diversity & Inclusion Unit.</p>	<p>Annual report to be submitted September 2018 (and annually thereafter)</p>	<p>All 9 protected characteristics</p>
<p>4. To review and analyse (staff) Equality Monitoring data and submit Fair Employment Return to the Equality Commission for Northern Ireland.</p>	<p>To continue to monitor job applicants and University staff by community background, gender and disability submitting return to the Equality Commission for Northern Ireland.</p> <p>Click here to access our Fair Employment webpage.</p>	<p>Monitoring, Analysis and reporting conducted by the Diversity & Inclusion Unit.</p>	<p>Fair Employment Return to be submitted by 6 June 2018</p>	<p>Community Background, Gender, Disability</p>

<p>5. To review and analyse (student) Equality Monitoring Data</p>	<p>To collate and submit (student) Equality Monitoring data and submit return to Higher Education Statistics Agency (GB) and Department for Education (NI)</p>	<p>Academic and Student Affairs: Planning Office</p>	<p>Annual</p>	<p>All 9 protected characteristics</p>
<p>Institutional analysis</p>				
<p>6. To conduct an institutional Equal Pay Audit every 3 years.</p>	<p>To analyse and report on the pay of male and female staff doing equal work, explaining any equal pay gaps and developing actions to close gaps that cannot be satisfactorily explained on grounds other than sex.</p> <p>Analysis is conducted and progress reported upon internally every 3 years; findings are reported to key stakeholders and published online.</p> <p>Click here to access our Equal Pay Audit webpage</p>	<p>Monitoring, Analysis and reporting conducted by the Diversity & Inclusion Unit.</p> <p>Equal Pay Action Plan will have identified positive outcome measures for implementation university wide.</p>	<p>By 1 April 2021</p>	<p>Gender Disability Ethnicity</p>
<p>7. To introduce new equality screening guidance, support and assistance for institutional policy leads.</p>	<p>To introduce new equality screening guidance and assistance for staff to ensure that all policy leads and authors carry out equality screening exercise as part of our institutional policy review/development process; to create a dedicated webpage, library of screened policies, frequently asked questions etc.</p> <p>Click here to access our new Equality Screening webpage and guidance.</p>	<p>Diversity and Inclusion Unit.</p>	<p>By 1 May 2018</p>	<p>All 9 protected characteristics</p>

8. To conduct an analysis of Academic Progression & Promotion.	To conduct an analysis of data to identify patterns, trends and inequalities in respect of academic progression; protected characteristics analysed include gender, race, disability and community background; reporting same internally.	Analysis conducted by HR and reported internally.	Annually	Gender Race Disability Community Background
Institutional equality and diversity activity				
9. To promote and deliver a wide range of gender equality activity through Athena SWAN – at both institutional and school level.	To ensure that the University builds upon its reputation as a national leader in gender equality; to ensure the University develops a strong institutional submission (April 2019); to support School submissions/renewals; to assist with the collation of relevant data and analysis of same.	SWAN Self-Assessment Team Queen’s Gender Initiative SWAN Champions HR SWAN Project Manager Planning Office	Timetable varies on submission and renewal deadlines	Gender Race Disability
10. To support the institutional activity of the Queen’s Gender Initiative (QGI).	New QGI Strategy currently under development. Click here to access information on the Queen’s Gender Initiative.	QGI	To be confirmed.	Gender
11. To continue to encourage young people from “hard to reach” communities to pursue their education at Queen’s University Belfast.	The Widening Participation Team works with young people, teachers, schools, colleges, parents and older learners to ensure that those who have the ability to succeed in higher education should have the opportunity to do so. Their programme of work involves offering a range of activities at schools and on campus to raise awareness of higher education, enrich the school	Academic and Student Affairs Disability Services Student Guidance Centre Widening Participation Unit	Ongoing	All 9 protected characteristics

	<p>curriculum, and support attainment through personalised tutoring.</p> <p>Please click here to access our Widening Participation webpages.</p>			
<p>12. To develop a new programme of institutional wide activity to support students and staff with Mental Health issues.</p>	<p>To ensure that the University provides a safe, supportive and healthy environment for all students and staff; research to be conducted into best practice and implementation of effective staff interventions; focus on supporting those students and staff who live with mental health conditions such as stress, depression and anxiety.</p>	<p>Academic and Student Affairs Students' Union HR</p>	<p>For development and delivery during 2019</p>	<p>All 9 protected characteristics</p>
<p>13. To continue developing and delivering a range of welcoming and integration activities for international staff and students.</p>	<p>To ensure that overseas and international staff and students feel welcomed, integrated and encouraged to participate in a wide variety of activities at the University; this may involve encouraging participation at events such as Chinese New Year; religious festivals such as Diwali; Belfast Mela; Saint Patrick's Day Parade; Culture Shock (2018); Black Asian and Minority Ethnic (BAME) Ambassador Programme; International Buddy Scheme.</p>	<p>MRCI International Office Public Engagement Student Plus Estates Immigration Officer (HR) Diversity & Inclusion Unit Academic & Student Affairs</p>	<p>Ongoing</p>	<p>All 9 protected characteristics</p>
<p>14. To continue supporting a number of (international and local) cultural student societies</p>	<p>Events and activities organised by the Societies are supported and encouraged by the Students' Union. Societies include: African and Caribbean Society; Malay Club; Chinese Students Society; Malaysian Students Society NI; An Cuman Gaelach (Irish Language and Culture Society); Orange Society; Hong Kong Internationalisation;</p>	<p>All Student Plus (Students Union; Eventus; etc)</p>	<p>Ongoing</p>	<p>All 9 protected characteristics</p>

