SCREENING FORM

Background

Under Section 75 of the Northern Ireland Act 1998, the FE Sector is required to have due regard to the need to promote equality of opportunity:

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

Without prejudice to the obligations set out above, the FE Sector is also required to have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

Belfast metropolitan College's (Belfast Met) 2nd Generation Equality Scheme was approved by the Equality Commission in January 2012. The College is committed to equality screening all policy decisions.

Screening

The College uses the tools of screening and equality impact assessment to assess the likely impact of a policy on the promotion of equality of opportunity and good relations.

Equality Commission guidance states:-
'In the context of Section 75, **'policy'** is very broadly defined and it covers all the ways in which we carry out or propose to carry out our functions in relation to Northern Ireland. In respect of this Equality Scheme, the term policy is used for

any (proposed/amended/existing) strategy, policy initiative or practice and/or decision, whether written or unwritten and irrespective of the label given to it, eg, 'draft', 'pilot', 'high level', or 'sectoral'.

Completion of this equality screening exercise will lead to one of the following three outcomes:-

- **the policy has been 'screened in' for equality impact assessment** ✓
- **the policy has been 'screened out' of an equality impact assessment but with mitigation measures or alternative policy has been proposed**
- **the policy has been 'screened out' of an equality impact assessment without mitigation measures or an alternative policy has been proposed.**

> **Mitigation** – Where an assessment (screening in this case) reveals that a particular policy has an adverse impact (or is likely to have an adverse impact) on equality of opportunity and good relations, a public authority must consider ways of delivering the policy outcomes which have a less adverse effect on the relevant Section 75 categories.

Policy Title	IT Acceptable Use Policy
Screening Date	
Screening outcome (to be inserted after the completion of this form)	
Date submitted to the Equality and Good Relations officer	

1.0   Information about the policy

Name of the policy – IT Acceptable Use Policy

Is this an existing, revised or a new policy? - Revised

Aim and Description of Policy – What is it trying to achieve: how will this be achieved i.e. key elements: what are the key considerations e.g. financial, legal.

Belfast Metropolitan College (the College) provides information technology (IT) resources that cover a range of facilities and services from the provision of Personal Computers (PCs), laptops, Personal Digital Assistants (PDAs), tablets and mobile phones to the use of information systems and software applications as well as access to its information; from the use of its telephone network to the buildings that accommodate them. These resources and support services allow users to conduct business on behalf of the College. Therefore, it is important that there are rules in place that define what is deemed acceptable in order to ensure that the College's IT resources are not misused in anyway. Acceptable use of the College's IT resources involves the participation and support of every College employee/worker, student, governor, business partner, contractor and/or service provider.

The objective of this policy is to define the rules for users on the appropriate use of College IT resources and outline how the College will respond to any potential breaches of these rules.

Who owns and who implements the policy?

Head of Information Technology/Information Systems

1.1 Implementation factors

a) What are the factors that would detract from the achievement of the aims of the Policy?

	Are they:-
X	Financial
	Legislation
X	Communication
	Staff Development
X	Consistent approach
	Other – please specify:-

b)	What action is necessary to ensure that the aims/outcomes of the policy are met? The policy must be communicated to all staff and students and must be read and agreed to by all users of the College's IT systems. Procedures must be put in place to ensure that compliance with the policy can be monitored as required.

1.2   Main stakeholders affected

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon and who need to be consulted with as part of the equality consultation.

Please tick	
✓	Governing Body
✓	Managers/staff
✓	staff
✓	Students/service users
	other public sector organisations
	voluntary/community/trade unions
	other, please specify:-

Detail any consultation that has taken place with stakeholders in the development of this policy in respect of equality of opportunity and good relations.

This policy was reviewed by staff within the Centre for Equality, Compliance, Risk and Policy and their suggestions were incorporated into the Policy during its development.

1.3   Other college policies that relate to this policy

Policies:-	Local policies/Sector policies
IT Security Policy	JANET Acceptable Use Policy
e-Safety Policy	
Staff and Student Disciplinary Policies and Procedures	

1.4   Available evidence

Evidence to help inform the screening process may take many forms. We must ensure that our screening decision is informed by relevant data. This can be obtained from MIS (quantitative data) or evidential/qualitative data (surveys, reports, conversations etc).

What evidence/information (both qualitative and quantitative) have you gathered to inform this policy? Specify details below.

Although some students have been disciplined under the previous policy we do not have the equality information available to see if one group is more

disadvantaged through the application of this policy.

1.5 Needs, experiences and priorities

Taking into account the information referred to above, what considerations are essential to ensure those in the following categories can achieve equal access/fair participation in relation to this policy, and what actions the College will take to address these considerations?

(considerations may include access to courses (e.g. those with caring responsibility – action could be timetabling courses at different times, provision of crèche facilities, distance learning, use of Blackboard and technology); Some faith groups need prayer time which may fall during a lesson – Action to promote equality is to ensue Attendance policy incorporates permission for approved absences for students).

