



Belfast Metropolitan College EQUALITY SCREENING FORM

Background

Under Section 75 of the Northern Ireland Act 1998, the Further Education 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) Equality Scheme was approved by the Equality Commission in May 2022. The College is committed to equality screening all policy decisions.

Equality 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.

The screening procedure should lead to one of three conclusions:

- **The policy being screened does not have a significant impact on equality of opportunity and therefore does not require an Equality Impact Assessment (EQIA)**
- **The policy being screened has a minor impact which can be mitigated and does not require an Equality Impact Assessment (EQIA).**
- **The policy being screened has (or is likely to have) a significant impact on equality of opportunity and will require an EQIA.**

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, the College must consider ways of delivering the policy outcomes which have a less adverse effect on the relevant Section 75 categories including looking at alternative policies.

Policy Title:	The Closure of Castlereagh Campus
Equality Screening Date:	31/10/2023
Screening Outcome (to be inserted after the completion of this form):	Screened out with mitigation
Date signed off by the Policy Holder:	31/10/2023
Date submitted to	
Corporate Development after screening:	01/11/2023

1.0 Information about the policy (Scoping Stage)

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.

Aim and Description of the Policy

In line with the College Estate strategy 2022 – 2032, a key strategic priority for the College is to have a stimulating, flexible, efficient, fit-for-purpose and sustainable estate which supports teaching and learning, facilitates future growth and is flexible to changing requirements, thereby enabling the College to successfully deliver its Strategic Plan purpose of “Equipping learners, driving innovation, transforming lives”.

Our Estate Strategy states that the purpose of the college estate is to “facilitate the College’s delivery of a high-quality education....ensuring that the College has an appropriate estate to meet current and future business needs. The estate should be appropriate in terms of size, location, quality and configuration. The strategy will be underpinned by a commitment to an effective planned preventative maintenance programme. The Estate Strategy will provide a framework for the long-term development and management of the estate. This Estate Strategy must be both robust and flexible to allow the College to respond to changing needs and opportunities...”

Our Castlereagh Campus has been an important part of the life of Belfast Metropolitan College since August 2007 and is one of four Belfast Met campuses across the city. Our most recent condition survey of the Castlereagh campus identified however, some £10m is now needed to ensure the facility remains suitable for ongoing curriculum delivery. It has been rated ‘C’ using the building maintenance definitions published by the Royal Institution of Chartered Surveyors and has been deemed in need of major repair or replacement.

The College is committed to providing its staff and students with equity of provision on campuses that are stimulating, fit-for-purpose, sustainable, and equipped to meet the needs of teaching and learning in support of the 10X Strategy.

We are also entrusted to support economic growth and social inclusion, in line with Departmental policy and our dual mandate. Therefore, the College undertook a significant exercise to fully explore all of the options open to it with regard to repair, replacement, or consolidation of our Castlereagh Campus.

The Castlereagh campus, which accounts for 19% of the estate is the oldest and most in need of urgent attention if the infrastructure is to provide the best experience for all of our learners.

The Estate Strategy recognised these challenges surrounding the Castlereagh Campus and addressed them through the following actions:

- Develop with Curriculum, a suitable Business Case to address deficiencies of changing facilities at Castlereagh Campus – July 2022.

- Assist SRO to develop appropriate Governance structures to look at the future delivery at Castlereagh Campus – May 2022.
- Report on and develop Estate Strand for a review of delivery at Castlereagh Campus – Prepare Strategic outline Case – Oct to Nov 2022.
- Deliver Castlereagh Changing Facilities preferred Option – March 2023.
- Research and detail estate requirements to inform Outline Business Case on preferred option for Castlereagh Campus – June 2024.
- Deliver preferred Option for Castlereagh Campus – 2027 onwards.

Previously the College management team had set out to work towards a Strategic Outline Case (SoC) which considered a range of options for the future development of Castlereagh, including:

- Upgrade works in existing Castlereagh Campus (indicative cost of £10m).
- Development of new campus (indicative cost of £51m).
- Consolidation of curriculum onto Titanic and Millfield campuses.
- Part consolidation/ part new build (various locations).

These options were presented to our Governing Body, who considered them against a backdrop of recent unprecedented cuts to our college budget, lower student enrolments on the Castlereagh Campus, and the need to ensure the sustainability of the wider College so we can continue to fulfil our purpose of “Equipping Learners, Driving Innovation, Transforming Lives”.

As a result of the above factors, and the current condition of the Castlereagh Campus, our Governing Body has since decided that it would be more prudent, taking into account the continuing decline in college enrolments and sector wide value for money pressures and efficiencies affecting Belfast Met, to consult on the proposed closure of Castlereagh Campus. This would involve consolidating the current curriculum offer onto our Millfield and Titanic Quarter sites (both city centre with improved transport access) and the majority of non-teaching members of staff relocating to the Springvale campus.

As part of scenario planning which will be determined by the outcome of the consultation, we are currently exploring the potential to proceed with the closure and decant of the Castlereagh Campus commencing June 2024. We recognise that it is a complex process to ensure we have sufficient space to accommodate any move from Castlereagh to our existing campuses. As such should a decision be taken to close the Castlereagh Campus, there is a possibility that any related timeline could be elongated. Should such a decision be taken, a key priority for the College will be to ensure minimal disruption for learners, staff and other stakeholders in this process.

Is this an existing, revised or a new policy?

New

Who owns and who implements the policy?

The Governing Body of Belfast Metropolitan College has overall responsibility for defining the policy in conjunction with the Executive Leadership Team, comprising the Principal and Chief Executive, Chief Operating Officer and Deputy Chief Executive (Curriculum and Partnerships).

The policy is implemented by the Executive Leadership Team who devolve operational management to a Project Board, comprising representatives of the Strategic Leadership Team.

Separate project teams will be established to take forward a number of individual strands of work.

Once the public consultation has concluded, Belfast Met must engage with the Department for the Economy on next steps and the governance processes that must be followed.

Are there any Section 75 categories which might be expected to benefit from the intended policy?

Religious Belief	✓
Political Opinion	✓
Racial Group	✓
Age	✓
Marital Status	✓
Sexual Orientation	✓
Men and Women generally	✓
Disability (with or without)	✓
Dependants (with or without)	✓

If so, explain how each of these groups selected above will benefit:-

The delivery of benefits for this project will be closely aligned to the key objectives within the College's Strategic Plan, namely, to be a "College of Choice" and to be "Sustainable by Nature".

The main benefits of this proposal are:

1. Provision of facilities for curriculum delivery that will be modern, vibrant, and meet the requirements of the ETI Schedule of Accommodation. The ETI Schedule of Accommodation is a document issued, providing guidelines for colleges to ascertain best use of space within their estates.
2. Learners will benefit from an equity of provision with the same high standard across the College estate.
3. Increased efficiency in the estate by improving energy efficiency and reducing consumption allowing greater investment into college operations.

