SECTION 75 OF THE NORTHERN IRELAND ACT 1998

PROGRESS REPORT

Report on the implementation of equality and good relations duties under Section 75 of the NI Act 1998

APRIL 2009 – MARCH 2010
CONTENTS PAGE

Executive Summary 4

Section 1 Strategic Implementation of the Section 75 Duties 10

Section 2 Screening 23

Section 3 Equality Impact Assessment (EQIA) 25

Section 4 Training 26

Section 5 Communication 29

Section 6 Data Collection & Analysis 31

Section 7 Information Provision, Access to Information and Services 33

Section 8 Complaints 36

Section 9 Consultation and Engagement 37

Section 10 The Good Relations Duty 39

Annual Report on the ‘Disability Duties’ Questions 42

Appendices
NORTH WEST REGIONAL COLLEGE

PUBLIC AUTHORITY PROGRESS REPORT 2009 – 2010

Report on the implementation of equality and good relations duties under Section 75 of the NI Act 1998.

This report is available on disk, in large print and can be made available in Braille, in minority languages (for those who are not fluent in English) or on an audiocassette by contacting the College at the address below.

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North West Regional College

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Executive Summary

What were the key policy/service developments made by the authority during this reporting period to better promote equality of opportunity and good relations and what outcomes were achieved?

The North West Regional College through the implementation of Section 75 has been improving the promotion of Equality in all areas including equality of opportunity, policy and good relations. Outlined below are the main activities carried out to achieve this aim:

- Continued implementation of the College’s Cultural Diversity Action Plan resulted in the inclusion of cultural diversity themes within the curriculum. Further details are provided in Section 1. Monitoring of the Cultural Diversity Action plan has resulted in a majority of lecturers being trained in the Aurion programme.

- Implementation of the Student Equality Survey Action Plan has resulted in increased awareness of student perception relating to Equality and raised awareness among academic staff across each of the schools.

- The College maintained its commitment to equality in its consultation and engagement with various representative groups with regard to policy development.

- Several equality themed events have taken place over the reporting period to promote equality of opportunity and good relations which included Anti-racist Week, Anti-homophobia Week and Traveller Focus Week. Further details can be viewed at Section 1.

- The College’s staff development programme continued to incorporate equality training for all staff, eg, SENDO Training, Disability Awareness Training and Good Relations Training. Outcomes are detailed in Section 4.

- The SENDO Committee continued to implement SENDO legislation in its provision of support to all staff and students.

- The Equality Working Group continues to meet its obligations under Equality Legislation by informing, advising and assisting in all aspects of policy-making and service delivery.

- Continued monitoring of the Disability Action Plan has resulted in improving the Complaint feedback process which now includes an opportunity at least twice a year for students to voice concerns, in addition to a drop in service provided by the Learning Support Centre.
• The Disability Action Plan and associated actions continue to be monitored on a regular basis.
What are the main initiatives planned in the coming year to ensure the authority improves outcomes in terms of equality of opportunity and good relations for individuals from the nine categories covered by Section 75?

The main initiatives planned in the coming year to ensure improvement in outcomes in terms of equality of opportunity and good relations for individuals from the nine categories covered by Section 75 are indicated below:

- Continue to raise awareness of equality issues particularly in relation to Race, With or Without Dependents/Gender and Age;

- Continue to provide equality awareness training for all staff as part of the College’s Staff Development programme to include Disability Awareness Training, Good Relations Training and Cultural Diversity Training;

- Raising awareness of blind and/or visually impaired people by holding a “Dining in the Dark” event for College staff and representatives from the RNIB, with involvement from students from the College’s School of Hospitality, Tourism and Sport;

- Engage with students using technology due to difficulties experienced with attendance at Student Equality Groups;

- Further consult with the newly formed Lesbian, Gay, Bi-sexual and Transgender Support Group within the College;

- Develop the College’s website to include a range of resources and services for ethnic minority students;

- Continue to monitor the impact of the actions as a result of the Student Equality Survey (2008/2009);

- Carry out research through student and staff surveys;

- Continue to consult with representative groups with regard to the implementation of the Disability Action Plan;

- Consult with the Equality Commission’s Campaign Team to further embed equality issues into the College’s Equality Events strategy;

- Continue to monitor the impact of short listing criteria on the basis of age and disability;

- Continue to promote flexible working to assist staff with dependants and / or caring responsibilities;
• Further incorporate cultural diversity awareness into the College’s curriculum programme;

• Continue to address the imbalance in the workforce following the College’s affirmative action programme;

• The screening of all policies for equality purposes will continue;

• The College will continue to make available key documents in different formats to include Braille, thereby meeting the needs of disabled people more efficiently.
Please give examples of changes to policies or practices which have resulted in outcomes. If the change was a result of an EQIA please tick the appropriate box in column 3:

<table>
<thead>
<tr>
<th>Persons of different religious belief</th>
<th>Outline change in policy or practice which have resulted in outcomes</th>
<th>Tick if result of EQIA</th>
</tr>
</thead>
</table>
|                                       | • Good Relations Training in the College raised awareness among staff, and as a result of the training 56% of staff identified the training was beneficial to their everyday work.  
• Review of advertising medium, to include churches, to help address imbalance in respect of applicants from the protestant community. | |
| Persons of different political opinion | • As above | |
| Persons of different racial groups    | • The College is consulting on a new Race Equality Policy  
• ESOL provision has resulted in over 120 students being enrolled in 11 courses  
• There is a 35% increase in student applications to the College from the Black Caribbean, Black African, Indian, and Bangladeshi ethnic origin categories. | |
| Persons of different age | • During the reporting period 12 members of staff have been working beyond the age of retirement | |
| Persons with different marital status | • Marriage leave available for civil partnerships  
• Enrolment documentation amended to reflect civil partnerships | |
| Persons of different sexual orientation | • A Lesbian, Gay, Bisexual, Transgender (LGBT) support group has been set up for students | |
| Men and women generally | | |
| Persons with and without a disability | • The College’s website has been further developed to increase accessibility  
• Work placements were made available for two individuals with a visual impairment which helped them in their search for more permanent employment  
• The complaint feedback process has been improved to allow students to voice concerns  
• The website has been developed to increase awareness of the learning support centre  
• The College has implemented a new Car Park | |
<table>
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<tr>
<th>Outline change in policy or practice which have resulted in outcomes</th>
<th>Tick if result of EQIA</th>
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</table>
| Procedure with improved accessibility of spaces and signage  
- The College has procured a height adjustable lectern for use by all staff in the Lecture Theatre to comply with the DDA  
- The provision of a dedicated individual in Administration who will deal with queries from those with a disability | |
| Persons with and without dependants  
- The College’s Flexible Working policy has contributed to 22 members of staff availing of flexible working, an increase of 4 from the last reporting period  
- The College responded to the diverse needs of ESOL groups for flexibility in terms of their timetable, and arranged classes at a time and place more convenient, ie, Saturday morning and workplace learning | |
Section 1: Strategic Implementation of the Section 75 Duties

Please outline evidence of progress made in developing and meeting equality and good relations objectives, performance indicators and targets in corporate and annual operating plans during 2009-10.

