

## DEPARTMENT FOR THE ECONOMY

### SECTION 75 EQUALITY OF OPPORTUNITY SCREENING TEMPLATE

This form should be completed when considering options for a new policy, service or programme, or changing an existing policy, service or programme.

Those policies identified as having significant implications for equality of opportunity must be subject to full EQIA.

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

#### Please complete the Cover Sheet Table below

<b>Policy Title (in full):</b>	Legislative powers to close or direct the further and higher education institutions in Northern Ireland as a result of Covid-19: <ul style="list-style-type: none"><li>• Power to close the further education colleges and higher education institutions, on the advice of the Chief Medical Officer (CMO), if the colleges and institutions themselves fail to Act on CMO advice.</li><li>• The power to direct temporary continuation orders to the further and higher education institutions, on the advice of the Chief Medical Officer (CMO), if the colleges and institutions themselves fail to Act on CMO advice.</li></ul>
<b>Policy Aim</b>	To prevent and/or control the outbreak of Covid-19, the coronavirus across the further education colleges and higher education institutions for the purpose of public health and safety.
<b>Decision (delete as appropriate)</b>	Policy screened out <b>without</b> mitigation or an alternative policy adopted
<b>Business Area:</b>	Higher Education Division
<b>Contact:</b>	<b>NR</b> Higher Education Policy

<b>Date of form completion:</b>	26/02/2020

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

### **Introduction**

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

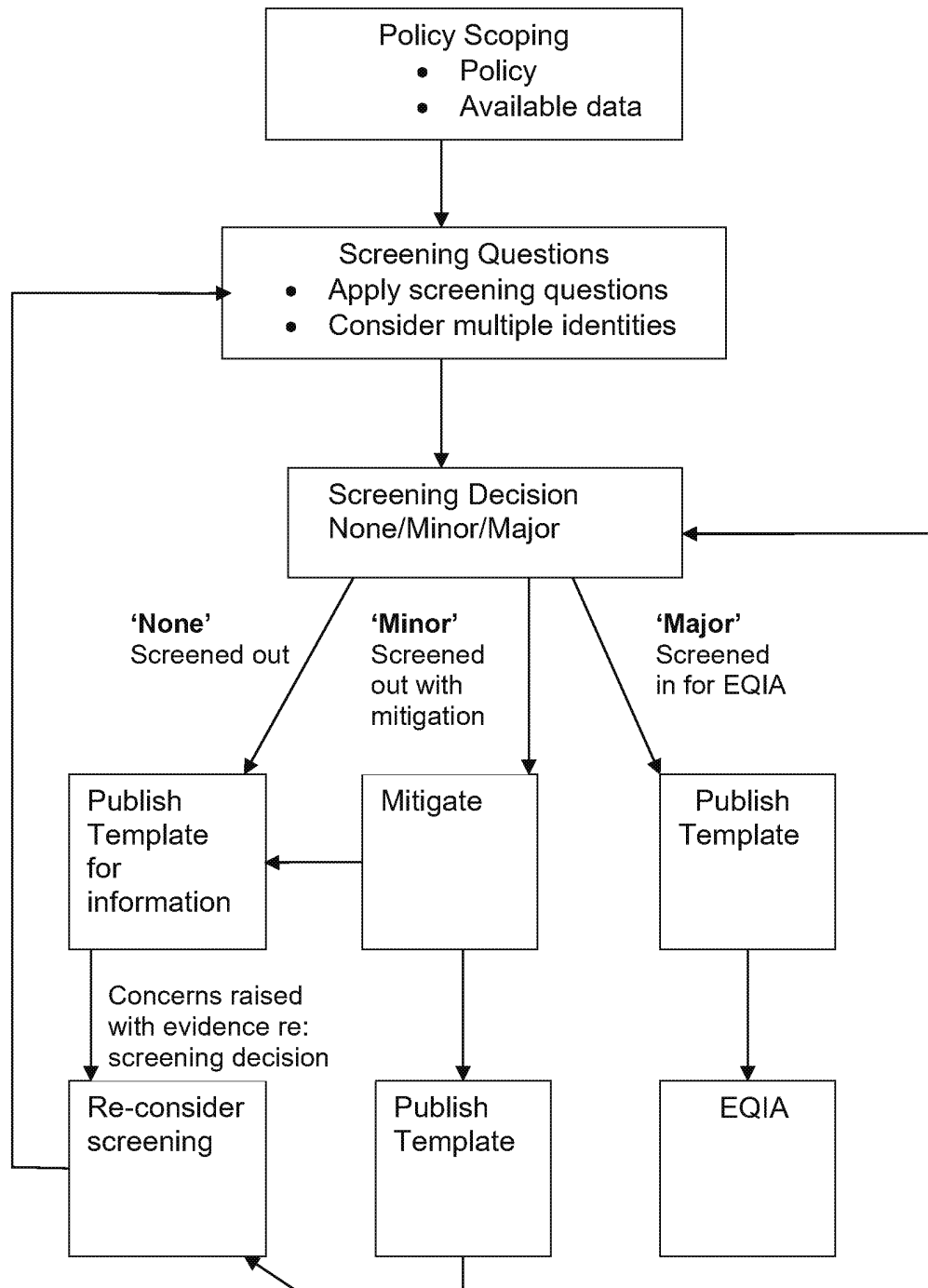
**Part 2. Screening questions** – asks about the extent of the likely impact of the policy on groups of people within each of the Section 75 categories. Details of the groups consulted and the level of assessment of the likely impact. This includes consideration of multiple identity and good relations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