4. Reduced running costs in operation of the estate supporting the medium and long-term economic and environmental sustainability of the College.
5. Reduction of carbon emissions by 48% to assist in achieving targets for 2030 will help support an improved healthy working and teaching environment.

In terms of the benefits to each of the s75 categories, these can be summarised below and are elaborated on within the screening questions later in the form:

- Enhanced integration of students from different racial groups and those with a disability in particular, as curriculum is delivered on two main sites – that is Millfield and Titanic Quarter. Our Millfield campus has students with moderate and severe learning disabilities who use the same communal facilities as students in other mainstream provision. This level of integration is not normal for schools and often students have not had the opportunity to integrate in this way because of the separation of our education system at school level.
- In the past curriculum provision was replicated in different sites. This did not help with the integration of students. As we are now 25 years past the signing of the Belfast/Good Friday Agreement, the need for divided education has reduced. We can see over the years that the diversity on our sites has changed as students feel safe enough to travel to different parts of Belfast to access courses. Centralising our main provision onto two main sites (Titanic Quarter and Millfield campuses) will have a positive impact and allow for the better integration of students in an educational setting.
- Public transport links are more accessible to both the Titanic Quarter and Millfield Campuses. Both are central locations and should be easier for students and staff to access. There are various different funds which students can use to help with travel costs such as Educational Maintenance Allowance (EMA), Disabled Student's Allowance (DSA) and Hardship funds etc. Where appropriate the College will empower students to travel independently and will explore opportunities to provide affordable travel and/or car parking options.
- Student and staff celebrations are often centred on the sites with modern facilities and where there is a greater student and staff population i.e. Titanic Quarter and Millfield. Students and staff based in Castlereagh have said that they can feel excluded from such events as they are on a smaller edge of town site. Logistically however it is difficult to organise events across a number of sites, at the same time, therefore the proposal will allow both students and staff the opportunity to come together and celebrate a variety of multi-cultural events.
- Staff from all categories will have improved opportunities to collaborate with each other when based in central locations and will have greater access to corporate events/College celebrations which, in the main, tend to be centred around the Titanic Quarter and Millfield campuses.
- There are better onsite facilities for people with disabilities in the Titanic Quarter and Millfield campuses e.g., working lifts and accessible single use toilets etc.

- Students/staff who are transgender often prefer to use the single use toilets. There is restricted access to these facilities in Castlereagh however a much better range in the other, more modern sites of Titanic Quarter and Millfield.
- Those from different faith groups will benefit from the well-presented Prayer Rooms in our Millfield and Titanic Quarter sites. Whilst a small room has recently been identified in Castlereagh as a Prayer facility, the room allocated is only able to accommodate one person and is not of the specification that we would like for this purpose, or which is available in our other campuses.

1.1 Implementation factors

a) What are the factors that would detract from the achievement of the aims of the Policy (add; remove from the list; or tick as appropriate from the list below)?

Financial	<input checked="" type="checkbox"/>
Legislation	<input type="checkbox"/>
Communication	<input checked="" type="checkbox"/>
Staff Development	<input type="checkbox"/>
Consistent approach	<input type="checkbox"/>
Other – please specify below:	

Financial - FE Sector budgets are under severe pressure and the ability to action or undertake refurbishment or new construction options will be constrained by availability of funding. However, the option to consolidate curriculum/support provision into other existing campuses will deliver efficiencies and savings to offset any additional expenditure.

The transfer of curriculum and staff to other campuses and to support any closure will incur a level of expenditure much lower than other options considered i.e., for the refurbishment of the Castlereagh campus or construction of a new facility. The current and future economic climate in respect of public sector finance will be challenging. Robust quantification of costs and exploration of all financing options will be necessary as part of the project.

Political - Political influence in respect of this option could impact delivery programmes. A full stakeholder/community engagement programme will be undertaken.

Contractual - Existing contractual relationships with existing estate & IT contracts will need to be fully assessed and understood as there may be implications for early termination of any agreements.

Timing and availability - Availability of funding to support the consolidation of the curriculum/support facilities and accommodation needs and the choreography of the programme in respect of key deliverables could be impacted by any delays in decision making.

Availability of estate - Suitable alternative accommodation for staff and students within the current estate will need to be identified and available within any attendant timeline.

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 (tick relevant options below)?

- Governing Body: ✓
Managers/staff: ✓
Trade Unions: ✓
Students/service users: ✓
Members of the public: ✓ (including local residents and local businesses)
Third Party Stakeholders: ✓ (including contractors and suppliers)
Other, please specify below:
Public Authorities
Political Parties
Good Relations / Community Representatives
Educational Institutions

A full list of stakeholders to be consulted with have been identified in our comprehensive Castlereagh Campus Stakeholder Engagement Plan.

Detail below any consultation that has taken place with stakeholders:

In keeping with the College Estate Strategy Implementation Plan 2022-32, a **Draft** Strategic Outline Case (SoC) that addressed the long-term sustainability of the Castlereagh Campus was approved by the College's Governing Body in December 2022. The SoC considered a range of options for the future development of Castlereagh, including:

- Upgrade works in existing Castlereagh Campus.
- Development of new campus.
- Consolidation of curriculum onto Titanic and Millfield campuses.
- Part consolidation/ part new build (various locations).

The issues raised as part of the SoC included:

Suitability

Belfast Met currently has four main campuses throughout the city and one satellite campus at Girdwood. The Castlereagh Campus was constructed in the 1950's and whilst in reasonable condition aesthetically, it is the most inefficient campus in the estate in respect of environmental KPIS and also in respect of space utilisation.

The physical condition of the campus estate, which includes six separate buildings, has been rated as C in 2021 (Operational but major repair or replacement needed soon) using the building maintenance definitions published by the Royal Institution of Chartered Surveyors. Our other campuses at Titanic, Millfield and Springvale are rated B, that is, in sound condition and could be described as in a good / very good condition.

Furthermore, the functional suitability of each of the buildings in the campus, which is a comparative measure of whether accommodation is fit for its intended purpose, are either rated as fair or poor, which highlights the inequity in estate provision at this site. Our other campuses at Titanic and e3 (Springvale) are rated 'Excellent', with Millfield and (CLC) Springvale are rated 'Good'.

Scale

A key metric measured across the NI Further Education (FE) Sector is the number of students based in the campus footprint- this is measured in campus m² / FTE (Full-time equivalent) student. A higher m² / FTE figure represents a less efficient use of space.