1.1 Progress made in the reporting period

(i) Equality Working Group

During the reporting period the College continued with the ongoing collaboration of staff and student members of the Equality Working Group.

(a) Aim of the Group

To inform, advise and assist the College in all aspects of policy-making and service delivery to meet the obligations under equality legislation and to mainstream equality and diversity issues within our policy decision-making and implementation.

The Equality Working Group will:

- advise on action necessary to ensure compliance with the College Equality Scheme;
- participate in the screening of policies to assess equality impacts and where necessary participate in the working groups responsible for Equality Impact Assessments;
- initiate research projects to assess the effectiveness of equality mainstreaming within the College;
- determine activities and other mechanisms to promote equality and cultural diversity;
- monitor the effectiveness of equality and cultural diversity training;
- monitor progress on cultural diversity initiatives that originated from the Cultural Diversity Project;
- facilitate consultation with external groups;
- monitor policy implementation from an equality perspective;
- contribute to the production of reports such as the Annual Progress Report.

(ii) Consultation

In accordance with the Equality Scheme the College consulted with recognised consultees in respect of policy development and screening. In the reporting period the College consulted with a number of consultees to offer support particularly to those groups representing those with disabilities. More detail on consultation activity is provided at Section 9.
(iii) **SENDO**

The College SENDO Committee met regularly to embed processes to support the implementation of SENDO and the DDA. In the reporting period the SENDO Committee discussed the provision of a Prison Application enrolment form to assist the enrolment process to allow for confidential information to be dealt with discretely.

(iv) **Cultural Diversity Inspection and outcomes**

A Cultural Diversity inspection was carried out by the ETI at the beginning of November 2009 to determine the College’s effectiveness in implementing the key recommendations of the Further Education Circular, “Cultural Diversity Dissemination”.

Two diverse student focus groups, which included a member of the College’s Equality Working Group, and various members of staff met with the Inspector during this period. The inspection feedback was extremely positive.

The College has also registered under the UK Border Agency which promotes the College services to International Students via the website.

(v) **Disability Action Plan**

The Disability Action Plan is continually implemented, monitored and reviewed. Appendix 1 details the action measures and outcomes. Information on consultation to date with representative groups in respect of this plan can be found at Section 9.

In its commitment to the plan, Disability Awareness Training has been continuously rolled out to all staff, with 102 participating in the reporting period.

Continued monitoring of the Disability Action Plan has resulted in improving the Complaint feedback process which contributes to the College’s commitment to a higher quality of service for all students.

1.2 **Raising awareness of equality issues**

(i) **Deaf Awareness Week**

To promote Deaf Awareness Week from 4th to 10th May 2009, the College advised staff on communication tips prepared by the Royal National Institute for Deaf People, and included advice on how to speak clearly and to use natural facial expressions and gestures when communicating with someone with a hearing impairment. (see Appendix 2)
(ii) Age Awareness Week

Age Awareness week ran from 28 September to 3 October 2009 and all staff were invited to browse through the programme of events organised through Changing Ageing Partnership (CAP). The Programme outlined the various events and activities that were organised throughout Northern Ireland and categorised the events into Exhibitions, Films, Dance Events, etc. (See Appendix 3)

(iii) Mental Health

World Mental Health Day was 10 October 2009 and the College informed staff of the Mental Health Foundation’s promotion of a “Tea and Talk” day which encouraged staff to share their cares with someone else to help mental health and wellbeing. The College also advised staff of the Department of Health’s New Horizons Consultation which would make services for adults with mental health problems better in the future and to help everyone have better mental health. (See Appendix 4)

Students from the School of Hairdressing and Beauty Therapy, in liaison with NUS-USI, also took part in an event called “Open your Mind” in which they provided Indian Head Massage treatments to participants to raise awareness of mental health issues among all students.

(iv) Anti Racist Workplace Campaign

To celebrate Anti Racist week which ran from 19th to 23rd October 2009, the College organised a quiz for all staff and students. The quiz tested knowledge on migration. A winning entry was selected from both the staff and student bodies with prizes of a meal for two in the College’s restaurant. (See Appendix 5)

(v) Anti Homophobia Week

The week commencing 2 November 2009 was Anti homophobia Week. To raise awareness of homophobia issues the College, in collaboration with the Rainbow Project, raised awareness for this by arranging for a themed lorry to be stationed in car parks at Strand Road Campus and Strabane campus on 5 November 2009.

The themed lorry which was designed to promote awareness of homophobia had been a venture organised by the Equality Commission, the Rainbow Project, Cara Friend and LSAI (Lesbian Advocacy Services Initiative). (See Appendix 6)

(vi) Domestic Violence

As part of the International Day for the Elimination of Violence against Women, which occurred on 25 November 2009, the College arranged training for Line Managers on Domestic Violence delivered by the local community group, Foyle Women’s Aid. Staff were advised on how to identify the signs of abuse and how to deal with this.
(vii) **Traveller Focus Week**

To celebrate Traveller Focus Week, which ran from 30 November 2009 to 3 December 2009, the College, in collaboration with the Derry Travellers’ Association, launched “The Cartwheel of Equality”, a piece of art designed and developed as part of the project between the College and Derry Travellers’ Association.

The Cartwheel is an important symbol to the travelling community as it signifies travel. Making the wheel with their hands was important in that traditionally travelling people made objects to sell or use for personal use. The model hands, which were used as the spokes of the wheel, from College Students and members of the travelling community symbolises Equality and two communities coming together. The cartwheel was located in the College’s Springtown Centre because the Centre is “trade” related; a view with which members of the travelling community perceive their own culture. (See appendix 7)

(viii) **Lesbian, Gay, Bi-sexual, Transgender History Month**

The month of February was Lesbian, Gay, Bi-sexual, Transgender History Month and to commemorate this, the College consulted with members of the student body and it was agreed that a support group should be established that will give students a support mechanism at the College should it be required. As a result, a support group has been successfully established, and an Awareness Day was held in March 2010 with high visibility promotion through the use of posters, literature stands and LCD screens (See appendix 8)

(ix) **Chinese New Year – Year of the Tiger**

To celebrate Chinese New Year on Sunday 14 February 2010, the College advised students and staff of the Chinese themed food on the menu of Mount Charles Canteen, Tower Building on 12 February 2010 and at the Flying Clipper, Northland Building, on 15 February 2010. (See appendix 9)

(x) **Good Relations Training**

Good Relations training is an integral part of the College’s Staff Development Programme. This programme continues to provide staff with legislative information and implications for the College and individual staff members. Further information can be found at Section 4: Training.