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

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

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

A screening flowchart is provided overleaf.





## Part 1. Policy scoping

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

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

### Information about the policy

<p>Name of the policy</p> <p>Legislative powers to close or direct the further and higher education institutions in Northern Ireland as a result of Covid-19:</p> <ul style="list-style-type: none"><li>• Power to close the further education colleges and higher education institutions, on the advice of the Chief Medical Officer (CMO), if the colleges and institutions themselves fail to Act on CMO advice.</li></ul> <p>The power to direct temporary continuation orders to the further and higher education institutions, on the advice of the Chief Medical Officer (CMO), if the colleges and institutions themselves fail to Act on CMO advice.</p>
<p>Is this an existing, revised or a new policy?</p> <p>New policy</p>
<p>What is it trying to achieve? (intended aims/outcomes)</p> <p>To prevent and/or control the outbreak of Covid-19, the coronavirus across the further education colleges and higher education institutions for the purpose of public health; in line with Chief Medical Officer advice and guidance.</p>
<p>Are there any Section 75 categories which might be expected to benefit from the intended policy?</p> <p>If so, explain how.</p>

No.
Who initiated or wrote the policy? Higher and Further Education.
Who owns and who implements the policy? Department for the Economy.

### Implementation factors

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

If yes, are they:

- ☐ financial
- ☒ legislative
- ☐ other - please specify

### Main stakeholders affected

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon?

- ☒ staff
- ☒ service users
- ☒ other public sector organisations
- ☒ voluntary / community/trade unions
- ☐ other - please specify

**Other policies with a bearing on this policy**

- what are they?  
Health policy and supporting legislation on Coronavirus
- who owns them?  
Department for Health, Department of Education, UK Government



## Available evidence

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

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

Section 75 category	Details of evidence/ information																																																							
Religious belief	<p>Information on religious belief is only collected by the Higher Education Statistics Agency (HESA) in respect of Northern Ireland (NI) domiciled students studying in NI; Great Britain (GB) institutions do not collect this information. Moreover, it is important to note that religious affiliation is not a mandatory question and it can have a high non response rate. The question also offers only three choices: 'protestant', 'catholic' and 'other'. The religious split within higher education has remained the same over the last 5 years.</p> <table><tr><th rowspan="2">Religion</th><th colspan="6">Academic year</th></tr><tr><th>2014/15</th><th>2015/16</th><th>2016/17</th><th>2017/18</th><th>2018/19</th><th>% 2018/19</th></tr><tr><td>Protestant</td><td>13,655</td><td>13,125</td><td>12,955</td><td>12,695</td><td>13,145</td><td>31%</td></tr><tr><td>Roman Catholic</td><td>21,210</td><td>20,595</td><td>20,535</td><td>20,425</td><td>20,865</td><td>49%</td></tr><tr><td>Other</td><td>5,170</td><td>5,640</td><td>3,580</td><td>2,190</td><td>1,105</td><td>3%</td></tr><tr><td>Not known</td><td>4,265</td><td>4,055</td><td>3,675</td><td>3,615</td><td>3,360</td><td>8%</td></tr><tr><td>No Religion</td><td>-</td><td>-</td><td>1,765</td><td>2,830</td><td>3,685</td><td>9%</td></tr><tr><td>Total</td><td>44,295</td><td>43,415</td><td>42,505</td><td>41,755</td><td>42,165</td><td>100%</td></tr></table>	Religion	Academic year						2014/15	2015/16	2016/17	2017/18	2018/19	% 2018/19	Protestant	13,655	13,125	12,955	12,695	13,145	31%	Roman Catholic	21,210	20,595	20,535	20,425	20,865	49%	Other	5,170	5,640	3,580	2,190	1,105	3%	Not known	4,265	4,055	3,675	3,615	3,360	8%	No Religion	-	-	1,765	2,830	3,685	9%	Total	44,295	43,415	42,505	41,755	42,165	100%
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Further education data is collected by the Department. The table below shows the religious breakdown of enrolments, as stated by participants.