Applying this metric, the Castlereagh campus ranks poorly compared to Titanic Quarter, Millfield and e3. In its most recent Department for the Economy (DfE) Utilisation Report 2021-22, the Castlereagh campus currently has approx. 719nr space FTEs allocated to it with a utilisation of approx. 16.091m²/ FTE. The Belfast Met average is (11.733 m²/FTE). Based on this space utilisation data, it would appear that the Castlereagh campus is oversized for its current FTE count.

There has been a drop in enrolment numbers across the College and the FE sector in recent years. This trend has led to a lower footfall in Castlereagh despite investment in the campus.

Flexibility

The Estate Strategy 2022-32 focuses particularly on flexibility, with the onus on being able to plan and meet the changing curriculum demands and being able to scale up and down as appropriate to address anticipated changes in demographics.

The fluctuation in projected numbers of students attending FE Colleges, presents significant challenges in estate planning to ensure that sufficient and appropriate space is available at the right time. The current condition and layout of the buildings at the Castlereagh Campus is not conducive to the delivery of a modern vibrant FE curriculum. It does not provide consistently the same high standard of facilities to study as other college campuses and is not flexible enough to meet the needs of future curriculum development or to deliver the 10X Strategy.

Sustainability

The Climate Act NI 2022 and the NI Energy strategy requires all public sector bodies to reduce carbon emissions by 48% by 2030 and our energy consumption by 30% against baseline by 2030 respectively.

To achieve these reductions, substantial investment will be required to ensure that the Castlereagh Campus improves its energy efficiency ratings and supports the overall reduction in energy consumption by 2030.

In June 2023 and as a consequence of the prevailing environment in respect of public spending, a decision was taken by the Governing Body in that it would be more prudent, taking into account the continuing decline in college enrolments and the outworking of a value for money report that was conducted by the FE sector, to move straight to presenting the position around the core drivers and implications on moving to close the Castlereagh Campus.

The proposal was consulted with senior leaders in the College as part of its June 2023 Strategic Leadership Team meeting.

At the Colleges Staff Welcome Back Event held on the 16 August 2023, the Principal & Chief Executive communicated to staff that the College would be seeking permission from the Governing Body to begin to engage with stakeholders on the future of Castlereagh Campus.

In September 2023 the Governing Body gave approval to proceed with a 12-week stakeholder engagement and consultation process regarding the option to close, subsequent disposal of the facility and to consolidate curriculum and support provision onto existing College campuses.

This communication was followed on 2 October 2023 through the College Fortnightly Focus video with an announcement from the Principal and Chief Executive to all staff that the College would be launching a consultation on the future of the Castlereagh campus during autumn 2023 and the findings from that would be brought back for consideration to inform how the Governing Body wishes to step ahead.

All key stakeholders received formal pre-consultation notification correspondence from the Principal and Chief Executive including:

- Trade Unions were notified in writing of this process on Friday 20 October 2023.
- Staff, stakeholders and politicians were formally written to on Monday 23 October.
- All current Belfast Met students received a formal written communication on Friday 27 October.

A wide-ranging consultation and stakeholder engagement process will be facilitated over a 12-week period on the proposal and to identify potential impacts on specific groups. To support this process a detailed Castlereagh Campus Stakeholder Engagement Plan has been developed comprising an extensive range of key stakeholders including, but not limited to, the Department for the Economy, staff, students, Trade Unions, the education sector including local universities and schools, community and voluntary organisations, training providers, local businesses, residents, contractors, public authorities and local representatives from district council areas, politicians and MLAs and other elected representatives.

Once the public consultation has concluded, all responses received will be collated and analysed. A briefing paper will be prepared for the Governing Body summarising issues, impacts and mitigation measures surrounding the proposed closure of Castlereagh. The Governing Body will consider these responses and all responses will be taken into account in arriving at a decision and any related outworking.

The College will engage with the Department for the Economy on the next steps and the governance processes that must be followed. Any potential decision to close the campus will require the Department's approval of a business case which clearly sets out the justification, rationale and timelines associated with this course of action.

1.3 Other College policies that relate to this policy

Please outline all local College Policies and documents which relate to this policy: College Estate Strategy 2022 – 32; Belfast Met Strategic Plan 2021 – 24; Admissions Policy; Equal Opportunities Policy for Students; Health and Safety Policy; Student Charter; Equal Opportunities Policy (staff).

Please state all Sector Policies and documents which relate to this policy: -

- The Climate Change Act NI 2022
- NI Energy Strategy March 2019
- 10X Skills Strategy
- Students with Learning Difficulties and Disabilities Policy
- Disability Policy (staff)
- Reorganisation Allowance (lecturing staff)

1.4 Available evidence

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

The Commission has produced a guide to [signpost to S75 data](#).

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

In line with Section 75 of the Northern Ireland Act, a wide range of student and staff data has been collated and considered to help inform this policy.

Student Data

- It is important to note that the student data provided in the following tables for the 2023/24 academic year provides a point-in-time snapshot only, as of 16 October 2023.

Enrolments take place throughout the full academic year and therefore the 2023/24 data will not be verified by the Department for the Economy until early 2024/25.

- The 2023/24 point-in-time data has been provided for the purposes of this consultation only.

Enrolments & Learners

	Overall College (23/24)	Castlereagh (23/24)	Overall College (22/23)	Castlereagh (22/23)	Overall College (21/22)	Castlereagh (21/22)
Enrolments	17,971	2,094	24,285	2,870	22,455	2,760
Learners	9,270	1,368	12,320	1,694	12,384	1,624

Data in this table shows a year-on-year decline in the number of learners and enrolments at the Castlereagh Campus. Using published data 2021/22 and 2022/23, there was an overall increase in enrolments across the College, however there was not replicated at Castlereagh Campus.

Mode of Attendance

	Overall College (23/24)	Castlereagh (23/24)	Overall College (22/23)	Castlereagh (22/23)	Overall College (21/22)	Castlereagh (21/22)
Full-Time	45.3%	55.8%	37.3%	48.6%	35.7%	44.0%
Part-Time	40.5%	31.4%	47.1%	33.6%	46.5%	39.8%
Evening	14.1%	12.7%	15.7%	17.8%	17.8%	16.3%

Data in this table shows that the Castlereagh Campus caters for full time, part time and evening course and the predominance of students are full time.

Gender

	Overall College (23/24)	Castlereagh (23/24)	Overall College (22/23)	Castlereagh (22/23)	Overall College (21/22)	Castlereagh (21/22)
Male	50.3%	57.7%	50.5%	58.7%	50.2%	58.8%
Female	49.0%	41.3%	49.1%	40.5%	49.2%	40.4%

Other	0.7%	1.0%	0.5%	0.8%	0.6%	0.9%
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Data in this table demonstrates that there are consistently more males than females who study in the Castlereagh Campus.

