

**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**

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**APRIL 2016 – MARCH 2017**



**North West Regional College**



**Public Authority Statutory Equality and Good Relations Duties  
Annual Progress Report 2016-17**

**Contact:**

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<ul style="list-style-type: none"><li>Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan</li></ul>	As above ✓ Name: Telephone: Email:

Documents published relating to our Equality Scheme can be found at:

<http://www.nwrc.ac.uk/Equality/>

Signature: *Kate Duffy*

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**This report has been prepared using a template circulated by the Equality Commission.**

**It presents our progress in fulfilling our statutory equality and good relations duties, and implementing Equality Scheme commitments and Disability Action Plans.**

**This report reflects progress made between April 2016 and March 2017**

## **PART A – Section 75 of the Northern Ireland Act 1998 and Equality Scheme**

### **Section 1: Equality and good relations outcomes, impacts and good practice**

In 2016-17, please provide **examples** of key policy/service delivery developments made by the public authority in this reporting period to better promote equality of opportunity and good relations; and the outcomes and improvements achieved.

Please relate these to the implementation of your statutory equality and good relations duties and Equality Scheme where appropriate.

- The College participates with the CARE Initiative (Community and Refugee Encounter) to support Syrian Refugees and Ethnic Minorities. The College has several Syrian Refugees enrolled in the college which has focused attention on their inclusion in a range of activities to support integration and a development of a good practice model. In addition, to support their studies the college's Career's Academy offered support to promote employability by offering workshops to help with CVs, interview skills, personal statements and starting your own business. 11 students received this support with 8 students receiving a certificate on completion of the "Introduction to the Careers Academy" and 4 students attended the "Go for it" business planning session which has resulted in one student starting their own business. Training on Asylum and Refugee Issues in UK & NI has been held for members of the Equality Working Group and other key frontline staff. See questions 24 and 25 for evaluation of training. Also members of staff are participants in the 'Stronger Together' network to support links and the embedding of best practice into College life.
- The College's Equality Scheme was amended after the 5-year period as required by Schedule 9 paragraph 8 (3) of the Northern Ireland Act 1998. This outlines the College's continued commitment to the promotion of equality.
- The College recruited a range of student union officers to support and encourage Student Voice including a Women's Officer, LGBT, Disability, Mature Student, Black and Ethnic Minorities Officers for the College's Student Union to represent to voice of the students who are studying.
- Implementation of the College's Widening Access and Participation Plan where the aim is to support students who are in the NEETS categories to embrace education as they progress. The Inspire programme, which is an employability programme aimed at people who have previously had barriers to returning to an education environment, has extended to Limavady. This

year groups from the Methodist City Mission (Male Homeless Accommodation) attended an induction and information session. As a result, 2 individuals have gained employment. Further sessions are scheduled in the New Year by other organisations, with a summer scheme to take place in August 2017. These will be reported on in the next reporting period.

- The College agreed to renew their contract with DisabledGo thereby encouraging individuals with a disability to consider enrolling in a course or working within the College. The comparison of figures between 15-16 and 16-17 indicates that although the number of students has declined, there is an increase percentage of students with a disability.
- Following the implementation of the new SENDO statistical analysis mechanism which allowed statistics to be broken down into curriculum, campus and disability categories, 595 students were referred to Learning Link to receive learning support including 80 with literacy difficulties, 67 with mental health difficulties and 30 with a physical difficulty. The new reporting function will allow ease of comparison in future years.
- Due to the number of perspective students who have or are in the process of undergoing gender realignment, the College has designated that facilities as non-gender specific.
- The College will continue to develop relations with minority groups.
- Staff at the College have been provided with on-line equality awareness training (see Section 24 for further details). In addition staff at the College have been provided with information on visual awareness through the HR portal which is also accessible to staff who have a hearing impairment.
- Furthermore, the College is continuing to progress its commitment to the Equality Commission's Mental Health Charter, ONUS' Domestic Violence Charter and RNIB's Sensory Engagement Programme.

PART A

- 2** Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2016-17 (*or append the plan with progress/examples identified*).