	Religion Stated	Academic Year				
		2014/15	2015/16	2016/17	2017/18	2018/19
FE Sector	Catholic	41,037	46,679	48,037	49,835	45,818
	Protestant	16,745	24,580	26,427	26,772	24,130
	Other Christian	5,938	5,494	6,629	7,101	6,666
	Other Religion	6,244	4,877	5,413	5,364	6,009
	No Religion	50,890	48,929	45,634	44,548	41,138
	Unknown	54,964	23,258	20,948	21,890	24,241
	Total	175,818	153,817	153,088	155,510	148,002

Political opinion

Information on political opinion is not collected by HESA, however the Department will investigate whether this question can be asked in future data collections.

Racial group

HESA collects information on ethnicity of student enrolments, which is closely linked to racial grouping. This information is collected on the basis of a student's self-assessment.

	Academic year					
Ethnicity	2014/15	2015/16	2016/17	2017/18	2018/19	% 2018/19
White	49,150	49,575	48,625	48,040	48,710	87%
Irish traveller	15	10	15	10	15	0%
Black	455	360	370	340	430	1%
Indian	285	300	295	275	355	1%
Pakistani	235	195	185	150	180	0%
Bangladeshi	100	115	115	55	60	0%
Chinese	550	350	355	370	375	1%
Other Asian	360	295	300	280	340	1%
Mixed	325	340	380	405	445	1%
Other	235	220	235	200	235	0%
Unknown/Information refused	4,740	3,480	3,695	4,330	4,620	8%
<b>Total</b>	<b>56,445</b>	<b>55,245</b>	<b>54,570</b>	<b>54,460</b>	<b>55,755</b>	<b>100%</b>

Further education data is collected by the Department. The table below shows the ethnic groupings of enrolments.

	Ethnicity	Academic Year				
		2014/15	2015/16	2016/17	2017/18	2018/19
<b>FE Sector Total</b>	<b>White</b>	<b>153,473</b>	<b>135,521</b>	<b>133,376</b>	<b>135,726</b>	<b>129,467</b>
	<b>Black Caribbean</b>	<b>105</b>	<b>132</b>	<b>110</b>	<b>177</b>	<b>127</b>
	<b>Black African</b>	<b>973</b>	<b>1,130</b>	<b>1,336</b>	<b>1,325</b>	<b>1,387</b>
	<b>Black Other</b>	<b>216</b>	<b>280</b>	<b>323</b>	<b>302</b>	<b>362</b>
	<b>Indian</b>	<b>207</b>	<b>213</b>	<b>254</b>	<b>225</b>	<b>207</b>
	<b>Pakistani</b>	<b>109</b>	<b>122</b>	<b>145</b>	<b>114</b>	<b>131</b>
	<b>Bangladeshi</b>	<b>124</b>	<b>137</b>	<b>140</b>	<b>91</b>	<b>76</b>
	<b>Chinese</b>	<b>531</b>	<b>446</b>	<b>433</b>	<b>497</b>	<b>417</b>

	Irish Traveller	177	214	231	189	154
	Mixed Other	890	917	970	1,183	1,146
	Other	1,264	1,178	1,629	2,329	2,881
	Unknown	17,749	13,527	14,141	13,352	11,647
	<b>Total</b>	<b>175,818</b>	<b>153,817</b>	<b>153,088</b>	<b>155,510</b>	<b>148,002</b>

## Age

HESA collects information on the age of enrolments, with categories ranging from 20 and under, 21 to 24, and 25 and over.