Ethnicity

	Overall College (23/24)	Castlereagh (23/24)	Overall College (22/23)	Castlereagh (22/23)	Overall College (21/22)	Castlereagh (21/22)
White	89.3%	92.2%	89.2%	92.5%	89.6%	92.8%
BAME	10.7%	7.8%	10.8%	7.5%	10.4%	7.2%

Data in this table shows that the majority of the student population in the Castlereagh Campus is white. This statistic is much higher than our overall representation across the College.

Disability

	Overall College (23/24)	Castlereagh (23/24)	Overall College (22/23)	Castlereagh (22/23)	Overall College (21/22)	Castlereagh (21/22)
No Disability	88.5%	90.1%	87.4%	87.3%	88.4%	86.9%
Disability (incl. SLDD)	11.5%	9.9%	12.6%	12.8%	11.6%	13.1%
SLDD Only	5.1%	3.9%	2.0%	6.1%	5.4%	5.2%

* SLDD = Severe Learning Difficulty or Disability

Data in this table shows that a small percentage of students studying at Castlereagh have declared a disability, of which 3.9% have a severe learning difficulty.

Dependants

	Overall College (23/24)	Castlereagh (23/24)	Overall College (22/23)	Castlereagh (22/23)	Overall College (21/22)	Castlereagh (21/22)
Dependants	3.5%	3.4%	4.7%	4.6%	5.4%	6.5%

No Dependants	96.5%	96.6%	95.3%	95.4%	94.6%	93.5%
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Data in this table shows that the majority of the student population in the Castlereagh Campus have no dependants.

Religious Belief

	Overall College (23/24)	Castlereagh (23/24)	Overall College (22/23)	Castlereagh (22/23)	Overall College (21/22)	Castlereagh (21/22)
None	41.6%	50.0%	42.1%	48.5%	42.5%	50.5%
Catholic	26.1%	18.0%	26.3%	19.8%	27.2%	19.2%
Presbyterian	6.9%	9.9%	6.6%	8.3%	6.7%	8.7%
Church of Ireland	5.6%	5.8%	5.3%	5.2%	5.4%	5.1%
Methodist	1.6%	2.0%	1.5%	2.3%	1.7%	2.5%
Other Christian	9.2%	9.1%	9.1%	9.8%	8.1%	8.4%
Buddhist	0.3%	0.3%	0.5%	0.7%	0.4%	0.5%
Hindu	0.3%	0.3%	0.5%	0.7%	0.6%	0.2%
Jewish	0.0%	0.1%	0.04%	0.07%	0.0%	0.2%
Muslim	6.0%	2.5%	5.7%	2.7%	4.4%	2.2%
Sikh	0.0%	0.1%	0.04%	0.07%	0.0%	0.0%
Other Religion	2.4%	1.7%	2.2%	1.9%	2.8%	2.4%

Data in this table shows the diversity of faith groups studying on the Castlereagh Campus, the majority of whom identify as being part of the Protestant community.

Age

	Overall College (23/24)	Castlereagh (23/24)	Overall College (22/23)	Castlereagh (22/23)	Overall College (21/22)	Castlereagh (21/22)
Under 16	0.3%	1.6%	0.6%	1.4%	1.0%	1.2%
16- 18 years	36.6%	35.7%	28.8%	33.9%	25.5%	29.6%
19 – 25 years	28.8%	27.9%	30.3%	26.7%	32.5%	27.0%
26 & over	34.3%	34.8%	40.2%	38.0%	41.1%	42.2%

While the entry level to the College is age 16, Castlereagh Campus hosts some schools which accounts for the under 16 data in this table. This table shows the diversity of age groups studying in the Castlereagh Campus.

Sexual Orientation

	Overall College (23/24)	Castlereagh (23/24)	Overall College (22/23)	Castlereagh (22/23)	Overall College (21/22)	Castlereagh (21/22)
Heterosexual	79.2%	81.3%	79.9%	82.1%	81.6%	81.1%
LGBT	10.8%	9.0%	10.3%	8.5%	9.1%	9.5%
Prefer Not to Say	10.0%	9.7%	9.8%	9.4%	9.3%	9.4%

Data in this table shows that while the majority of students in the Castlereagh Campus present as heterosexual, a number of students also identify as LGBTQ+.

Marital Status

	Overall College (23/24)	Castlereagh (23/24)	Overall College (22/23)	Castlereagh (22/23)	Overall College (21/22)	Castlereagh (21/22)
Single	82.0%	81.8%	78.2%	79.3%	78.6%	78.8%

Married	15.3%	14.6%	18.4%	17.0%	17.7%	16.4%
Separated	1.1%	1.2%	1.4%	0.8%	1.5%	1.4%
Widowed	0.3%	0.6%	0.5%	0.8%	1.7%	1.3%
Divorced	1.3%	1.9%	1.6%	2.0%	1.7%	2.1%

Data in this table shows that the majority of the student population in the Castlereagh Campus are single.

Quintile of Deprivation

	Overall College (23/24)	Castlereagh (23/24)	Overall College (22/23)	Castlereagh (22/23)	Overall College (21/22)	Castlereagh (21/22)
Quintile 1 (most deprived)	27.1%	21.0%	27.0%	19.9%	27.3%	21.6%
Quintile 2	14.1%	13.9%	13.5%	13.2%	14.0%	12.6%
Quintile 3	14.4%	12.8%	13.7%	12.9%	14.4%	12.4%
Quintile 4	19.4%	21.9%	19.3%	20.5%	19.4%	21.7%
Quintile 5 (least deprived)	24.9%	30.5%	26.4%	33.4%	24.9%	31.8%

While not a s75 category, we have also profiled the student population by quintiles. This shows that a lower proportion of students at the Castlereagh Campus come from a high deprivation quintile than the College average. Conversely, a larger proportion of students than the College average come from the least deprived quintile.

Local Government District

	Overall College (23/24)	Castlereagh (23/24)	Overall College (22/23)	Castlereagh (22/23)	Overall College (21/22)	Castlereagh (21/22)
Antrim & Newtownabbey	12.6%	10.4%	11.4%	9.1%	10.4%	8.4%
Ards & North Down	7.4%	11.0%	7.2%	10.9%	6.8%	9.0%
Armagh City, Banbridge & Craigavon	4.3%	3.8%	4.5%	3.8%	5.3%	3.5%
Belfast	49.8%	48.3%	48.8%	48.3%	49.8%	50.8%
Causeway Coast & Glens	1.4%	1.7%	1.8%	1.2%	1.7%	1.4%
Derry City & Strabane	0.6%	0.5%	1.0%	0.7%	1.2%	0.9%
Fermanagh & Omagh	0.7%	0.4%	0.8%	0.8%	0.9%	0.8%
Lisburn & Castlereagh	11.4%	12.8%	13.0%	14.2%	11.6%	13.6%
Mid & East Antrim	6.4%	5.7%	6.2%	5.9%	5.8%	5.4%
Mid Ulster	1.8%	1.2%	1.9%	1.5%	2.1%	1.6%
Newry Mourne & Down	3.6%	4.0%	3.6%	3.6%	4.4%	4.6%

While not a s75 category this data shows that students from across NI are studying in the Castlereagh Campus, with the majority coming from Belfast Council area.