Please see Equality Improvement Plan attached

PART A

**3** Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2016-17 reporting period? *(tick one box only)*

Yes                       No (go to Q.4)                       Not applicable (go to Q.4)

Please provide any details and examples:

- Participation in the Equality Commission’s Mental Health Charter resulted in amendments to customer feedback following recruitment.
- Online staff development on Equality has been provided to staff to allow completion at a convenient time.
- Review of equality statistical information for SENDO committee and has improved how the information is presented and how management can inform processes.

**3a** With regard to the change(s) made to policies, practices or procedures and/or service delivery areas, what **difference was made, or will be made, for individuals**, i.e. the impact on those according to Section 75 category?

Please provide any details and examples:

- Customer feedback questionnaire was updated to include feedback on how well the College supported the individual with a disability during the recruitment process. Outcomes will not be available until the next reporting period.
- Staff are able to access and complete online equality training and safeguarding training which has resulted in an increased number having undertaken the training. Training has increased from 148 to 502 (2015-2016 to 2016-2017), an increase of 30%.
- The review of the statistical information for SENDO has ensured clearer information is provided to management to inform processes in Student Services and Learning Link. For example, Learning Link procedures are to be reviewed to incorporate the provision of course notes to students with dyslexia. In addition, Learning Link has provided additional support to students in the Springtown Campus and will be further embedded in Strabane. Also, Learning Link Assessment Key Performance Indicators have been reviewed to ensure monitoring of timelines of applications for support.

PART A

**3b** What aspect of the Equality Scheme prompted or led to the change(s)? *(tick all that apply)*

- As a result of the organisation's screening of a policy *(please give details):*
  
- As a result of what was identified through the EQIA and consultation exercise *(please give details):*
  
- As a result of analysis from monitoring the impact *(please give details):*
  
- As a result of changes to access to information and services *(please specify and give details):*
  
- Other *(please specify and give details):*

As a result of monitoring College Equality Scheme

## Section 2: Progress on Equality Scheme commitments and action plans/measures

### Arrangements for assessing compliance (Model Equality Scheme Chapter 2)

4 Were the Section 75 statutory duties integrated within job descriptions during the 2015-16 reporting period? (*tick one box only*)

- Yes, organisation wide
- Yes, some departments/jobs
- No, this is not an Equality Scheme commitment
- No, this has been actioned previously
  
- Not applicable

Please provide any details and examples:

All new job descriptions for College members of staff include the reference “All staff have an obligation to comply with the statutory duties relating to section 75 of the Northern Ireland Act 1998 and will be required to contribute to the implementation of the College’s Equality Scheme drawn up in accordance with this legislation.”

5 Were the Section 75 statutory duties integrated within performance plans during the 2016-17 reporting period? (*tick one box only*)

- Yes, organisation wide
- Yes, some departments/jobs
- No, this is not an Equality Scheme commitment
- No, this is scheduled for later in the Equality Scheme, or has already been done
- Not applicable

Please provide any details and examples:

- Commitment to the full implementation for the Widening Access and Participation Plan continued to be a fundamental aspect of work within the college
- When managers were asked to identify Staff development needs, some have identified staff who require further equality related training.



PART A

In the 2016-17 reporting period were **objectives/ targets/ performance measures** relating to the Section 75 statutory duties **integrated** into corporate plans, strategic planning and/or operational business plans? *(tick all that apply)*

- Yes, through the work to prepare or develop the new corporate plan
- Yes, through organisation wide annual business planning
- Yes, in some departments/jobs
- No, these are already mainstreamed through the organisation's ongoing corporate plan
- No, the organisation's planning cycle does not coincide with this 2015-16 report
- Not applicable

Please provide any details and examples:

Please see Paragraph 5 above

**Equality action plans/measures**

**7** Within the 2016-17 reporting period, please indicate the **number** of:

Actions completed:	52	Actions ongoing:	14	Actions to commence:	
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Please provide any details and examples *(in addition to question 2)*:

Not applicable

**8** Please give details of changes or amendments made to the equality action plan/measures during the 2016-17 reporting period *(points not identified in an appended plan)*:

Not applicable

**9** In reviewing progress on the equality action plan/action measures during the 2016-17 reporting period, the following have been identified: *(tick all that apply)*