Section 75 category	Details of needs/experiences/priorities	
	Consideration*	Actions to promote equality**
Religious belief	Nothing specific	Ensure access to IT for all groups and equality monitor compliance related issues. An effective communications

		mechanism will be put in place to communicate the obligations of this policy.
Political opinion	Nothing specific.	Ensure access to IT for all groups and equality monitor compliance related issues. An effective communications mechanism will be put in place to communicate the obligations of this policy.
Racial group	Culture and language may be different there consideration should be given to the accessibility of the IT infrastructure if your first language is not English or if a member of staff/student is not familiar with what might be acceptable practice in a different culture. Also policies communicated in writing in English to people in this groups is not effective communication given the language and possibly culture barriers. This could result in a higher uptake in breaches from this group. People in this category could also be the subject of cyber bullying therefore the assurance that this policy will seek to identify and deal with perpetrators will provide then with reassurance.	Ensure access to IT for all groups and equality monitor compliance related issues. An effective mechanism for communicating acceptable behaviours, this policy and consequences of breach should be considered.
Age	More older people study part time in the college and often have different experiences of the use of IT. Some	Ensure access to IT for all groups and equality monitor

	might have a more negative attitude towards IT or are less able users. This category can also be exposed to cyber bullying.	compliance related issues. An effective communications mechanism will be put in place to communicate the obligations of this policy. This must include effective communication to those not so familiar with IT terms and those who are studying part time.
Marital status	Nothing specific.	Ensure access to IT for all groups and equality monitor compliance related issues. An effective communications mechanism will be put in place to communicate the obligations of this policy.
Sexual orientation	This group can often be the subject of cyber bullying therefore careful monitoring of compliance with this policy would be required to prevent potential cyber bullying in respect of this category.	Ensure access to IT for all groups and equality monitor compliance related issues. An effective communications mechanism will be put in place to communicate the obligations of this policy.
Men and	This group can often be the subject of	Ensure access to IT

women generally	cyber bullying therefore careful monitoring of compliance with this policy would be required to prevent potential cyber bullying in respect of this category.	for all groups and equality monitor compliance related issues. An effective communications mechanism will be put in place to communicate the obligations of this policy.
Disability	This group often have different experiences of IT. The policy specifically states support for those with a disability to seek to minimise adverse impact. This group can often be the subject of cyber bullying therefore careful monitoring of compliance with this policy would be required to prevent potential cyber bullying in respect of this category.	Ensure access to IT for all groups and equality monitor compliance related issues. An effective communications mechanism will be put in place to communicate the obligations of this policy.
Dependants	Nothing specific	Ensure access to IT for all groups and equality monitor compliance related issues. An effective communications mechanism will be put in place to communicate the obligations of this policy.

Part 2

Introduction

Having collated relevant information in relation to Part 1, it is now necessary to use this information when making a decision as to whether or not there is a need to carry out an equality impact assessment.

In assessing the questions in Section 2 it will be necessary to determine the impact of the policy in respect of Section 75.

If the college's conclusion is that there is a **major** impact 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 college's conclusion is that there is a **minor** impact 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.

If the college's conclusion is that there is no impact, i.e. **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then the College may decide that the policy does not have any adverse impact or is likely to have any adverse impact on any of the Section 75 equality or good relations categories, then the policy is 'screened out'. If a policy is 'screened out' as having no relevance to equality of opportunity or good relations, the College must document the reasons for that decision in the screening form.

Reasons/Factors
'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 (i.e. more than one equality category is impacted);

e) The policy is likely to be challenged by way of judicial review;

f) The policy is significant in terms of expenditure.

'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 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.

None

The policy has no relevance to equality of opportunity or good relations.

a) 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.

2.0 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? (major/ minor/ none)		
Section 75 category	Details of policy impact	Level of impact? major/minor/none
Religious belief	None – the policy has been put in place to protect all users so will indirectly benefit this group.	None
Political opinion	None – the policy has been put in place to protect all users so will indirectly benefit this group.	None
Racial group	None – the policy has been put in place to protect all users so will indirectly benefit this group. If not communicated effectively there is a potential for this group to be adversely impacted.	Minor
Age	None – the policy has been put in place to protect all users so will indirectly benefit this group. If not communicated effectively there is a potential for this group to be adversely impacted.	Minor
Marital status	None	None

Sexual orientation	None – the policy has been put in place to protect all users so will indirectly benefit this group.	None
Men and women generally	None – the policy has been put in place to protect all users so will indirectly benefit this group.	None
Disability	None – the policy has been put in place to protect all users so will indirectly benefit this group.	None
Dependants	None	None

2	Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories?	
Section 75 category	If **Yes**, provide details	If **No**, provide reasons
Religious belief	No	No
Political opinion	No	No
Racial group	No	No
Age	No	No
Marital status	No	No

Sexual orientation	No	No
Men and women generally	No	No
Disability	No	No
Dependants	No	No

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 major/minor/none
Religious belief	No impact	No impact
Political opinion	No impact	No impact
Racial group	No impact	No impact

4	Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?	
Good relations category	If **Yes**, provide details	If **No**, provide reasons
Religious belief		No
Political opinion		No
Racial group	Yes – through effective communication of policy content.	