and events on campus.	Indonesian Society; Japanese Society; Korean Society; Saudi Society; Singaporeans Society; South Asian Students; Taiwanese Society; Spanish and Portuguese Society etc.			
15. To continue supporting a number of staff societies and events on campus.	To provide welcoming, inclusive opportunities for carers; staff with disabilities; staff who identify as belonging to the LGBT+ community. Click here to access information on PRISM.	HR Carer's Network QUB's staff LGBT+ Network ("PRISM")	Ongoing	Dependants Gender Sexual orientation Disability
16. To continue supporting active religious Student Societies on campus.	Events and activities organised by the Societies are supported and encouraged by the Students' Union. Societies include Baháí Society; Islamic Society; Christian Union (CU); Humanist Society and University Christian Outreach etc.	All Student Plus (Students Union; Eventus; etc)	Ongoing	Religious beliefs
17. To continue to develop the University's Inclusive Employment Scheme.	To provide work opportunities at the University to members of the public who have a disability and/or long term condition; up skilling them and improving their employment prospects. Click here to access information on our Inclusive Employment Scheme.	Diversity & Inclusion Unit The Department for Communities Disability Action, The Orchardville Society, Mencap and other organisations.	Ongoing	Disability
Institutional policy review				
18. To review and update relevant HR policies as part of the HR Transformation	To ensure all HR policies reflect the new HR operational model; and new roles/ responsibilities of HR staff; to ensure any institutional policies reflect legislative change and best practice.	HR	During 2018	All 9 protected characteristics

process (“People and Culture Strategy”).				
19. To raise awareness amongst staff of the need to equality screen any new/reviewed workplace policies.	<p>The aim of this action is to communicate to staff the responsibility to equality screening any new/reviewed policies for potential impact on students/staff with protected characteristics; introducing mitigation or undertaking EQIAs where appropriate.</p> <p>Click here to access our new Equality Screening webpage and guidance.</p>	All	Ongoing	All 9 protected characteristics
20. To conduct a review of the University’s Bullying and Harassment Complaints Procedure.	To ensure the current procedure is effective and complies with best practice guidance issued by the Equality Commission for Northern Ireland.	HR Diversity and Inclusion Unit Union representatives Staff	By 31 July 2019	All 9 protected characteristics
21. To review/ equality screen the institutional Equality and Diversity Policy (2008).	The University position vis-à-vis language and signage should be considered within the context of the overall institutional Equality and Diversity Policy (2008). A working group will be established to take forward the screening/ reviewing of the institutional Equality and Diversity Policy, to include consideration of the University’s approach to linguistic diversity.	This work will involve consultation and engagement with key stakeholders.	Policy screening to commence before end of 2018.	All 9 protected characteristics

Staff Learning & Development				
22. To procure a new eLearning Equality, Diversity and Inclusion training package for all staff.	To ensure all staff have access to up to date legislation, case law and best practice on equality and diversity workplace issues; including discrimination, bullying, harassment, victimisation, prejudice and NI equality legislation.	Diversity and Inclusion Unit.	1 December 2018	All 9 protected characteristics
23. To ensure Members of Senate receive appropriate level of Equality, Diversity and Inclusion training.	To ensure compliance with ECU Governing Bodies Equality and Diversity Handbook for Governors of Northern Irish Higher Education Institutions	Registrar's Office HR Organisational Development Diversity & Inclusion Unit	Upon request.	All 9 protected characteristics
24. To develop and deliver new Bullying and Harassment Training for staff.	To ensure staff are trained in organisational procedure; equipped to effectively respond to formal and/or informal allegations of bullying/harassment; to ensure all complaints are dealt with in a professional, effective and timely manner.	HR Diversity and Inclusion Unit Union representatives Staff	3 all staff sessions to be delivered by 1 October 2018.	All 9 protected characteristics
25. To review and update Recruitment and Selection Training for staff.	To ensure the Recruitment and Selection Training for staff reflects new Appointments Procedure; includes specific reference to Fair Employment Code of Practice; relevant case law and anti-discrimination legislation.	HR Resourcing Organisational Development Diversity and Inclusion Unit	Pilot session delivered by 30 April 2018	All 9 protected characteristics
26. To deliver 3 staff training	To have due regard to the need to promote equality of opportunity between people of different	Diversity and Inclusion Unit	Before 1 December	Sexual orientation