(xi) **Online Cultural Diversity/Equality Training**

Following the commencement of the online equality/cultural diversity training programme to non-teaching staff in the last reporting period, the College continued to roll out this training to all staff with the view to having all staff trained by the end of the academic year. Further information can be found at Section 4: Training.
(xii) **Work placements**

As a result of regular consultation with the Royal National Institute for Blind People work placements were provided for two people who were blind/partially sighted. One placement was based at the Strabane Campus and the other 12 week placement was based in the Limavady Campus. The individuals had opportunities to update a range of skills including IT which helped them in their search for more permanent employment. (See appendix 10)

(xiii) **Student Equality Survey**

Following the student survey in the last reporting period, an Action Plan has been drawn up and actions agreed by relevant Heads of Schools, with a view to monitoring progress of these actions over the coming months. Progress made will be reported back to the College’s Equality Working Group. (See appendix 11)

(xiv) **Breastfeeding Awareness**

The College advised staff of the location and availability of a Breastfeeding Room during Breastfeeding Awareness week in May 2009. The College also provides staff going on maternity leave with a copy of the Breastfeeding Policy thus showing its support for staff wishing to avail of breastfeeding at work.

In the reporting period 11 staff members used this facility, an increase of 7 from the last reporting period.

Also during Breastfeeding awareness week, a number of college staff and students were invited to attend an event “Celebration of Breastfeeding” which was organised by hospital midwives and the Health Promotion Department of the Western Health and Social Care Trust. (See Appendix 12)

(xv) **Adult Learners**

The College continues to meet its aims in relation to promoting life long learning which encourages adult learning and has catered courses for the needs of the wider community, allowing people to embark on extending, or even beginning, their education. Please see Appendix 13 for comments from part time learners.

(xvi) **Flexible working**

In the reporting period 22 members of staff availed of flexible working as part of the College’s Flexible working policy, showing its commitment to supporting staff who have dependants.

(xvii) **New / Continued Course provision**

The School of Construction, Engineering and Science have planned in the reporting period to include within their Edexcel BTEC Level 3 Nationals in Engineering, a new specification which gives learners opportunities to develop an
understanding of social and cultural issues, as well as an awareness of citizenship and equal opportunities issues.

In the School of Early Years, Children and Young People, students in Year 3 of the Foundation Degree in Early Childhood Studies have for the first time undertaken a module on “Anti-discriminatory Practice”. This module is designed to allow participants to explore the diverse needs of young children in early years settings and aims, among other issues, to develop knowledge and understanding of the effects of discrimination on the child, family and wider community. On completion of this module students are able to evaluate the origins of discrimination/prejudice in relation to age, class, ability, sexuality, gender, marital status, race and religion, and how they are maintained and continued in society.

Students undertaking the BTEC National Diploma in Children’s Care Learning and Development at the College studied a module on “Meeting Additional Requirements for Children’s Care, Learning and Development”. Students continued to learn how to deal with and contribute to the inclusion of children with disabilities and special educational needs, and support the participation of a full range of activities and experiences. One of the outcomes in undertaking this module is that students will be able to support children with additional requirements, such as Autistic spectrum disorder, sensory impairments and mental illness, during their work in this environment.

Over the course of the reporting period, the Head of School for Early Years, Children and Young People at the College had discussions about a programme entitled “Respecting Differences”, and how students should access the play materials that are currently available in pre-school environments. The programme itself included cartoon and educational initiatives which were aimed at pre-school children, but are designed to help young children understand and respect those who are different and to encourage inclusion in a very simple child-friendly way. The aim of the programme was to build a more tolerant attitude among young children.

Students within the National Diploma in Hospitality have had a European cookery unit integrated into their assignment work. This has encouraged students to be aware of the ethnic aspect of food within different countries.

(xviii) College Events Calendar

The Marketing and Public Relations Team within the College developed a College Events Calendar to allow staff to publicise events that staff and/or students are involved in. This further extended communication of equality events to all staff. (see appendix 14)

(xix) Diversity Calendar

The College contributed to the Diversiton Diversity Calendar and as a partner received 60 copies. As well as distributing the calendars to key personnel within the College, all staff were able to access a copy on the College’s intranet.
A Diversity calendar of events was produced from the calendar and the Equality Working Group discussed various events that could be organised to commemorate each month. (see appendix 15)

(xx) Braille Embosser

The Braille embosser, purchased to provide an improved service to blind and partially sighted people, has been located within the Administration Department and was used in the organisation of the College’s Dining in the Dark event (to be detailed fully in the next reporting period). Training on its use was provided for key staff within the College.

(xxi) Childcare Vouchers

The College maintained its association with the Employer’s for Childcare Scheme and 9 members of staff benefited from a reduction in the cost of their childcare provision.

The College also invited the Employers for Childcare organisation to come and provide information to all staff with regard to the services they provide.

(xxii) Policy Development

During the reporting period the following policies were screened and consulted on for equality purposes:

- Car Park procedure
- Application and Enrolments Policy
- Voice Recording Policy
- Data Protection Policy
- Conflict of Interest Policy
- Race/Equality Policy
- Risk Management Policy
- Records Management Policy
- Staff Development Policy
- Malpractice and Plagiarism Policy

The following were agreed at Sector level

- Probation Procedures
- Appraisal Scheme
- Associate Lecturers Agreement
- Part time Lecturers Contract
- Policy for Handling Redundancies
- Career Break Policy
- Maternity Leave Procedures
- Adoption Leave Procedures
• Guidelines for the Operation of Fixed Term Contracts
• Joint Facilities Agreement
• Job Share

(xxiii) Provision of learning support

In order to be more responsive to the needs of students with disabilities, as part of the enrolment process, the College assists prospective students by identifying at this early stage their needs. This allows the Learning Support Centre to work efficiently and agree additional learning support required.

During the reporting period 661 students availed of support offered by the Learning Support Centre. 43 had physical disabilities and 577 had learning disabilities. This is an overall increase of 1.18% from the previous reporting period. The level of support provided for students was dependent on their needs. The majority of students received help in the form of one hour study skills in a small group, to the loan of various assistive equipment/technology and specialised software created for different disabilities/difficulties.

Six interpreters were required for students in courses such as Essentials Skills, Start IT and Reflexology. The software available for students included Jaws, Zoomtext and Read and Write Gold. The College also provided further support in the form of reading pens, talking calculators and coloured overlays.

Further evidence of learning support can be seen below.

(xxiv) Provision of support for College students at examinations

Within the reporting period, 297 students had adjustments made to help support them during their examinations.

The support was provided in a number of ways, ie, extra time, extra time plus separate room, extra time plus reader, extra time plus writer and also included extra time plus enlarged print. It also included sign language interpreters and concessions in examinations with spellings and grammar.

(xxv) Provision of support for applicants with disabilities

The College elected one member of staff from the Administration Department to be a direct contact person for any admission or enrolment queries from students with a disability who require support, or organisation acting on behalf of a group of people with disabilities who require support.

Support was given to over 15 people during open night to complete enrolment forms, assist with the provision of a large print prospectus, and information given to the Royal National Institute of Blind People regarding requests for information on courses in large print. The College has agreed a new procedure for open nights to ensure facilities are provided for those with a disability.
(xxvi) Study China Programme

Three first year students from the Higher National Diploma in Business went on a trip to experience life at prominent Chinese universities during this period. The College was the only Higher Education Provider in Northern Ireland where three students won places on the exclusive programme. The students were given a unique opportunity to experience the different aspects of Chinese culture.