Age group	Academic year					
	2014/15	2015/16	2016/17	2017/18	2018/19	% 2018/19
20 and under	20,610	19,810	19,395	19,190	19,160	34%
21 to 24 inclusive	14,870	15,185	15,360	15,810	16,350	29%
25 and over	20,960	20,250	19,815	19,460	20,245	36%
<b>Total</b>	<b>56,445</b>	<b>55,245</b>	<b>54,570</b>	<b>54,460</b>	<b>55,755</b>	<b>100%</b>

Further education data compiled by the Department has the following categories: 19 and under; 20-24; 25 and over; and unknown.

Age band	Academic Year				
	2014/15	2015/16	2016/17	2017/18	2018/19
20-24	21,523	18,477	18,239	18,623	17,337
25 & over	62,534	49,818	46,862	45,511	45,721
Unknown	304	146	134	162	726
<b>Total</b>	<b>175,818</b>	<b>153,817</b>	<b>153,088</b>	<b>155,510</b>	<b>148,002</b>

## Marital status

Information on marital status is only collected by HESA in respect of NI domiciled students studying in NI HEIs; GB HEIs do not collect this information.

Marital status	Academic year					
	2014/15	2015/16	2016/17	2017/18	2018/19	% 2018/19
Single (never married or never in civil partnership)	37,230	36,515	35,920	34,560	34,900	83%
Married or in civil partnership	4,660	4,360	4,120	3,875	4,080	10%
Separated (but still legally married or in civil partnership)	275	260	245	235	240	1%
Divorced or civil partnership dissolved	245	260	225	215	220	1%
Widowed	55	55	45	40	40	0%
Co-habiting	725	700	685	650	710	2%
Unknown	1,105	1,260	1,265	2,180	1,975	5%
<b>Total</b>	<b>44,295</b>	<b>43,415</b>	<b>42,505</b>	<b>41,755</b>	<b>42,165</b>	<b>100%</b>

Marital status breakdown of enrolments within further education collected by the Department:

	Marital Status	Academic Year				
		2014/15	2015/16	2016/17	2017/18	2018/19
<b>FE Sector Total</b>	<b>Single</b>	<b>118,243</b>	<b>111,644</b>	<b>112,368</b>	<b>114,638</b>	<b>102,447</b>
	<b>Married/Civil partnership</b>	<b>23,340</b>	<b>17,843</b>	<b>17,360</b>	<b>17,227</b>	<b>17,123</b>
	<b>Separated/Divorced/Dissolved</b>	<b>3,956</b>	<b>3,585</b>	<b>3,428</b>	<b>3,072</b>	<b>2,939</b>