sessions on sexual orientation/ equality in the workplace (annually)	sexual orientation; sessions to focus on myths/misconceptions; bullying/harassment; employment rights; case law; appropriate and inappropriate behaviour; procedures.	The Rainbow Project	2018 (and annually thereafter)	Gender
27. To deliver 3 staff training sessions on transgender equality in the workplace.	To have due regard to the need to promote equality of opportunity between people of different genders; sessions to focus on gender identity status; myths/misconceptions; legislative framework; frequently asked questions; appropriate interventions; language and pronouns.	Diversity and Inclusion Unit SAIL NI	Before 1 September 2018 (and annually thereafter)	Sexual orientation Gender
28. To deliver 3 staff training sessions on disability equality in the workplace.	To raise awareness of disability issues in the workplace; reasonable adjustments; recruitment and selection; harassment etc.	Diversity and Inclusion Unit Employers For Disability NI	Before 1 December 2018 (and annually thereafter)	Disability
Outreach, engagement and public life activities				
29. To continue developing the physical, mental and emotional wellbeing programme for all staff.	The purpose of the wellbeing activity is to provide staff with information, support, advice and regular demonstrations that can help them achieve a good balance between work and family life; providing them with the tools to ensure they make informed decisions about their health, both physical and mental. Click here to access our Staff Wellbeing webpages.	HR All	As and when events are scheduled throughout the year	All 9 protected characteristics

<p>30. To promote and encourage staff attendance at a range of cultural diversity events in the Greater Belfast Area.</p>	<p>The aim is to provide staff with access to city wide cultural diversity events; exposing them to different cultures and people from different backgrounds.</p> <p>Information on forthcoming cultural events is regularly communicated to all staff.</p>	<p>Diversity and Inclusion Unit.</p> <p>Belfast City Council; other statutory agencies as appropriate.</p>	<p>As and when events are scheduled to take place</p>	<p>All 9 protected characteristics</p>
<p>31. To develop and launch a new internal Staff LGBT+ Network</p>	<p>To provide a formal network for LGBT+ staff to meet and discuss a range of work related matters; plan social events and develop ways to ensure LGBT+ staff feel supported and included in a wide range of activities on and off campus.</p> <p>Click here to access information on PRISM.</p>	<p>Diversity and Inclusion Unit Equality Commission The Rainbow Project Working With Pride Network (WPP) Stonewall</p>	<p>By 31 August 2018</p>	<p>Sexual Orientation</p>
<p>32. To continue to improve physical access at the University and implement DisabledGo.</p>	<p>Disabled Go is a mobile app and website designed to comprehensively capture accessibility to/in a range of buildings across the estate. This will help identify remedial measures that will facilitate a better campus experience / accessibility for staff and students.</p>	<p>Estates Directorate</p>	<p>Mapping to commence Spring 2018</p>	<p>Disability</p>
<p>33. To establish an online toolkit of Assistive Technology Software for disabled staff and students.</p>	<p>To ensure that all students and staff have access to a range of assistive technology software which can assist them with their studies and day to day work.</p>	<p>Information Services Disability Services</p>	<p>To be agreed</p>	<p>Disability</p>

<p>34. To continue to roll out where practicable, all-gender toilet facilities.</p>	<p>To have due regard to the need to promote equality of opportunity between persons of different genders; ensures compliance with our institutional Trans Equality Policy.</p>	<p>Estates Directorate Diversity and Inclusion Unit</p>	<p>Ongoing</p>	<p>Gender</p>
<p>35. To continue to ensure that marketing, internationalisation communications and engagement activity reflect the diversity of our staff and student bodies; and are made available in other formats, including subtitles.</p>	<p>To reflect diversity of our staff and student bodies; to assist with attracting overseas and international staff and students to work and study at the University; to demonstrate how diverse and inclusive nature of the University and this area of Belfast.</p>	<p>MRCI International Office Student Plus DARO Diversity & Inclusion Unit Academic & Student Affairs</p>	<p>Ongoing</p>	<p>All 9 protected characteristics</p>
<p>36. To develop a Social Media Protocol to ensure support for those from protected backgrounds.</p>	<p>To ensure our social media activity is balanced and promotes good relations between people of different protected characteristics.</p>	<p>MRCI</p>	<p>Ongoing</p>	<p>All 9 protected characteristics</p>
<p>37. To develop a bank of digital imagery that will reflect a diverse body of staff and students.</p>	<p>To enable our marketing and communications activity, publications, reports etc to reflect the broad diversity of staff and students at the University.</p>	<p>MRCI</p>	<p>Ongoing</p>	<p>All 9 protected characteristics</p>