Staff Data

The staff data provided in the following tables provides a point-in-time snapshot only, as of 27 October 2023.

	Belfast Met	% Belfast Met	Castlereagh	% Castlereagh of our overall staff total
Total Staff	1065		167.0	15.68%

	Belfast Met	% Belfast Met	Castlereagh	% Castlereagh of our overall staff total
COMMUNITY BACKGROUND				
Protestant	449	42.16%	73	6.85%
Catholic	471	44.23%	68	6.38%
Neither	127	11.92%	26	2.44%
Not answered	18	1.69%	0	0.00%

Data in this table shows that the College is almost balanced in terms of community background between the two main traditions however there is a greater number of people who identify as Protestant working in the Castlereagh Campus.

	Belfast Met	% Belfast Met	Castlereagh	% Castlereagh of our overall staff total
POLITICAL OPINION				
Broadly Unionist	107	10.05%	19	1.78%
Broadly Nationalist	123	11.55%	14	1.31%
Prefer not to say	180	16.90%	34	3.19%
Other	169	15.87%	29	2.72%
Not answered/known	486	45.63%	71	6.67%

Data in this table shows that the majority of staff did not answer or did not wish to disclose their political opinion.

	Belfast Met	% Belfast Met	Castlereagh	% Castlereagh of our overall staff total
RACIAL GROUP				
White	984	92.39%	159	14.93%
Black African	1	0.09%	1	0.09%
Black Caribbean	0	0.00%	0	0.00%
Chinese	4	0.38%	1	0.09%
Irish Traveller	0	0.00%	0	0.00%
Indian	1	0.09%	0	0.00%
Pakistani	0	0.00%	0	0.00%
Bangladeshi	1	0.09%	0	0.00%
Black Other	0	0.00%	0	0.00%
Mixed Ethnic	6	0.56%	0	0.00%
Other	10	0.94%	1	0.09%
Not answered/known	58	5.45%	5	0.47%

Data in this table shows that the majority of the staff in the Castlereagh Campus are white.

	Belfast Met	% Belfast Met	Castlereagh	% Castlereagh of our overall staff total
AGE				
16-19	1	0.09%	0	0.00%
20-29	65	6.10%	11	1.03%
30-39	227	21.31%	38	3.57%
40-49	292	27.42%	47	4.41%
50-59	298	27.98%	45	4.23%
60-69	159	14.93%	24	2.25%
70+	23	2.16%	2	0.19%

Data in this table shows that the majority of the staff in the Castlereagh Campus are aged between 30 and 59.

	Belfast Met	% Belfast Met	Castlereagh	% Castlereagh of our overall staff total
MARITAL STATUS				
married/civil partnership	540	50.70%	78	7.32%
divorced	57	5.35%	10	0.94%
separated	3	0.28%	0	0.00%

single	317	29.77%	54	5.07%
widowed	9	0.85%	3	0.28%
other	55	5.16%	8	0.75%
no response	84	7.89%	14	1.31%

Data in this table shows that the majority of the staff in the Castlereagh Campus are married or in a civil partnership.

	Belfast Met	% Belfast Met	Castlereagh	% Castlereagh of our overall staff total
SEXUAL ORIENTATION				
Persons of different sex	834.0	78.31%	137	12.86%
Persons of same and opposite sex	11.0	1.03%	1	0.09%
Persons of same sex	25	2.35%	3	0.28%
Do not wish to answer	65.0	6.10%	13	1.22%
Not answered/known	130.0	12.21%	13	1.22%

Data in this table shows that the majority of the staff in the Castlereagh Campus are heterosexual (i.e., are attracted to people of a different sex).

	Belfast Met	% Belfast Met	Castlereagh	% Castlereagh of our overall staff total
GENDER				
Male	446	41.88%	83	7.79%
Female	619	58.12%	84	7.89%

Data in this table shows that an even number of female and male staff are employed in the Castlereagh Campus.

	Belfast Met	% Belfast Met	Castlereagh	% Castlereagh of our overall staff total
DISABILITY				
No disability	264	24.79%	46	4.32%
With disability	56	5.26%	9	0.85%
Not answered/known	745	69.95%	112	10.52%

Data in this table shows that the majority of the staff in the Castlereagh Campus have not disclosed if they have a disability. Of those who have disclosed, the majority do not have a disability.

	Belfast Met	% Belfast Met	Castlereagh	% Castlereagh of our overall staff total
DEPENDANTS				
None	445	41.78%	78	7.32%
Care for child or children	243	22.82%	41	3.85%
Care for dependant or older person	6	0.56%	1	0.09%
Care for a person with a disability	2	0.19%	0	0.00%
Not answered/known	294	27.61%	33	3.10%
other	75	7.04%	14	1.31%

Data in this table shows that most of the staff in the Castlereagh Campus do not have dependants.

Agency/AfS

	Belfast Met	% Belfast Met	Castlereagh	% Castlereagh of our overall staff total
Total Agency/AfS	115	10.30%	11	0.99%

Data in this table shows that less than one percent of staff in the Castlereagh Campus are engaged through Agency or Agreement for Services contracts.

1.5 Needs, experiences, and priorities

Taking into account the information referred to above, what are the different needs, experiences and priorities of each of the section 75 categories outlined below, in relation to this policy/policy decision?

Tip - 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 ensure Attendance policy incorporates permission for approved absences for students.

2022/2023 Learner Satisfaction Survey Results

Our 2022/23 annual Learner Satisfaction Survey highlighted the following findings:

- 99% of students felt welcome at Belfast Met.
- 98% of students felt safe and secure at Belfast Met.
- 98% of students felt they were treated with respect and dignity by Belfast Met staff.
- 96% of students felt that they were treated with respect and dignity by fellow students.
- 98% of students felt comfortable interacting with others from different backgrounds, religious differences, age, races and abilities.
- 96% of students said they felt part of a diverse and inclusive culture at Belfast Met.
- 94% of students thought that Belfast Met valued them regardless of their unique backgrounds, identities and abilities.
- 97% of students said that they felt that their unique background and identity was valued at Belfast Met.

Religious Belief

Detail Needs, Experiences, and priorities to be considered

- Students and staff from different faith backgrounds (and none) need a place for quiet reflection and/or prayer.
- Staff and students need to feel welcome in all of Belfast Met's sites regardless of their religious belief.