(xxvii) International Catering

Students from the College’s Hospitality Section hosted visitors from Turkey, Finland and France for the culmination of a 2 year project. Over the past two years exchange visits and online work have allowed students and staff to identify how commercial and domestic eating practices have evolved, and to build up close friendships. (See appendix 16)

Another student from this School entered the ethnic category in a recent International Food Exhibition Competition in which a certificate of merit was achieved. (See appendix 17)

(xxviii) E-Learning

A student and lecturer from the College were both awarded prizes at the VQ E-portfolio competition organised by Learning Assistant. Learning Assistant is an online e-portfolio software system which learners and assessors from the College’s Early Years Children and Young People and Health and Social Care Schools have been using as part of a pilot teaching scheme. The student awarded was a young mother returning to education and as a result of the scheme, was able to complete her NVQ Level 2 in Childcare.

(xxix) Liaison with Community Groups

Students from the College’s School of Hairdressing and Beauty Therapy took part in helping students from Foyleview (a controlled special school for children with severe learning difficulties) prepare for their formal by carrying out nail art.

The College students also, as part of their courses, assisted with providing beauty treatments to various community groups including Surestart, Old Library Trust and Gransha Hospital. The participants enjoyed the different treatments such as facials, manicures and reflexology.

The School of Early Years, Children and Young People participated in, and led, an Extended Schools Project in partnership with Steelstown Extended Schools Cluster Group. Participants on this programme were parent/grandparent volunteers and all successfully completed the Entry Level 3 NOCN qualification “Introduction to Making and Using Story Sacks for Family Learning”. The purpose of the programme was to explore literacy with their children in new exciting ways and help to develop their children’s language skills.
First Diploma Children’s Care Learning and Development students in the College’s Strabane campus went on an outing to a nursing home in order to gain an insight into the level of care of support required in caring for older people. The students attended Melmount Manor Private Nursing Home and this showed them the importance of treating everyone as an individual regardless of their religion, race, disability, etc. It also highlighted the necessity of communicating on an individual basis due to impairment or the inability to communicate verbally due to trauma.

First Diploma and National Diploma Students at the College’s Strabane campus also attended Diversity Training in conjunction with Strabane District Council, as well as a play delivered by the Travelling Community in the Alley Theatre. This was a joint venture to give an understanding of the culture of the Travelling Community. There was also a question and answer session where myths were dispelled and facts were stated. This session was to integrate the Travelling Community into everyday life within the Council Community. It highlighted how equality is essential and diversity should be respected.

The School of Community Education has provided a number of courses to various special needs groups over the period. The students were presented with certificates to acknowledge the achievements made.

(xxx) ESOL Provision

The College delivered a range of appropriate courses and qualifications that met the needs of ESOL (English for Speakers of Other Languages) students. The courses/qualifications offered the possibilities for an improved quality of life. The students grew in self-confidence and were able to converse and interact better with others. There were a total of 120 students enrolled on approximately 11 different courses at the College.

These courses included:

- Courses on the College’s main sites
- English classes in community organisations
- Classes for migrant workers through partnership arrangements with Trade Unions

The adults attending these classes were not a standardised group. They included factory workers, parents of children at local schools, hotel and restaurant staff, and nurses. Some had come to live in Ireland on a permanent basis for a variety of reasons. These varied groups have different language needs arising from their diverse language, educational and professional / employment backgrounds. Some learners may have had no previous education or employment, or they may have been highly educated professionals or had the ability to speak several different languages. Upon entrance on a course, each student had their needs assessed and an appropriate learning programme devised.
• **Accessibility / Widening Participation**

The College identified the problems that existed for students who have work or family commitments that prevented them from attending classes regularly for more than a few hours per week. As a result, the College responded to the diverse needs of these groups and arranged classes at a time and place more convenient, eg, Saturday morning or workplace learning.

• **Qualifications**

A range of qualifications, including Cambridge examinations, were available to meet the needs of students. The College offered *City and Guilds ESOL: Skills for Life* qualifications which focused on the skills required for everyday life and work. Students also had access to online learning resources especially devised to offer support to these students.

**(xxx) Other language provision**

Within the reporting period, one member of College staff took part in a “Flip online” project based on “facilitating the learning of language in situations relating to employment or areas of study”. The programme itself provided basic skills were essential following arrival in a different country. These included different forms of greeting and also included information on how to deal with interviews or perform work. The programme additionally helped improve the language skills of students, while increased their chances of employability and job mobility. The development of this project was undertaken by a group of European partners including the North West Regional College. (See appendix 18)

**(xxxii) Civic Pride**

Students from the Travel and Tourism section of the College held an event aimed at promoting civic pride in the city entitled “A City to Celebrate”. The event was created to attempt to improve the sense of civic pride among young people. Discussions centred on topics such as “Are the walls a noose or a necklace?”. Representatives from across the community included those from Derry City Council, Holywell Trust, Apprentice Boys of Derry and SEEDS, a multi-cultural organisation from the city. (see appendix 19)

**(xxxiii) Irish Language Provision**

The College provided Irish Language classes to approximately 295 students over the reporting period. These classes were held in partnership with An Gaelaras, Pobal Mhuileann An Tsiain, Lettershandoney and Altram (as part of the Early Years Programmes).

The course within the Early Years is targeted at the Irish medium Early Year’s Sector but has a broad appeal to anyone working with children, including classroom assistants, after-school workers and other school-based staff.
(xxxiv) Cultural Diversity through Art

Students from the School of Art and Design covering both the Strand Road Campus and Limavady Campus took part in a cultural field trip to London. The aim of the field trip was to bring students from both campuses together, but also to introduce, develop and further embed the students’ cultural awareness. London itself exposed the students directly to other races, cultures and ethnic minority groups (see appendix 20).

The College also purchased a piece of art work from one student in the Foundation Art & Design (Fine Art) course. The students within this course undertook a project under the theme “Cultural Diversity”. The student, whose art was purchased, identified with cultural diversity as a “variety of human societies, or cultures, in a specific region based on other people’s perceptions.”

The student focused mainly on how “teenagers, hanging around with hooded tops, are often depicted as up to no-good and as trouble makers”. He presented is work in a “non-threatening way”. (See appendix 21)

Other pieces of art produced for the same theme can be viewed at Appendix 22 together with a brief descriptor of each piece and the name of the individual students.

One further student from the Foundation Art and Design course produced a piece of art entitled “The Beauty of Diversity” and for this piece, various cultures native to each corner of the world were explored. This highlighted the different cultural identities that exist, and brought together how these cultures may live in one society, but, simultaneously live in a multicultural society in harmony together. (Please see Appendix 23)

(wwwv) Cultural Diversity through Media

Students from the College’s School of Media, Multimedia and Performing Arts addressed the issue of equality through their entries into the Investment for Health’s Student Media Awards, designed to encourage up and coming media professionals to examine a more balanced approach to issues surrounding health and well-being.