	<table><tr><td>Widowed/Surviving partner</td><td>1,732</td><td>1,034</td><td>934</td><td>794</td><td>774</td></tr><tr><td>Unknown</td><td>28,547</td><td>19,711</td><td>18,998</td><td>19,779</td><td>24,719</td></tr><tr><td>Total</td><td>175,818</td><td>153,817</td><td>153,088</td><td>155,510</td><td>148,002</td></tr></table>	Widowed/Surviving partner	1,732	1,034	934	794	774	Unknown	28,547	19,711	18,998	19,779	24,719	Total	175,818	153,817	153,088	155,510	148,002																																	
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Sexual orientation	<p>Data on the sexual orientation of enrolled students in UK HEIs or graduates in the labour market is not available. However the Department will investigate whether this question can be asked in future data collections, if not by HESA, by the Department directly.</p> <p>Data is however available for the further education sector.</p> <table><tr><td></td><td></td><td colspan="5">Academic Year</td></tr><tr><td></td><td>Sexual Orientation</td><td>2014/15</td><td>2015/16</td><td>2016/17</td><td>2017/18</td><td>2018/19</td></tr><tr><td rowspan="6">FE Sector Total</td><td>Bisexual</td><td>1,645</td><td>1,718</td><td>2,085</td><td>2,439</td><td>2,465</td></tr><tr><td>Gay</td><td>734</td><td>894</td><td>1,002</td><td>957</td><td>941</td></tr><tr><td>Heterosexual</td><td>71,658</td><td>96,894</td><td>99,066</td><td>102,626</td><td>93,592</td></tr><tr><td>Lesbian</td><td>676</td><td>922</td><td>776</td><td>841</td><td>899</td></tr><tr><td>Not Stated/Unknown</td><td>101,105</td><td>53,389</td><td>50,159</td><td>48,647</td><td>50,105</td></tr><tr><td>Total</td><td>175,818</td><td>153,817</td><td>153,088</td><td>155,510</td><td>148,002</td></tr></table>			Academic Year						Sexual Orientation	2014/15	2015/16	2016/17	2017/18	2018/19	FE Sector Total	Bisexual	1,645	1,718	2,085	2,439	2,465	Gay	734	894	1,002	957	941	Heterosexual	71,658	96,894	99,066	102,626	93,592	Lesbian	676	922	776	841	899	Not Stated/Unknown	101,105	53,389	50,159	48,647	50,105	Total	175,818	153,817	153,088	155,510	148,002
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Men and women generally	<p>Higher education data is collected by HESA.</p> <table><tr><td></td><td colspan="6">Academic year</td></tr><tr><td>Sex</td><td>2014/15</td><td>2015/16</td><td>2016/17</td><td>2017/18</td><td>2018/19</td><td>% 2018/19</td></tr><tr><td>Male</td><td>24,670</td><td>23,865</td><td>23,540</td><td>23,180</td><td>23,265</td><td>42%</td></tr><tr><td>Female</td><td>31,775</td><td>31,380</td><td>31,030</td><td>31,280</td><td>32,490</td><td>58%</td></tr><tr><td>Total</td><td>56,445</td><td>55,245</td><td>54,570</td><td>54,460</td><td>55,755</td><td>100%</td></tr></table>		Academic year						Sex	2014/15	2015/16	2016/17	2017/18	2018/19	% 2018/19	Male	24,670	23,865	23,540	23,180	23,265	42%	Female	31,775	31,380	31,030	31,280	32,490	58%	Total	56,445	55,245	54,570	54,460	55,755	100%																
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Further education data is collected by the Department.

	Sex	Academic Year				
		2014/15	2015/16	2016/17	2017/18	2018/19
FE Sector Total	Female	88,617	74,167	71,676	73,015	68,619
	Male	87,201	79,650	81,412	82,495	79,383
	Total	175,818	153,817	153,088	155,510	148,002

## Disability

HESA collects information on whether students are disabled or not. Information on disability is collected on the basis of a student's self assessment.

Disability status	Academic year						% 2018/19
	2014/15	2015/16	2016/17	2017/18	2018/19		
Disabled	4,550	5,140	5,250	5,650	6,220		11%
Not disabled/Not known	51,895	50,100	49,320	48,810	49,535		89%
Total	56,445	55,245	54,570	54,460	55,765		100%

The

Department collects and collates the information for further education.

	Disability	Academic Year				
		2014/15	2015/16	2016/17	2017/18	2018/19
FE Sector Total	No	147,694	127,964	128,889	129,333	121,714



	Yes	28,124	25,853	24,199	26,177	26,288																																																																																														
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Other relative/friends (OR/F)	375	315	290	280	290	1%																																																																																														
Both YP/C & OR/F	550	470	405	375	405	1%																																																																																														
No dependents	37,655	36,965	36,330	35,735	36,020	85%																																																																																														
Unknown	1,185	1,340	1,345	1,380	1,315	3%																																																																																														
Total	44,295	43,415	42,505	41,755	42,165	100%																																																																																														
	Dependants	Academic Year																																																																																																		
		2014/15	2015/16	2016/17	2017/18	2018/19																																																																																														
FE Sector Total	No	154,036	141,209	139,579	143,891	136,898																																																																																														
	Yes	21,782	12,608	13,509	11,619	11,104																																																																																														
	Total	175,818	153,817	153,088	155,510	148,002																																																																																														





## Needs, experiences and priorities

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

Section 75 category	Details of needs/experiences/priorities
Religious belief	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would have a potential impact across the entire student population, not solely on those with specific religious beliefs.
Political opinion	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population, not solely on those with specific political opinions.
Racial group	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population, not solely on those from certain racial groupings.