Detail actions to promote Equality for this category below: -

- The College has a Quiet Room in its Titanic Quarter and Millfield sites to allow those who need time out for personal prayer and reflection a space for this purpose. We have received requests from students in our Castlereagh Campus for similar provision however have not been able to accommodate this request until last year. The room allocated in the Castlereagh Campus is only able to accommodate one person and not of the specification appropriate for this purpose.
- Curriculum has changed on all our sites over the years to reflect a more inclusive Northern Ireland. In the past the College duplicated its provision in different parts of Belfast to ensure that those from our two main faith traditions had access to the same courses. This resulted in sites which were predominantly attended by those from one or other of the two main faith groups in NI and did not help integration.

- In more recent years, following the outworkings of the Good Friday/Belfast agreement, courses are spread across our different sites, and this has resulted in a better balance between the two main faith groups on each site. We have learned from this that students are prepared to travel outside their local area for courses which meet their needs. This ultimately aids integration and an exposure to those from different faith traditions and community backgrounds.
- Staff data shows the staffing is well balanced between both main traditions on the Castlereagh site.

Political Opinion

Detail Needs, Experiences, and priorities to be considered

- Nothing specific for this group in respect of this policy.

Detail actions to promote Equality for this category below: -

- Nothing specific in relation to this policy

Racial Group

Detail Needs, Experiences, and priorities to be considered

- We know that students from different racial groups want to integrate into the rest of the College community as they have expressed this desire through their course teams and student surveys.
- There is a need to ensure that there are ways to allow students to learn English to aid their integration however in the interim, they need adjustments and support until their English level is strong enough to enable this to happen.
- We have a large number of refugees and those who are seeking asylum studying in the College, and who have limited funding and access to public transport.

Detail actions to promote Equality for this category below: -

- Students and staff from different racial groups study and work in all of our sites. Feedback from students, particularly those who are new to NI, is that they would like more integration with home students both through events and on site. This was evidenced in the last annual Student Satisfaction Survey.
- A major theme to emerge from the most recent student survey data, was that there is a real willingness to celebrate cultural diversity amongst the Belfast Met students who participated in the survey. Students were very keen that the College promoted the cultural diversity of its student body, through events which celebrated different cultural holidays or events.
- Activities to promote integration have been organised by our Students' Union. Unfortunately, it can be challenging to host and resource numerous events across

various sites. Given that there are fewer students in the Castlereagh campus and the facilities are less able to cater for large scale events and activities, students and staff in the Castlereagh Campus often miss out on organised activities/celebratory events. Most events are centralised in our two main sites i.e., Titanic Quarter and Millfield. While transport is organised for events like the Freshers' Fair, this is not always feasible for all events.

- A staff support group has been established for those from minority ethnic backgrounds to help promote integration and raise awareness of the different cultural identities. Participation in this group is open to staff employed across all campuses.

Age

Detail Needs, Experiences, and priorities to be considered

- Students of all ages study in Belfast Met either full, part time and evening. Most of those who study full time are under 21.
- On the Castlereagh Campus the majority of students are aged under 25 while the majority of staff employed in Castlereagh campus are aged between 30 and 59.

Detail actions to promote Equality for this category below: -

- The facilities available to all students on each of our sites varies with more modern facilities available to those on the two main sites of Millfield and Titanic Quarter, especially for evening provision.
- As the student footfall is not as extensive on our Castlereagh campus, the canteen closes mid-afternoon and only operates during term-time. It is therefore not open during the summer months, negatively impacting on staff.
- Activities organised by our Students' Union to help the integration while available to all students, is predominantly accessed by students who are full time. This indirectly benefits those who are under 25. The activities are inclusive and open to all age groups. Part time students are less likely to engage in college activities as they tend to attend campus for their teaching and learning and leave again when teaching finishes due to work or other commitments.

Marital Status

Detail Needs, Experiences, and priorities to be considered

- The majority of our students are single and the majority of staff are married.
- There are no specific issues identified for this category in relation to this policy decision

Detail actions to promote Equality for this category below: -

- Nothing specific for this category.

Sexual Orientation

Detail Needs, Experiences, and priorities to be considered

- Staff and students want to feel welcome and included in the College community. College policies and the environment must demonstrate that we are inclusive and welcoming of everyone.

Detail actions to promote Equality for this category below: -

- While the majority of our staff and students identify as heterosexual, we want to ensure that those within other groups are included, and their voices are heard.
- Staff and student networks for LGBTQA+ have been established. The College takes part in Belfast Pride festival.
- A range of activities throughout the year are hosted to aid inclusion.
- Policies are in place to promote equality, help integration and challenge inappropriate behaviour (Staff and Student Codes of Conduct and Disciplinary Policies).
- The College has a notification process for students to advise if they are transgender and we provide a range of support to help and advise on the implications of name changes and other issues they may encounter on their journey.

There are no specific issues related to this policy decision.

Men and Women generally

Detail Needs, Experiences, and priorities to be considered

- There are slightly more male students in Castlereagh than female and also slightly more female lecturing staff than males.
- Relevant to this policy decision, female workers often have significant caring responsibilities so need to work flexibly. Often this requires the use of a car to allow them the flexibility to manage these caring responsibilities as public transport doesn't always offer this same degree of flexibility. Affordable car parking is therefore a need for this group. Whilst affordable car parking is a benefit to both groups, females may not always have the option to use public transport.

Detail actions to promote Equality for this category below: -

- College buildings have car parking facilities at each. The car park in the Titanic Quarter Campus is not owned by the College however the College has negotiated a daily rate for staff so they are not paying the normal hourly charge for car parking as other users. This discounted rate does not apply to students.
- As the majority of staff and students at the Castlereagh Campus do not have caring responsibilities some may have the flexibility to use public transport which also helps the College to meet its sustainability targets.

For people with or without a disability

Detail Needs, Experiences, and priorities to be considered

- People with and without a disability need accessible sites with good facilities and often support systems. This includes accessible toilets, access and egress and a good transport infrastructure as some are reliant on a variety of transport options.