The students looked at alienation/discrimination because of gender, sexuality and ethnic origin and as a result and within the equality theme, the College was awarded a first in the Photography category for “Autism Initiative UK”. (Please see appendix 24)

(wwwx) Cancer Awareness for different Genders

The College advised staff to be aware of certain cancers gender specific to men and women during the month of March 2010 which was both Prostrate Cancer and Ovarian Cancer month. Staff were encouraged to consider the information
provided and make their own families aware of these specific Cancers (see attached at 25)

(***v) Child Protection – Risk Assessment

The College continues to use the risk assessment procedure developed during the last reporting period to address any child protection issues that may be raised.
Section 2: Screening

Please provide an update of new/proposed/revised policies screened during the year.

<table>
<thead>
<tr>
<th>Title of policy subject to screening</th>
<th>Was the Full Screening Report or the Result of initial screening issued for consultation?</th>
<th>Was initial screening decision changed following consultation?</th>
<th>Is policy being subject to EQIA? Yes/No? If yes indicate year for assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car park procedure</td>
<td>R</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Application and Enrolments Policy</td>
<td>R</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Voice Recording Policy</td>
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<td>Data Protection Policy</td>
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<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Race/Equality Policy</td>
<td>R</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Risk Management Policy</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Records Management Policy</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Staff Development Policy</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Malpractice and Plagiarism Policy</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>
## SECTOR WIDE POLICIES

<table>
<thead>
<tr>
<th>Title of policy subject to screening</th>
<th>Was the Full Screening Report or the Result of initial screening issued for consultation?</th>
<th>Was initial screening decision changed following consultation?</th>
<th>Is policy being subject to EQIA? Yes/No? If yes indicate year for assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probation Procedures</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Appraisal Scheme</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Associate Lecturers Agreement</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Part time Lecturers Contract</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Policy for Handling Redundancies</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Career Break Policy</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Maternity Leave Procedures</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Adoption Leave Procedures</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Guidelines for the Operation of Fixed Term Contracts</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Joint Facilities Agreement</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Job Share</td>
<td>R</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>
Section 3: Equality Impact Assessment (EQIA)

Please provide an update of policies subject to EQIA during 2009-10, stage 7 EQIA monitoring activities and an indicative EQIA timetable for 2009-10

3.1 No policies subject to EQIA during 2009/2010.

Where the EQIA timetable for 2009-10 (as detailed in the previous annual S75 progress report to the Commission) has not been met, please provide details of the factors responsible for delay and details of the timetable for re-scheduling the EQIA/s in question.

3.2 Not applicable

Please outline any proposals, arising from the authority’s monitoring for adverse impacts, for revision of the policy to achieve better outcomes the relevant equality groups:

(Enter text below)

Applications and Enrolments

2010-11 EQIA Time-table

<table>
<thead>
<tr>
<th>Title of EQIAs due to be commenced during April 2010 – March 2011</th>
<th>Existing or New policy?</th>
<th>Please indicate expected timescale of Decision Making stage i.e. Stage 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications and Enrolments</td>
<td>Existing</td>
<td>June 2010</td>
</tr>
</tbody>
</table>
Section 4: Training

Please outline training provision during the year associated with the Section 75 Duties/Equality Scheme requirements including types of training provision and conclusions from any training evaluations.

4.1 Child Protection Training

Child Protection Training has been considered compulsory training for all new members of staff to the College. It highlights to staff the content of the Child Protection, Young People and Vulnerable Adults Policy; it provides definitions of abuse and also stresses an employee’s duty to comply with the policy once concern has been raised regarding a student. To date 515 members of staff have undertaken this training and during the reporting period, 62 % of staff have rated it as excellent. Comments on the training have been positive and with one member of staff stating “very worthwhile course, excellent, learned a lot” and “very informative, facilitator made seminar very relevant to the College”.

4.2 Disability Equality Legislation/awareness training

The College continued to promote equality on the grounds of disability through the implementation of its Disability Action Plan, and by the provision of Disability Awareness training to all staff. This training provides participants with up-to-date legislation on Disability Equality.

Over the reporting period 102 members of staff have undertaken this training and provided positive feedback. Comments made include “very informative and enlightening” and “very interesting, speaker easy to listen to and well informed”. One negative comment, ie, “too general/vague, needs to relate more to specifics of College” has highlighted the need for the training to be assessed and the issue that was raised to be addressed.

4.3 Good Relations Training

As part of the College’s continued commitment to Section 75, Good Relations Training was provided to all staff with 36 employees being trained in the reporting period. The training itself promoted good relations between persons of different religious belief, political opinion and racial group. Comments from the evaluations received centred on the belief that the training could be incorporated into everyday work. One comment “I can actively promote good relations in the classroom better” demonstrates the positive outcomes from the training.

One negative comment, ie, “Unclear what outcomes were expected for participants in their jobs. Unsure what the value of the session was supposed to be. I would not recommend this training” has necessitated the need to readdress this training and to make any adjustments to the content where necessary.
4.4 Online equality/cultural diversity training

This compulsory “thought provoking” online equality/cultural diversity training was provided to all staff again in the reporting period and to date, 213 staff members have been trained in how to be able to identify attitudes and behaviour towards cultural differences.

4.5 SENDO awareness training

All members of staff in the College are provided with training on SENDO legislation with 93 members of staff trained during this reporting period. SENDO training provides staff with an outline of disability legislation, responsibility issues for the College and each member of staff, and includes examples of reasonable adjustments and case studies. Feedback evaluations have described the training as “very informative, good handouts, well delivered” and “excellent range of examples given and how to deal with them.”

4.6 Texthelp Gold software training

The purchase of the Texthelp Gold software has positively impacted on the College’s ability to support students who have literacy difficulties. Following on the success of the last reporting period, in which 7 members of staff were accredited as trainers of students and staff, an additional 16 members of staff have been trained in this reporting period, a total of 23 now College-wide. From the feedback from the evaluations received, over 69% rated the training as “excellent” commenting that the training was “useful and informative” and “… was of great value in the classroom setting”.

4.7 Domestic Violence Training

This training was organised to coincide with the International Day for the Elimination of Violence against Women. The College arranged training for Line Managers on Domestic Violence which was delivered by a local community group, Foyle Women’s Aid. Nine staff members who attended the training were advised on how to identify the signs of abuse and how to deal with this. One member of staff commented that the training was “very informative and thought provoking” and another comment was “a real reality check”.

4.8 RNIB Visual Awareness Training

This training was organised for staff to raise awareness on how to support blind and partially sighted students and staff, and provided practical advice and guidance. During the reporting period 25 employees participated. The training was rated as “excellent” by over 92% of those who participated. Overall the course was extremely positive with one participant stating “everyone should do this course, very hands on training” and another comment “I really enjoyed this training and will now be able to apply this training to my job”
4.9 Dyslexia Support

Guidance on current legislation and practical strategies on how to help support students with dyslexia was provided to staff during the reporting period, in which 39 members of staff participated. The training was designed to help staff identify and support students, and to help strengthen students’ self esteem.