- Continuing action(s), to progress the next stage addressing the promotion of equality
- Action(s) to address the promotion of equality in a different way

PART A

- ✓ Action(s) to address newly identified /recently prioritised actions to promote equality
- ✓ Measures to address the promotion of equality have been completed

**Arrangements for consulting (Model Equality Scheme Chapter 3)**

**10** Following the initial notification of consultations, a targeted approach was taken – and consultation with those for whom the issue was of particular relevance: *(tick one box only)*

- All the time                       Sometimes                      ✓ Never

**11** Please provide any **details and examples of good practice** in consultation during the 2016-17 reporting period, on matters relevant (e.g. the development of a policy that has been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations:

The College continued to consult with

- ✓ external organisations and staff in the review of policies through its consultation list
- ✓ the College’s Staff Consultative Committee in relation to College issues
- ✓ students through use of the Student Equality Survey and Students Voice
- ✓ staff through exit questionnaires to ensure there were no issues in relation to equality of opportunity for staff
- ✓ newly appointed staff in relation to service provided during recruitment process, including any issues in relation to equality of opportunity
- ✓ the Sector Equality Co-ordinators Forum in relation to the promotion of equality throughout the six FE Colleges

**12** In the 2016-17 reporting period, given the consultation methods offered, which consultation methods were **most frequently used by consultees**: *(tick all that apply)*

- Face to face meetings
- Focus groups
- Written documents with the opportunity to comment in writing

PART A

- Questionnaires
- Information/notification by email with an opportunity to opt in/out of the consultation
- Internet discussions
- Telephone consultations
- Other (*please specify*):

Please provide any details or examples of the uptake of these methods of consultation in relation to the consultees' membership of particular Section 75 categories:

Not applicable

- 13** Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2016-17 reporting period? (*tick one box only*)
- Yes                       No                       Not applicable

Please provide any details and examples:

Not applicable

- 14** Was the consultation list reviewed during the 2016-17 reporting period? (*tick one box only*)
- Yes                       No                       Not applicable – no commitment to review

**Arrangements for assessing and consulting on the likely impact of policies (Model Equality Scheme Chapter 4)**

<http://www.nwrc.ac.uk/Equality/documents.html>

- 15** Please provide the **number** of policies screened during the year (*as recorded in screening reports*):

22

- 16** Please provide the **number of assessments** that were consulted upon during 2016-17:

PART A

22	Policy consultations conducted with <b>screening</b> assessment presented.
0	Policy consultations conducted <b>with an equality impact assessment (EQIA)</b> presented.
0	Consultations for an <b>EQIA</b> alone.

**17** Please provide details of the **main consultations** conducted on an assessment (as described above) or other matters relevant to the Section 75 duties:

All policies screened during the reporting period were screened out and listed on our website as part of the College's commitment to publish its Quarterly Return

**18** Were any screening decisions (or equivalent initial assessments of relevance) reviewed following concerns raised by consultees? (*tick one box only*)

- Yes                       No concerns were raised                       No                       Not applicable

Please provide any details and examples:

Not applicable

**Arrangements for publishing the results of assessments (Model Equality Scheme Chapter 4)**

**19** Following decisions on a policy, were the results of any EQIAs published during the 2016-17 reporting period? (*tick one box only*)

- Yes                       No                       Not applicable

Please provide any details and examples:

Not applicable

**Arrangements for monitoring and publishing the results of monitoring (Model Equality Scheme Chapter 4)**

**20** From the Equality Scheme monitoring arrangements, was there an audit of existing information systems during the 2016-17 reporting period? (*tick one box only*)

- Yes                       No, already taken place  
 No, scheduled to take place at a later date                       Not applicable

Please provide any details:

PART A

Not applicable

**21** In analysing monitoring information gathered, was any action taken to change/review any policies? (*tick one box only*)

Yes                       No                       Not applicable

Please provide any details and examples:

Not applicable

**22** Please provide any details or examples of where the monitoring of policies, during the 2016-17 reporting period, has shown changes to differential/adverse impacts previously assessed:

Not applicable

**23** Please provide any details or examples of monitoring that has contributed to the availability of equality and good relations information/data for service delivery planning or policy development:

Not applicable

**Staff Training (Model Equality Scheme Chapter 5)**

**24** Please report on the activities from the training plan/programme (section 5.4 of the Model Equality Scheme) undertaken during 2016-17, and the extent to which they met the training objectives in the Equality Scheme.