Detail actions to promote Equality for this category below: -

- Although the numbers of students and staff with a disability are low, we recognise our legal obligation to ensure that our buildings are fit for purpose for those with a disability who may wish to access the College.
- The Castlereagh site was extensively renovated when the Disability Discrimination Act (DDA) duty was enacted to improve access and egress e.g., automatic door opening, and ramps etc, however there are limited accessible toilets throughout the campus.
 - There are no accessible toilets in Block 2.
 - In Block 3 anyone who uses the lift must pass through a classroom to access the rest of the floor.
 - Due to the age of the building, there is only one carriage lift and stairlift in Block 1 and carriage lift in block 3. Due to the age of these lifts they are prone to breakdown impacting on the ability of students and staff to access the upper floors unaided, if at all. Work to rectify any lift issues is always prioritised however often they can be out of service for a few days at a time, if not longer.
 - Due to the location of classrooms in Block 5, any staff or students with mobility issues need to access these classrooms through the rear of the building.
- There is extensive car parking in the Castlereagh site which is free and numerous spaces for those with disabled badges to use. Equally there are also good car parking options in our other sites which are more modern and benefit from more accessible toilets and lifts.
- There is a potential for additional travel time and cost to impact on those with disabilities. There are various funds which students can use to help with travel costs such as Educational Maintenance Allowance (EMA, Disabled Student's Allowance (DSA), Hardship funds etc. Where appropriate the College will empower students to travel independently and will liaise with Translink to ensure good transport links.

For people with or without dependants

Detail Needs, Experiences, and priorities to be considered

- This is touched on in our reference to the section on men and women. Those with caring responsibilities require flexibility in the workplace and where possible whilst studying. Mostly this can be addressed through student and staff employment policies where flexible working practices and leave arrangements can be incorporated into the normal day.
- Support systems are also in place for students (wellbeing teams) and for staff.
- In terms of this policy decision, the building environment with access to affordable car parking can also be beneficial.

Detail actions to promote Equality for this category below: -

- As mentioned above, Castlereagh campus offers free car parking for staff and students however the site is on the outskirts of Belfast which, for some, can be problematic for travelling. One other site at Springvale offers free car parking, and it too is on the outskirts of the city centre.
- The two sites in the City Centre (Millfield) and Harbour Estate (Titanic Quarter) have extensive public transport links and connectivity. Car parking is also available however there is a charge. A staff car parking rate has been negotiated for both Millfield and

Titanic Quarter campuses. This discounted rate is not available to students; however, students are generally not on campus, each day of the week for a full day.

- Most of those who work and study in the Castlereagh site do not have caring responsibilities. We have family friendly policies in place for staff which should allow for more flexibility e.g., Carers Leave Policy, Discretionary Leave Policies and Flexible Working Policy.
- There is a potential for additional travel time and cost to impact on those with disabilities. There are various different funds which students can use to help with travel costs such as Educational Maintenance Allowance (EMA), Disabled Student's Allowance (DSA) and Hardship funds etc. Where appropriate the College will empower students to travel independently and will liaise with Translink to ensure good transport links.

Part 2

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 66-68 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.

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)

Religious Belief

Identify the level of impact on this category Minor

Provide details of the impact on this category

Minor positive impact. 97% of students told us in our most recent Learner Satisfaction Survey that the facilities provided at the College help them to learn. We believe that staff and students will benefit by the provision of more modern facilities than currently afforded at Castlereagh. The majority of students studying in Castlereagh campus identify as Protestant and marginally more staff identify as Catholic.

A decision to close the Castlereagh Campus and move the curriculum provision, students and staff will impact on all categories. It will enable the integration of people from all community traditions and faith backgrounds. Whilst the Castlereagh Campus is located in an area of Belfast which has proportionately more people from a Protestant background than a Roman Catholic background, the campus itself has a good proportion of staff and students of all religious beliefs.

We can see from the data collated that individuals are prepared to travel to study for a course that they want to access, and for work, regardless of where this is located. All issues and mitigations identified through consultation will be considered by the College.

Political Opinion

Identify the level of impact on this category None

Provide details of the impact on this category No evidence of impact on this category

Racial Group

Identify the level of impact on this category Minor

Provide details of the impact on this category Minor positive impact. 97% of students told us in our most recent Learner Satisfaction Survey that the facilities provided at the College help them to learn. We believe that staff and students will benefit by the provision of more modern facilities than currently afforded at Castlereagh. A decision to close Castlereagh and move the curriculum provision, students and staff will impact on all categories. It will also enable the integration of people from all racial groups. All issues and mitigations identified through consultation will be considered by the College.

Age

Identify the level of impact on this category Minor

Provide details of the impact on this category Minor positive impact. 97% of students have told us in our most recent Learner Satisfaction Survey that the facilities provided at the College help them to learn. We believe that staff and students will benefit by the provision of more modern facilities than currently afforded at Castlereagh. A decision to close Castlereagh and move the curriculum provision, students and staff will impact on all age groups. It will also enable the integration of people from all age groups. All issues and mitigations identified through consultation will be considered by the College.

Marital Status

Identify the level of impact on this category None
Provide details of the impact on this category Minor positive impact. 97% of students have told us in our most recent Learner Satisfaction Survey that the facilities provided at the College help them to learn. We believe that staff and students will benefit by the provision of more modern facilities than currently afforded at Castlereagh. A decision to close Castlereagh and move the curriculum provision, students and staff will impact on all groups. It will also enable the integration of people from all groups, regardless of marital status. All issues and mitigations identified through consultation will be considered by the College.

Sexual Orientation

Identify the level of impact on this category Minor
Provide details of the impact on this category Minor positive impact. 97% of students have told us in our learner satisfaction survey that the facilities provided at the College help them to learn. We believe that staff and students will benefit by the provision of more modern facilities than currently afforded at Castlereagh. This decision to close Castlereagh and move the courses and staff will impact on all groups. It will enable integration and access to a wider range of student and staff support groups. All issues and mitigations identified through consultation will be considered by the College.

Men and Women generally

Identify the level of impact on this category Minor
Provide details of the impact on this category Minor positive impact. 97% of students have told us in our most recent Learner Satisfaction Survey that the facilities provided at the College help them to learn. We believe that staff and students will benefit by the provision of more modern facilities than currently afforded at Castlereagh. This decision to close Castlereagh and move the curriculum provision, students and staff will impact on all groups. It will also enable integration and access to a wider range of student and staff support groups. All issues and mitigations identified through consultation will be considered by the College.

With or without a disability

Identify the level of impact on this category Minor
Provide details of the impact on this category Minor positive impact. 97% of students have told us in our most recent Learner Satisfaction Survey that the facilities provided at the College help them to learn. We believe that staff and students will benefit by the provision of more modern facilities than currently afforded at Castlereagh. A decision to close Castlereagh and move the curriculum provision, students and staff will impact positively on those with a disability because of the better-quality facilities on other campuses to meet their needs. It will also enable integration and access to a wider range of student and staff support groups. All issues and mitigations identified through consultation will be considered by the College.

With or without dependants

Identify the level of impact on this category Minor
Provide details of the impact on this category Minor positive impact. 97% of students have told us in our most recent Learner Satisfaction Survey that the facilities provided at the College help them to learn. We believe that staff and students will benefit by the provision of more modern facilities than currently afforded at Castlereagh. A decision to close Castlereagh and move the curriculum provision, students and staff will impact on all groups. It will also enable integration and access to a wider range of student and staff support groups. All issues and mitigations identified through consultation will be considered by the College.