4.10 Asperger Syndrome

During the reporting period, 73 members of staff undertook guidance on how to identify the characteristics of Asperger Syndrome, which outlined strategies on how to deal with the problems faced by staff in the classroom environment. Feedback was positive with over 63% of participants rating the training as “excellent”. Individual comments were also positive, for example, one member of staff commented “superb/ Informative / comprehensive understanding of the condition and the needs of a student with ASD”. Another comment was “excellent session, use of real-life stories helped put the learning in context”.

4.11 Asperger Syndrome Disorder and Managing Behaviour

Training on this course provided participants with information on how aspects of Autistic Spectrum Disorder can give rise to behaviour that challenges and suggests strategies for the prevention and management of challenging behaviour. In the reporting period 8 members of staff undertook this training and provided positive feedback. One staff member stated “very informative and enjoyable course”.

4.12 Asperger Syndrome Disorder and Structured Environment

This training course demonstrated how the curriculum may be adapted for students with Autistic Spectrum Disorder to assure that they can fully reach their potential in the FE Sector. In the reporting period 8 members of staff undertook the training with very positive feedback.
Section 5: Communication

Please outline how the authority communicated progress on delivery of the Section 75 Duties during the year and evidence of the impact/success of such activities.

5.1 Diversity Calendar

The College maintained its partnership with Diversiton and, as a partner, obtained 60 copies of its Diversity Calendar. These calendars were given to key personnel within the College, with all staff having access to it on the College’s intranet. The calendar outlined the main secular and religious dates within each month, and provided monthly awareness of themes such as Lesbian, Gay, Bisexual, Transgender History Month (February 2010). (See Appendix 15)

This year, the College adapted the calendar and incorporated it into the Equality Working Group Events Schedule for the Academic Year 2009/2010. As a result to celebrate Lesbian, Gay, Bisexual, Transgender History Month in February 2010, the College consulted with members of the student body and agreed to establish a support group to give students a support mechanism should it be required. The outcome of the use of the calendar has been that a group has been successfully established. (See appendix 8)

The College also highlighted to staff and students that the Chinese New Year was in February 2010 by providing Chinese themed food in the College’s canteen and bistro. (See appendix 9)

5.2 College Equality Update

Each year the College reports to all staff the events and issues of equality progress by way of an Equality Update leaflet. This is now in its third year and a copy of the Equality Update - Edition 3 can be viewed at Appendix 26

These leaflets have had a significant impact on staff as they promote the progress made in respect of equality, and highlight each individual’s obligation to promote equality and good relations.

5.3 All Staff Emails

The “All staff” email capability was a useful tool and was used to promote equality Staff development programmes and equality events and issues to all staff.

The Staff development programmes included Good Relations Training, Online Equality/Cultural Diversity Training, SENDO Awareness training and RNIB Visual Awareness Training. Full details of these and other programmes can be found in Section 4: Training, and a copy of the College’s Staff Development Brochure for 2009/2010 can be viewed as Appendix 27.
The emails regarding equality events and issues to all staff included topics around mental health day, age awareness week, anti-homophobia week and anti-racist week. Further details of these events and others can be found in Section 2

5.4 College Website

On the College website, the College continued to provide information on courses, together with other information and guidance on College issues, in a format that was easily accessible and met the required needs of all users.

5.5 College Events on Website

The College developed a College Events Calendar to allow staff to publicise events that they and/or their students were involved in. This further extended communication of equality events to all staff, and kept them up to date (see appendix 14).

5.6 Governing Body Reports

During the reporting period, three reports were provided to the Governing Body which updated them on Equality Progress. These took the form of the Equality Update, Equal Opportunities Report and Article.

5.7 Teambriefs

Staff are advised by way of “team briefs” of various information throughout the College on a bi-monthly basis, and included information on equality issues such as policies recently approved and available on the College’s intranet.

5.8 College Handbook

The College finalised its Staff Handbook during the reporting period and all members of staff were provided with a copy.

The handbook comprehensively outlined policies relating to equality issues such as the Breastfeeding Policy, Equal Opportunities Policy, etc, and outlined among other information, the College’s commitment in the promotion of equality of opportunity.
Section 6: Data Collection & Analysis

Please outline any systems that were established during the year to supplement available statistical and qualitative research or any research undertaken/commissioned to obtain information on the needs and experiences of individuals from the nine categories covered by Section 75, including the needs and experiences of people with multiple identities.

6.1 NICIS System – QLS

The NICIS QLS system continues to monitor information on seven of the nine categories.

6.2 Consultation

The College has met and liaised with a number of representative groups to establish each group’s needs and experiences.

6.3 Exit Questionnaires

Exit questionnaires are monitored on an annual basis by the College and included an assessment of equality, leavers’ experiences of equality in the College, as well as establishing reasons why staff have decided to leave.

6.4 Job application forms

Information contained within the College’s job application forms for posts continued to be collated, analysed and reported on an annual basis.

6.5 Examination Support

The Examination Department within the College collated information on different support required by students in the reporting period and has aided reporting information to the Equality Commission.

6.6 Learning Support

The Learning Support Unit on a regular basis identified the number of students requesting additional support to ensure that those who require additional support received the support in a timely manner.
Please outline any use of the Commission’s Section 75 Monitoring Guide.

None
Section 7: Information Provision, Access to Information and Services

Please provide details of any initiatives/steps taken during the year, including take up, to improve access to services including provision of information in accessible formats.

7.1 Equality Working Group

During the reporting period the Equality Working Group, in collaboration with one of the College consultees, the Royal National Institute for Blind People, agreed to organise a “Dining in the Dark” event. The event was the first of its kind to be held in Northern Ireland, and was aimed at raising awareness of problems and difficulties faced by people who are blind or visually impaired. The organising of this event took place during this reporting period, however the actual event takes place in the next reporting period when further details will be provided.

7.2 Student Equality Survey

As a result of the outcome of the student equality survey in the last reporting period, there was analysis of the issues raised within the survey and as a result, an action plan was drawn up which will help monitor the actions identified by the relevant Heads of Schools, and also highlight the areas of good practice already established in the College.

7.3 Policies

Policies within the College continued to be available upon request in alternative formats and/or different languages.

7.4 Braille Embosser

The Braille Embosser which was purchased in the last reporting period was used for the “Dining in the Dark” event, and training for key personnel within the College was set up to enable them to support students who are blind or visually impaired.

7.5 Microphone

The College purchased a microphone / amplifier system that allowed a member of staff to continue to lecturer after developing speech difficulties.

7.6 Textphone

The College continued to promote the availability of a textphone to prospective students and staff.
7.7 Public Events Assessment Proforma

The College continued to use this Proforma to ensure that public events are accessible for people with disabilities and minority languages and necessary adjustments are made if required.

7.8 Lectern

During the reporting period, the College purchased a height adjustable lectern that allowed both staff and students equal access to facilities and equipment. The College is now prepared for all aspects of the Disability Discrimination Act in respect of hiring out its rooms and facilities to outside companies.

7.9 Prospectus/Application Forms

The College continued to provide its prospectuses and course application forms in alternative formats, if required. Over the reporting period the College provided the part time prospectus in alternative formats to 3 individuals.