Each year the college offers a range of equality-related staff development sessions for staff to attend. Below is an outline of the training attended by members of staff and where applicable, an indication how each staff member evaluated the overall training.

Course	No of Staff who attended	Evaluation	Comments
Introduction into Asylum Seekers & Refugee Issues in the UK	16	Excellent – 72.8% Very Good – 27.2%	<i>I would like to see more of this level of training especially on this sensitive subject particularly to educate the student body</i>  <i>Excellent - An informative session which the wider staff body, both curriculum and support should avail of</i>
SEND0	13	Excellent – 33.3% Very Good – 66.7%	<i>Informative presentation</i>  <i>Brilliant training</i>

## PART A

Course	No of Staff who attended	Evaluation	Comments
Sexual Orientation Awareness	11	Excellent – 71% Very Good – 29%	<i>This training could be mandatory for all staff to discourage prejudice and encourage understanding and inclusiveness and to raise awareness of LGBT students and staff</i>
Dyslexia Training	16	Excellent – 33.3% Very Good – 50%	<i>Quality course</i>  <i>A helpful insight to the difficulties encountered by students with dyslexia</i>
Domestic Abuse Training	12	Excellent – 31% Very Good 55.6%	<i>Very worthwhile for staff to attend</i>
Recruitment and Selection Training	18	Excellent – 16.7% Very Good - 33.3% Good – 50%	
Disability Awareness Training	36	Excellent – 31% Very Good – 53%	<i>Very good to raise general awareness to employees of the college just how high the numbers are with a disability- often unseen eg mental health. Also the ability to distinguish what actually is a disability and what is not</i>
Safeguarding Training	277	<i>Face to Face training evaluations</i> Excellent - 50% Very Good – 25% <i>Online training evaluations</i> Excellent – 36% Very Good – 42%	<i>Safeguarding officer very knowledgeable in presenting work</i>  <i>I liked that I could complete this at a time that suited me</i>  <i>Best designed interactive package I have seen</i>  <i>Hope to see more online CPD opportunities made available to staff</i>
Equality and Diversity Training (online)	103	Excellent – 42% Very Good – 42%	<i>Very interesting and happy to par-take in the training, informative also</i>  <i>Informative and easy to follow. Good scenarios throughout</i>  <i>I enjoyed the course, found it interesting and understand its value and importance within our college and in society itself</i>

- 25** Please provide any examples of relevant training shown to have worked well, in that participants have achieved the necessary skills and knowledge to achieve the stated objectives:

Please see list of staff development sessions below with an indication of how some staff plan to incorporate their training into their day to day work within the College

Course	Comments on how training will benefit them in their job role
Epilepsy	<i>Will know how to ensure immediate safety of sufferer</i>  <i>What to do in the event of a seizure in your class, who to contact for help</i>