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

Religious Belief Yes No

If you have answered Yes above please provide details in the section below:-
The transfer of our courses to other sites will aid integration as stated above and improve access to more modern facilities and services including better building designs to aid accessibility and independence. Section on benefits to s75 categories, section 1.5 and question 1 above refers.

Political Opinion Yes No

If you have answered Yes above please provide details in the section below:-
Click or tap here to enter text.

Racial Group Yes No

If you have answered Yes above please provide details in the section below:-
The transfer of our courses to other sites will aid integration as stated above and improve access to more modern facilities and services including better building designs to aid accessibility and independence. Section on benefits to s75 categories, section 1.5 and question 1 above refers.

Age Yes No

If you have answered Yes above please provide details in the section below:-
The transfer of our courses to other sites will aid integration as stated above and improve access to more modern facilities and services including better building designs to aid accessibility and independence. Section on benefits to s75 categories, section 1.5 and question 1 above refers.

Marital Status Yes No

If you have answered Yes above please provide details in the section below:-
The transfer of our courses to other sites will aid integration as stated above and improve access to more modern facilities and services including better building designs to aid accessibility and independence. Section on benefits to s75 categories, section 1.5 and question 1 above refers.

Sexual Orientation Yes No

If you have answered Yes above please provide details in the section below:-
The transfer of our courses to other sites will aid integration as stated above and improve access to more modern facilities and services including better building designs to aid accessibility and independence. Section on benefits to s75 categories, section 1.5 and question 1 above refers.

Men and Women generally Yes No

If you have answered Yes above please provide details in the section below:-

The transfer of our courses to other sites will aid integration as stated above and improve access to more modern facilities and services including better building designs to aid accessibility and independence. Section on benefits to s75 categories, section 1.5 and question 1 above refers.

With or without a disability Yes No

If you have answered Yes above please provide details in the section below:-

The transfer of our courses to other sites will aid integration as stated above and improve access to more modern facilities and services including better building designs to aid accessibility and independence. Section on benefits to s75 categories, section 1.5 and question 1 above refers.

With or without dependants Yes No

If you have answered Yes above please provide details in the section below:-

The transfer of our courses to other sites will aid integration as stated above and improve access to more modern facilities and services including better building designs to aid accessibility and independence. Section on benefits to s75 categories, section 1.5 and question 1 above refers.

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

Religious Belief

Identify the level of impact on this category Major

Provide details of the impact on this category The transfer of our courses to other sites will aid integration as stated above.

Political Opinion

Identify the level of impact on this category Major

Provide details of the impact on this category
aid integration as stated above.

The transfer of our courses to other sites will

Racial Group

Identify the level of impact on this category
Provide details of the impact on this category
aid integration as stated above.

Major
The transfer of our courses to other sites will

4 Are there opportunities to better promote good relations between people of different religious belief, political opinion, or racial group?

Religious Belief Yes No

If you have answered **Yes** above please provide details in the section below:-

In terms of promoting religious belief, we believe that the consolidation of provision onto other existing, modern sites has the potential to better integrate students and staff from different traditions and community backgrounds.

If you have answered **No** above please provide reasons in this section:-

Click or tap here to enter text.

Political Opinion Yes No

If you have answered **Yes** above please provide details in the section below:-

In terms of promoting good relations between people of different political opinion, we believe that the consolidation of provision onto other existing, modern sites has the potential to better integrate students and staff from different political traditions.

If you have answered **No** above please provide reasons in this section:-

Click or tap here to enter text.

Racial Group Yes No

If you have answered **Yes** above please provide details in the section below:-

In terms of promoting good relations between people of different racial groups, we believe that the consolidation of provision onto other existing, modern sites has the potential to better integrate students and staff from different racial groups.

If you have answered **No** above please provide reasons in this section:-

Click or tap here to enter text.

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).

Yes

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

We recognise that for most people a range of identities intersect. There will be impacts on all s75c categories. However as stated previously we believe that should a decision be taken to close the Castlereagh campus, we would successfully mitigate any negative impacts identified through the consultation process. In terms of students, we know that the majority of students studying in Castlereagh are young, white, single, heterosexual, male, Protestants without a disability and with no dependants. From a staff perspective the majority of staff are middle aged, married, white, heterosexual Catholics without dependants and without caring responsibilities.

Part 3

3.0 Screening decision

Select below the outcome of the equality screening exercise

Option 1 (no impact) tick

If the decision is not to conduct an equality impact assessment and mitigation is not necessary, please provide details of the reasons in the text box below: -

Click or tap here to enter text.

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

Option 2 (minor impact) tick

The decision is not to conduct an equality impact assessment, but the policy should be mitigated, or an alternative policy be introduced. Detail the reasons for this assessment in the text box below: -

Click or tap here to enter text.

If Option 2 is identified proceed to 3.1 Mitigation (minor impact and/or alternative policy).

Option 3 (major impact) tick

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

Click or tap here to enter text.

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 to lessen the severity of any negative 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?

- Yes

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

- Mitigations have already been introduced to minimise the impact on staff working on all our sites.

- We are open to the views of consultees to identify potential impacts that we have not yet considered which will allow us to further mitigate the impact of this policy decision.
- This equality screening document will remain in draft format until we formally conclude the consultation process.

3.2 EQIA - Timetabling and prioritising

An EQIA is a mechanism, where existing and proposed policies are assessed to determine whether they have an adverse impact on equality of opportunity for the relevant Section 75 categories EQIA's require the analysis of both quantitative and qualitative data.

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	Choose an item.
Social need	Choose an item.
Effect on people's daily lives	Choose an item.
Relevance to a public authority's functions	Choose an item.
Total Rating Score to enter text.	Click or tap here to enter text.

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? Yes No

If you answer yes above, please provide details in the text box below: -
Click or tap here to enter text.

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 to 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 90265456 equalityservices@belfastmet.ac.uk or through the [Equality Commissions' Monitoring Guidance](#).

The College 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 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 quantitative data may be used.

Please state monitoring proposals in the section below: -

What will be monitored? Comments, complaints and compliments; Student and staff feedback via consultative groups as part of the closure decision and ongoing through various surveys. This equality screening document will be updated in light of feedback received during the consultation period.

What is the timescale? Each Academic Year

Who will monitor the impact? Estate and FM and Corporate Development

Part 5

Signing off of Screening form for the policy.

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 College website as soon as possible following completion and made available to anyone who requests a copy.

Signed: Lisa McCartney Date: 31/10/2023

Signed: Peter Kane Date: 31/10/2023

Signed: Louise Warde Hunter Date: 01/11/2023