Age	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population, not solely on those of a particular age.
Marital status	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population, not solely on those with a specific marital status.
Sexual orientation	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population, not solely based on someone's sexual orientation.
Men and women generally	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population, not solely on gender.
Disability	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The

	closure would potentially impact across the entire student population, not solely on those with a disability. However the Department has a number of policy measures in place to support students with a disability, the institutions also have a duty of care under relevant disability legislation to their students.
Dependants	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population, not solely on those with dependants. However the Department has a number of policy measures in place to support students with dependants.

## Part 2. Screening questions

### Introduction

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

If the public authority's conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then the public authority may decide to screen the policy out. If a policy is

‘screened out’ as having no relevance to equality of opportunity or good relations, a public authority should give details of the reasons for the decision taken.

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

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

- measures to mitigate the adverse impact; or
- the introduction of an alternative policy to better promote equality of opportunity and/or good relations.

### **In favour of a ‘major’ impact**

- a) The policy is significant in terms of its strategic importance;
- b) Potential equality impacts are unknown, because, for example, there is insufficient data upon which to make an assessment or because they are complex, and it would be appropriate to conduct an equality impact assessment in order to better assess them;
- c) Potential equality and/or good relations impacts are likely to be adverse or are likely to be experienced disproportionately by groups of people including those who are marginalised or disadvantaged;
- d) Further assessment offers a valuable way to examine the evidence and develop recommendations in respect of a policy about which there are concerns amongst affected individuals and representative groups, for example in respect of multiple identities;
- e) The policy is likely to be challenged by way of judicial review;
- f) The policy is significant in terms of expenditure.

### **In favour of 'minor' impact**

- a) The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible;
- b) The policy, or certain proposals within it, are potentially unlawfully discriminatory, but this possibility can readily and easily be eliminated by making appropriate changes to the policy or by adopting appropriate mitigating measures;
- c) Any asymmetrical equality impacts caused by the policy are intentional because they are specifically designed to promote equality of opportunity for particular groups of disadvantaged people;
- d) By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations.

### **In favour of none**

- a) The policy has no relevance to equality of opportunity or good relations.
- b) The policy is purely technical in nature and will have no bearing in terms of its likely impact on equality of opportunity or good relations for people within the equality and good relations categories.

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

## Screening questions

1 What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? minor/major/none		
Section 75 category	Details of policy impact	Level of impact? minor/major/none
Religious belief	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population.	<p>None, as the impact would be the same across all s75 groupings.</p> <p>However, if the powers were used to direct closure or temporary direction in regards to specific institutions, then a separate equality assessment should be undertaken before the powers are used by the Department.</p>
Political opinion	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population.	<p>None, as the impact would be the same across all s75 groupings.</p> <p>However, if the powers were used to direct closure or temporary direction in regards to specific institutions, then a separate equality assessment should be undertaken before</p>

		the powers are used by the Department.
Racial group	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population.	<p>None, as the impact would be the same across all s75 groupings.</p> <p>However, if the powers were used to direct closure or temporary direction in regards to specific institutions, then a separate equality assessment should be undertaken before the powers are used by the Department.</p>
Age	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population.	<p>None, as the impact would be the same across all s75 groupings.</p> <p>However, if the powers were used to direct closure or temporary direction in regards to specific institutions, then a separate equality assessment should be undertaken before the powers are used by the Department.</p>



<b>Marital status</b>	<p>The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population.</p>	<p>None, as the impact would be the same across all s75 groupings.</p> <p>However, if the powers were used to direct closure or temporary direction in regards to specific institutions, then a separate equality assessment should be undertaken before the powers are used by the Department.</p>
<b>Sexual orientation</b>	<p>The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population.</p>	<p>None, as the impact would be the same across all s75 groupings.</p> <p>However, if the powers were used to direct closure or temporary direction in regards to specific institutions, then a separate equality assessment should be undertaken before the powers are used by the Department.</p>
<b>Men and women generally</b>	<p>The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would</p>	<p>None, as the impact would be the same across all s75 groupings.</p> <p>However, if the powers were used to direct closure or</p>

	potentially impact across the entire student population.	temporary direction in regards to specific institutions, then a separate equality assessment should be undertaken before the powers are used by the Department.
Disability	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population.	<p>None, as the impact would be the same across all s75 groupings.</p> <p>However, if the powers were used to direct closure or temporary direction in regards to specific institutions, then a separate equality assessment should be undertaken before the powers are used by the Department.</p>
Dependants	The policy decision is in regards to the power of the Department to direct temporary redirection or closure of the further education colleges and higher education institutions. The closure would potentially impact across the entire student population.	<p>None, as the impact would be the same across all s75 groupings.</p> <p>However, if the powers were used to direct closure or temporary direction in regards to specific institutions, then a separate equality assessment should be undertaken before the powers are used by the Department.</p>