5. Is there a better opportunity to promote positive attitudes towards people with a disability or encourage participation of people with a disability in public life? (as required by the DDA 1995 as amended)		
	If **Yes**, provide details	If **No**, provide reasons
Disability	Yes – by ensuring full access to IT and ensuring that the policy is monitored for potential breaches which could impact on this category.	

Part 3

3.0   Screening decision

Option 1 (no impact)	If the decision is not to conduct an equality impact assessment, please details the reasons.	Enter screening decision below:-
Option 2 (minor impact)	If the decision is not to conduct an equality impact assessment the public authority should consider if the policy should be mitigated i.e. the risks should be managed down, or an alternative policy be introduced. Please document the reasons at 3.1 below.	Enter screening decision below:- There is potential for minor impacts if the policy is not communicated effectively. This could impact on all categories however it is advisable to have a specific mechanism for communicating with those whose first language is not English, those with a disability particularly a learning disability, those who are older and those studying on part time courses.
Option 3 (major impact)	If the decision is to subject the policy to an equality impact assessment, please detail the reasons.	Enter screening decision below:-

If Option 1 is identified proceed to Part 4 of the form.

If Option 2 is identified proceed to 3.1 Mitigation (minor impact).

If Option 3 is identified proceed to 3.2 EQIA - Timetabling and prioritising

3.1   Mitigation (minor impact)

When the college concludes that the likely impact is 'minor' and an equality impact assessment is not to be conducted, the college may consider mitigation (or managing down the risk) to lessen the severity of any negative equality impact, or alternatively introduce 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? Yes
If yes, give the **reasons** to support your decision, together with the proposed changes/amendments or alternative policy. The actions to be taken forward to mitigate/manage down the impact of this policy decision are as follows:- As mentioned above there is potential for minor impacts if the policy is not communicated effectively. This could impact on all categories however it is advisable to have a specific mechanism for communicating with those whose first language is not English, those with a disability particularly a learning disability, those who are older and those studying on part time courses. To this end, the policy will be communicated via the specific induction events that are conducted for ESOL and Special Needs students, ensuring that it is tailored to the needs of the particular groups.

If No, please proceed to 3.2 as an EQIA is necessary.

3.2   EQIA - Timetabling and prioritising

An Equality Impact Assessment (EQIA) is a mechanism where existing and proposed policies are assessed in order to determine whether they have an adverse impact on equality of opportunity and/or good relations for the Section 75 categories. EQIA's require the analysis of both quantitative and qualitative data (explained earlier).

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 College 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
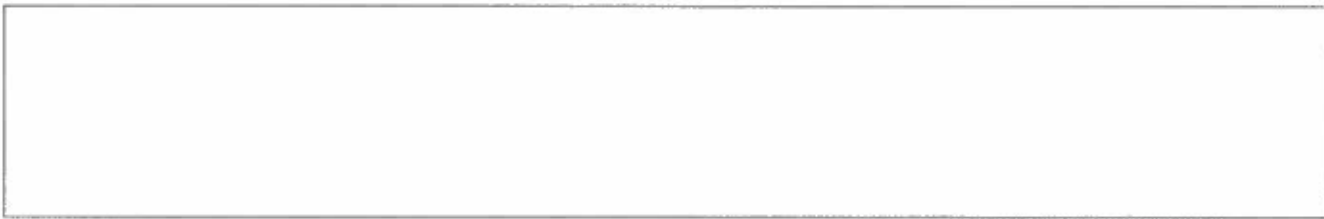
Part 4

4.1 Monitoring

Equality monitoring is a legal obligation under our Equality Scheme. Equality monitoring is more than data collection, it is also about analysing information that is relevant to, and necessary for, promoting equality of opportunity and good relations. Monitoring is an ongoing process, the objective of which is to highlight possible inequalities and why these might be occurring. Monitoring will allow the college demonstrate that its services are accessible to all sections in the community and how it has adapted services to better meet the needs of specific users and community groups thereby widening participation.

More detailed guidance can be provided by the Equality and Good Relations Officer mcoffey@belfastmet.ac.uk/ 90265456 or through the Equality Commissions' Monitoring Guidance http://www.equalityni.org/archive/pdf/S75MonitoringGuidance0707.pdf.

The Equality 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 college identify any future adverse impact arising from the policy which may lead the college to conduct an equality impact assessment, as well as help with future planning and policy development.

As part of the monitoring qualitative and quantative data may be used.

Please state monitoring proposals below:

What will be monitored?	What is the timescale?	Who will monitor the impact?
Instances of non-compliance with the policy that resulted in either staff or students being disciplined	12 month period (end of the first year following publication)	HR and Student Services

Reporting on Monitoring (insert college arrangements)

Hd of IT/IS will request data for a report from HR and Student services in order to compile a short report.

Part 5

Signing off of Screening form for the policy.

Signed _____ Date: _27. 1 . 14_

Signed _____ Date: _27/1/14_

Signed _____M Coffee_____ Date: _27/1/14_