## PART A

Course	Comments on how training will benefit them in their job role
Safeguarding training	<i>To remain professional and report any issues of concern at the earliest opportunity</i> <i>Policies and procedures to follow should an issue arise</i>
Equality Information Sessions	<i>How best to approach a student regarding their disability or learning difficulty</i> <i>I am now more confident in questioning clients in relation to issues of a sensitive nature</i>
Recruitment and Selection Training	<i>The interview process and developing job descriptions and setting criteria</i>
Asperger's Training	<i>Providing relevant support to students with Asperger's/Autism</i> <i>I can create a lesson plan that is more inclusive. I can handle different levels of learning</i> <i>Allow time for a student to answer a question before repeating or rephrasing it</i> <i>Employ various strategies to help students manage any anxiety displayed</i> <i>Appreciation of the need for patience and understanding when communicating with [students]</i>
Recruitment and Selection Training	<i>Ensure compliance with legislation and good practice in recruitment and selection</i> <i>The importance of reviewing job descriptions for equality implications</i>
Visual Awareness Training	<i>Alternative reading matter should be always available therefore not discriminating</i> <i>Not being afraid to ask someone who is blind or partially sighted if they need help and to give clear directions</i> <i>Have more awareness of the individual's daily challenges when writing their learning plans for teaching staff</i> <i>More aware of software available for students with visual impairment</i>
International Students Information Session	<i>Give out correct information to students</i>
Mental Health First Aid	<i>Recognition of signs and symptoms of mental ill-health</i> <i>An increased awareness of mental health issues should allow me to be more alert to such issues in my contact with students</i> <i>How to promote good mental health</i>
Online cultural diversity	<i>Knowing the difference between stereotyping, prejudice and discrimination</i> <i>Realising that with working with different backgrounds can lead to better teamwork and fresh ideas that benefit the community as well as the workplace</i>
International Students Information Session	<i>Know how to deal with enquiries as an informed member of staff</i>
SENDO	<i>I would know what to do if a student disclosed information to me</i> <i>I know facilities the college has to help when assisting those with special needs</i>
Sexual Orientation Awareness	<i>Increased awareness of the different issues people from the LGBT community face – can be more aware of this when dealing with students</i>
Visual Awareness	<i>To be more descriptive when guiding someone who is blind/visually impaired around</i>

Course	Comments on how training will benefit them in their job role
Best Practice Youth Event – Youth Traineeship Pilot	<i>Embed essential skills more effectively I've seen how important it is to break up the course into smaller parts and celebrate achievement in other areas rather than just focus on an end test/result</i>
Safeguarding	<i>To ensure to be aware of students possibly suffering neglect and signs to be aware of</i>
Bullying and Harassment at Work	<i>Conscious of signs of bullying between students Take action if included in an email that causes harm or offence to another person</i>
Deaf Awareness Training	<i>How to communicate with applicants – lip reading can be very difficult</i>
Texthelp Gold Software	<i>Encourage students to use at home...</i>

### Public Access to Information and Services (Model Equality Scheme Chapter 6)

26 Please list **any examples** of where monitoring during 2016-17, across all functions, has resulted in action and improvement in relation **to access to information and services**:

- The renewal of the DisabledGo contract
- HR Website

### Complaints (Model Equality Scheme Chapter 8)

27 How many complaints **in relation to the Equality Scheme** have been received during 2016-17?

Insert number here:

0
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Please provide any details of each complaint raised and outcome:

### Section 3: Looking Forward

28 Please indicate when the Equality Scheme is due for review:

The Scheme is to be reviewed in January 2022

29 Are there areas of the Equality Scheme arrangements (screening/consultation/training) your organisation anticipates will be focused upon in the next reporting period? *(please provide details)*



PART A

- Please see Appendix 1. In addition, Disability Action Plan to be reviewed
- College to provide workshops on Specific Learning Difficulties during intersemester week
- Additional Support Policy to be reviewed
  
- Strabane Campus Group to identify students requiring additional support and Learning Link staff will provide service in Strabane
- Reviewing action plans to include reference to the Armed Forces Covenant

In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2017-18) reporting period? *(please tick any that apply)*

- Employment
- Goods, facilities and services
- Legislative changes
- Organisational changes/ new functions
- Nothing specific, more of the same
- Other (please state):

PART B

**PART B - Section 49A of the Disability Discrimination Act 1995 (as amended) and Disability Action Plans**

**Please see Disability Action Plan attached**

Action	Timescales	Responsible Person(s)	Performance Indicators / Intended outcomes	Source	Equality Category	Comments 2016-17
The College will endeavour to influence DEL to ensure participation of people with a disability on the Governing Body of the College by advising DEL in writing of the need for the Governing Body to be representative. (DAP)	When vacancies exist or when Governing Body membership is renewed (4-year cycle).	Principal & Chief Executive / Governing Body	Governing Body will include members with disabilities.	GB Minutes / Membership	Disability	Representative from RNIB on the College's Governing Body thereby ensuring those with disabilities are being represented.
Continue to encourage the participation of people with a disability on committees and groups across the College. (DAP)	Reviewed annually in September each year.  Year 1 – Year 5	LMT / Committee Chairs	Membership of committees / groups to demonstrate increased participation of those with disabilities.	Committee minutes	Disability	Review of committees due to restructuring. Matter was discussed at Leadership and Management Team on 3 October 2016. Further review will be carried out.  Membership of Students Union has been reviewed and