2 Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories?		
Section 75 category	If <b>Yes</b> , provide details	If <b>No</b> , provide reasons
Religious belief		No. The legislative powers being sought seek to ensure public health and safety for anyone attending a further or higher education institution.
Political opinion		No. The legislative powers being sought seek to ensure public health and safety for anyone attending a further or higher education institution.
Racial group		No. The legislative powers being sought seek to ensure public health and safety for anyone attending a further or higher education institution.

Age		No. The legislative powers being sought seek to ensure public health and safety for anyone attending a further or higher education institution.
Marital status		No. The legislative powers being sought seek to ensure public health and safety for anyone attending a further or higher education institution.
Sexual orientation		No. The legislative powers being sought seek to ensure public health and safety for anyone attending a further or higher education institution.
Men and women generally		No. The legislative powers being sought seek to ensure public health and safety for anyone attending a further or higher education institution.
Disability		No. The legislative powers being sought seek to ensure public health and safety for

		anyone attending a further or higher education institution.
Dependants		No. The legislative powers being sought seek to ensure public health and safety for anyone attending a further or higher education institution.

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	Further and higher education provides a setting where those from different religious beliefs come together to learn and interact. Temporary closure of the institutions may result in those from different religious backgrounds not having the opportunity to come together as they would if institutions were open.	Minor, however the powers would only be used in the interests of public health and safety.
Political opinion	Further and higher education provides a setting where those of differing political opinion to come together to learn and interact. Temporary closure of the institutions may result in those with differing political opinion not having the opportunity to come together as they would if institutions were open.	Minor, however the powers would only be used in the interests of public health and safety.

Racial group	Further and higher education provides a setting where those from different racial groups come together to learn and interact. Temporary closure of the institutions may result in those from different racial groups not having the opportunity to come together as they would if institutions were open.	Minor, however the powers would only be used in the interests of public health and safety.
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4 Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?		
Good relations category	If <b>Yes</b> , provide details	If <b>No</b> , provide reasons
Religious belief		No, as the closing or temporary redirecting of the institutions would be solely on the basis of public health and safety.
Political opinion		No, as the closing or temporary redirecting of the institutions would be solely on the basis of public health and safety.

Racial group		No, as the closing or temporary redirecting of the institutions would be solely on the basis of public health and safety.
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## Additional considerations

### Multiple identity

Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, are there any potential impacts of the policy/decision on people with multiple identities?  
*(For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people).*

As per the evidence presented previously, there would be no impact on people with multiple identities.

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

N/A

### Part 3. Screening decision

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

Given the decision to close or temporary redirect any further or higher education institution would be as a result of protecting public health and safety, and on the basis of the data available to the Department, does not indicate any disproportionate impacts on any s75 grouping. However, if a decision was taken by the Department to close or reopen specific institutions and colleges, then the Department should undertake a separate s75 equality screening exercise to ascertain the impact.

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

The policy decision is to ensure public health and safety, there is no other alternative available to the Department if it sought to close or redirect the institutions.

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



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

## Mitigation

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

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

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

## Timetabling and prioritising

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

If the policy has been '**screened in**' for equality impact assessment, then please answer the following questions to determine its priority for timetabling the equality impact assessment.

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

Priority criterion	Rating (1-3)
Effect on equality of opportunity and good relations	
Social need	
Effect on people's daily lives	
Relevance to a public authority's functions	

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

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

If yes, please provide details



## Part 4. Monitoring

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

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

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

## Part 5 - Approval and authorisation

<b>Screened by:</b>	<b>Position/Job Title</b>	<b>Date</b>
<div>Name Redacted</div>	Head of Higher Education Policy	26/02/20
<b>Approved by:</b>	<b>Position/Job Title</b>	<b>Date</b>
<div>Name Redacted</div>	<b>Interim Head of Higher Education Policy</b>	<b>20/7/20</b>

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