7.10 Recruitment

The College offers additional support to persons with disabilities who attend job interviews. During the reporting period, 3 applicants to the College (who were shortlisted) indicated that they had a disability however they did not require additional support during the recruitment process.

In addition and under the provisions of the Disability Action Plan, the College will pay travel expenses where a person with a disability requires specialised transport to an interview.

7.11 ESOL Provision

ESOL Provision has continued to thrive in the College. In excess of 120 students enrolled in over 11 courses, and included assisting migrant workers in partnership with Trade Unions.

7.12 College Events Calendar

A College Events Calendar was developed which enabled staff to publicise events that they and/or their students were involved in. This further extended access to communication and provision of information to all staff.

7.13 College Website

The College continued to provide information on courses, together with other information and guidance on college issues, and clearly offered support in a format that was easily accessible to users.
7.14 Provision of Interpreters

As part of its ongoing commitment to the provision of support to those with disabilities, interpreters are used at various award ceremonies attended by staff, students and members of the public. During the course of this year, 3 interpreters representing British and Irish Sign Language users were available on two occasions.

The College also continued to offer support during the interview process to any individual who required it. During the reporting period, no requests were made.

Interpreters were also provided to students on various courses in order to assist them achieving their qualification.

7.15 Provision of Learning Support

During the reporting period 661 students were supported by the College’s Learning Support Centre. 43 had physical disabilities and 577 had learning disabilities. This is an overall increase of 1.18%, requiring support compared to the previous reporting period.

7.16 Examination Support

The College’s Examination Section has provided examination support to 259 students over the period. The support included scribes, readers, modified papers and extra time.

7.17 Breastfeeding Awareness

In the reporting period it was positive to learn that 11 staff members used the College’s breastfeeding facility, an increase of 7 from the last reporting period.

7.18 Employers for childcare

The College operates the Employers for Childcare Scheme, a scheme that allows staff to avail of reduced childcare provision. 9 members of staff are currently members of this scheme, an increase of 6 staff members from the last reporting period.

7.19 New Building Development

Whilst developing the new College building compliance with the Disability Discrimination Act has resulted in grate access for people with disabilities and includes buzzers, etc.
Section 8: Complaints

Please identify the number of Section 75 related complaints:

- received and resolved by the authority (including how this was achieved); 2

- which were not resolved to the satisfaction of the complainant; 0

- which were referred to the Equality Commission.

None
Section 9: Consultation and Engagement

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

9.1 Diversiton

The College purchased 60 copies of a diversity calendar and a web version to publicise different secular dates and promote diversity throughout the College.

9.2 RNIB

The College continued consultation with the RNIB and as a result, two work placements were provided for individuals with visual impairments, one in the College’s Strabane Campus and one in the Limavady Campus.

Consultation with RNIB also took place during the reporting period regarding the “Dining in the Dark” event which occurred in May 2010, and will be detailed fully in the next reporting period.

9.3 Race Equality Policy

The College liaised with several organisations and groups with regards to policy consultation in relation to the Race Equality Policy. This included specific groups dealing with those from minority, racial or ethnic background.

9.4 The Rainbow Project

The College engaged with the Rainbow Project during the organisation of Anti-Homophobia Week in 2009, which allowed the College to highlight its commitment to removing discrimination on the grounds of sexual orientation from society.

9.5 Students Union

The College management consulted with the College’s Students Union regarding the establishment of a Lesbian, Gay, Bisexual, Transgender support group. This initiative has been successful in this year and will be further developed in the next reporting period.

Discussion has also taken place with the Students Union regarding

1. the establishment of a Student Cultural Diversity group across all College sites;

2. the request that equality be a standing item on their agenda of meetings.
9.6 Derry Traveller Association

The College liaised with the Derry Traveller Association representing the travelling community in the Derry area as part of Traveller Focus Week. The “Wheel of Equality” was located in the College’s Springtown Centre.

9.7 Equality Commission

Policies continued to be consulted with The Equality Commission continues to remain a consultee in respect of College Policy consultation for their views on equality issues. The College also liaised with the Commission regarding changes to Section 75 Statutory Duties and the Effectiveness of the Disability Duties.

9.8 Trade Unions

The College continued to consult with representative Trade Unions in respect of policy consultation.

9.9 Disability Action

The College liaised Disability Action regarding the Car Park Procedure and further consultation took place with specific transport groups to finalise the procedure.

9.10 Community Groups / Special Schools

During the reporting period, various Curriculum Schools within the College liaised with community groups such as Surestart, Old Library Trust, Steelstown Extended Schools Cluster Group, Foyleview Special Needs School, Foyle Womens Aid, etc, with regard to participation of students and staff in equality related events.

9.11 National Union of Students / Union of Students of Ireland

The College liaised with the NUS-USI during the reporting period in order to raise awareness of mental health issues among all students of Ireland.

Please outline any use of the Commission's guidance on consulting with and involving children and young people.

None
Section 10: The Good Relations Duty

Please provide details of additional steps taken to implement or progress the good relations duty during the year. Please indicate any findings or expected outcomes from this work.

10.1 Good Relations Duty

The College maintained its commitment to the Good Relations Duty in its development of policies.

10.2 Good Relations Training

Good Relations Training is an integral part of the College’s Staff Development programme and in the reporting period, 36 staff members undertook the training and provided positive feedback on this training.

10.3 Equality/Cultural Diversity Training

Equality/Cultural Diversity Training is another main feature within the College’s Staff Development programme and in line with the Cultural Diversity Action Plan, 213 staff have undertaken this training.

10.4 Student Equality Survey

An analysis of the Student Equality Survey has resulted in an action plan being drawn up to address issues identified by students.

10.5 Race Equality Policy

During the reporting period, the College developed a Race Equality Policy in order to celebrate and value the diversity brought to its workforce by individuals of different race. The College will benefit from engaging staff from a variety of racial, ethnic and national backgrounds, which will allow it to meet the needs of a diverse student population within a multi-cultural society.

10.6 Civic Pride

Students from the College held an event aimed at promoting civic pride in the city entitled “A City to Celebrate”. Discussions centred on topics such as “Are the walls a noose or a necklace”. Representatives from across the community included those from Holywell Trust, the Apprentice Boys of Derry and SEEDS.

10.7 Art and Design Group to London

Students from the School of Art and Design from both the Strand Road Campus and Limavady Campus took part in a cultural field trip to London. The aim of the
field trip was to bring students from both campuses together, but also to introduce, develop and further embed the students’ cultural awareness.

10.8 Cultural Diversity Audit

A Cultural Diversity inspection was carried out by the ETI at the beginning of November 2009 to determine the College’s effectiveness in implementing the key recommendations of the Further Education Circular, “Cultural Diversity Dissemination”. The inspection feedback was extremely positive.

10.9 ESOL for migrant workers

The College responded to the diverse needs of ESOL groups and arranged classes at a time and place more convenient, eg, Saturday morning or workplace learning.

10.10 Traveller Focus week

The College, in collaboration with the Derry Travellers’ Association, launched “The Cartwheel of Equality”, a piece of art designed and developed as part of the project between the College and Derry Travellers’ Association.

The Cartwheel is an important symbol to the travelling community as it signifies travel. The cartwheel was located in the College’s Springtown Centre.

10.11 Sportswear Policy

The College continued to publicise its Sportswear Policy through induction and sending information to staff and students.

Please outline any use of the Commission’s Good Relations Guide.

None
Section 11: Additional Comments

Please provide any additional information/comments

Not applicable
Annual Report 1 April 2009 / 31 March 2010
‘Disability Duties’ Questions

1. How many action measures for this reporting period have been?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully</td>
<td>Partially</td>
<td>Not</td>
</tr>
<tr>
<td>Achieved</td>
<td>Achieved</td>
<td>Achieved</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
2. Please outline the following detail on all actions that have been fully achieved in the reporting period.

2 (a) Please highlight what **public life measures** have been achieved to encourage disabled people to participate in public life at National, Regional and Local levels:

<table>
<thead>
<tr>
<th>Level</th>
<th>Public Life Action Measures</th>
<th>Outputs¹</th>
<th>Outcomes / Impact²</th>
</tr>
</thead>
<tbody>
<tr>
<td>National³</td>
<td>Review the membership of College groups to encourage participation of disabled people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional⁴</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local⁵</td>
<td>Participation and involvement of disabled people on internal College groups.</td>
<td></td>
<td>Disability awareness is considered and influences group activities.</td>
</tr>
</tbody>
</table>

¹ **Outputs** – defined as act of producing, amount of something produced over a period, processes undertaken to implement the action measure e.g. Undertook 10 training sessions with 100 people at customer service level.

² **Outcome / Impact** – what specifically and tangibly has changed in making progress towards the duties? What impact can directly be attributed to taking this action? Indicate the results of undertaking this action e.g. Evaluation indicating a tangible shift in attitudes before and after training.

³ **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments

⁴ **Regional** : Situations where people can influence policy decision making at a middle impact level

⁵ **Local** : Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora.
2 (b) What **training action measures** were achieved in this reporting period?

<table>
<thead>
<tr>
<th>Training Action Measures</th>
<th>Outputs</th>
<th>Outcome / Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please see Section 4 of the Progress Report.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please see Section 4 of the Progress Report.
2(c) What Positive attitudes **action measures** in the area of **Communications** were achieved in this reporting period?

<table>
<thead>
<tr>
<th>Communications Action Measures</th>
<th>Outputs</th>
<th>Outcome / Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Marketing material to include positive images of disabled people.</td>
<td>An improved image of the College.</td>
<td>78% increase in the number of disabled students in the College receiving support.</td>
</tr>
<tr>
<td>2 Survey of students to assess views on Equality within the College.</td>
<td>An Action Plan for each School to address issues of concern.</td>
<td>Improved environment and support for students with disabilities.</td>
</tr>
<tr>
<td>3 Development of working relationships with groups representing disabled people to establish how the College can better promote Equality.</td>
<td>Regular meetings.</td>
<td>Work placement applications for disabled people. Facilities made accessible for those with disabilities, eg, open day/enrolments. Adjustments to website to make more accessible to those with disabilities.</td>
</tr>
</tbody>
</table>
2 (d) What action measures were achieved to ‘encourage others’ to promote the two duties:

<table>
<thead>
<tr>
<th>Encourage others Action Measures</th>
<th>Outputs</th>
<th>Outcome / Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 (e) Please outline any additional action measures that were fully achieved other than those listed in the tables above:

<table>
<thead>
<tr>
<th>Action Measures fully implemented (other than Training and specific public life measures)</th>
<th>Outputs</th>
<th>Outcomes / Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Encourage work placements for those with disabilities.</td>
<td>2 work placements in reporting period.</td>
<td>Improved employment opportunities for disabled people. Improved attitude of staff due to experience of working with disabled people.</td>
</tr>
<tr>
<td>2 Improve Complaint feedback mechanisms to ensure a quality service to staff and students.</td>
<td>Mechanism to fully provide opportunities twice a year and drop-in service.</td>
<td>Improved quality of service.</td>
</tr>
<tr>
<td>3 Ongoing consultation with disabled people regarding policy, procedure and practices.</td>
<td>Disabled people contributing to the development of College policy, procedure and practices.</td>
<td>Improved accessibility to disabled car parking. Improved signage for disabled people regarding car parking. Purchase of lectern for disabled people.</td>
</tr>
</tbody>
</table>
3. Please outline what action measures have been partly achieved as follows:

<table>
<thead>
<tr>
<th>Action Measures partly achieved</th>
<th>Milestones(^6) / Outputs</th>
<th>Outcomes/Impacts</th>
<th>Reasons not fully achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Establish additional contacts with community and voluntary groups to better promote Equality.</td>
<td>Contact made with additional groups. Meeting to take place in next reporting period.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Monitor the implementation of the Disability Action Plan with the group established by Disability Action for this purpose.</td>
<td>Contact made with group with a view to a meeting to discuss Disability Action Plan.</td>
<td></td>
<td>Group not able to meet until next reporting period.</td>
</tr>
<tr>
<td>3 Review of documentation for use in recruitment of staff and students.</td>
<td>Information provided to group for consultation.</td>
<td></td>
<td>Response not received in reporting period.</td>
</tr>
</tbody>
</table>

\(^6\) Milestones – Please outline what part progress has been made towards the particular measures; even if full output or outcomes/ impact have not been achieved.
4. Please outline what **action measures have not been achieved** and the reasons why?

<table>
<thead>
<tr>
<th>Action Measures not met</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

5. What **monitoring tools** have been put in place to evaluate the degree to which actions have been effective / develop new opportunities for action?

(a) Qualitative

- Staff and student Survey.
- Monitoring of Action Plan following student survey.

(b) Quantitative

- Review of student numbers.
- Number of students accessing learning support.
- Applicant numbers.

6. As a result of monitoring progress against actions, has your organisation either:

- made any **revisions** to your plan during the reporting period or
- taken any **additional steps** to meet the disability duties which were **not outlined in your original** disability action plan / any other changes.

Please delete: Yes / No
If yes please outline below:

<table>
<thead>
<tr>
<th>Revised/Additional Action Measures</th>
<th>Performance Indicator</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 College Development Plan reviewed each year.</td>
<td>Inclusion in plan.</td>
<td>Each year</td>
</tr>
<tr>
<td>2 Work placements to be offered annually.</td>
<td>Number of work placements offered.</td>
<td>Each year</td>
</tr>
<tr>
<td>3 Produce an additional art display.</td>
<td>Piece of art publicly displayed.</td>
<td>2010/2011 Academic Year</td>
</tr>
<tr>
<td>4 Explore technology to assist with the engagement of students.</td>
<td>Input from students regarding Equality.</td>
<td>2010/2011 Academic Year</td>
</tr>
</tbody>
</table>

7. Do you intend to make any further revisions to your plan in light of your organisations annual review of the plan? If so, please outline proposed changes?

No