PART B

Action	Timescales	Responsible Person(s)	Performance Indicators / Intended outcomes	Source	Equality Category	Comments 2016-17
						now includes a Disability Officer.
<p>Encourage students with a disability to participate more fully in College life by</p> <ul style="list-style-type: none"> <li>• inviting students to participate in student focus groups and student surveys</li> <li>• monitoring of participants in sporting activities to assess uptake by those with a disability. (DAP)</li> </ul>	<p>Annually as part of induction and on-going throughout the year.</p> <p>Year 1 – Year 5</p>	Director of HR and Learner Services	Increased participation in student focus groups, student surveys and sporting activities.	Progress Report	Disability	The College’s Student Liaison Officer to further promote College activities to include activities based on older students’ needs.
Continue to implement reasonable adjustments for students and staff with a disability. (DAP)	As and when required.	LMT	Increased retention of students and staff with disabilities.	<p>Learner Services Annual Report</p> <p>DEL Communication</p> <p>Progress Report</p>	Disability	The review of the statistical information for SENDO has ensured clearer information is provided to management to inform processes in Student Services and Learning Link. In addition following implementation of new EO form to capture equality statistics for

PART B

Action	Timescales	Responsible Person(s)	Performance Indicators / Intended outcomes	Source	Equality Category	Comments 2016-17
						new staff, the college will obtain updated information from staff using this new form for staff.
Promote the use of DisabledGo website to encourage participation of persons with a disability. (DAP)	On-going with a review annually in August each year.  Year 1 – Year 5	Vice Principal of Curriculum and Information Services  Director of HR and Learner Services	Benchmark usage of DisabledGo webpage.	DisabledGo website  Progress Report	Disability	The College’s website, recruitment, prospectus and email communication promote Disabled Go.  In addition, the College has renewed its Contract with DisabledGo.
Review appropriate allocation and usage of designated car parking facilities on all College campuses by  <ul style="list-style-type: none"> <li>Monitoring usage of designated spaces. (DAP)</li> </ul>	Annually each year in June.  Year 1 – Year 5	Director of Finance and Economic Engagement	Appropriate allocation and usage of car parking spaces for use by students and staff.	Progress Report	Disability	Car park facilities are reviewed annually as part of the annual progress report to the Equality Commission. In addition, reasonable adjustments made for staff as and when required.

PART B

Action	Timescales	Responsible Person(s)	Performance Indicators / Intended outcomes	Source	Equality Category	Comments 2016-17
Ensure staff receive anti-discrimination and SENDO training as part of induction. (DAP)	Ongoing as part of formal Induction Programme. Formal review annually in June of each year.	Director of HR and Learner Services	Monitoring and review of records annually to demonstrate all new staff have received this training.	Progress Report  Staff Development Report	Disability	The staff development programme is reviewed annually and includes SENDO and Disability Awareness training. The induction process includes the need to undertake this training.
Provision of bespoke training to staff to address specific needs of students with a disability. (DAP)	Needs identified by Halloween each year and Staff Development provided at appropriate dates throughout the year.	Director of HR and Learner Services	Based on identified need reviewing the provision of training to relevant staff.	Progress Report  Staff Development Report	Disability	The staff development programme provides opportunities for staff to request training on specific training. The college intends to private workshops on Specific Learning Difficulties.
Disability awareness is provided to all full time students. (DAP)	Annually in September each year.  Year 1 – Year 5	Director of HR and Learner Services	Disability awareness information is incorporated into induction materials.	Learner Services Annual Report  Progress Report  Induction Programme	Disability	Student Induction incorporates disability awareness and is referenced in the Student Handbook / App.

## PART B

Action	Timescales	Responsible Person(s)	Performance Indicators / Intended outcomes	Source	Equality Category	Comments 2016-17
Provision of Disability Equality Training to staff. (DAP)	Annual provision in Staff Development Plan.  Year 1 – Year 5	Director of HR and Learner Services	Evaluation of training to include evidence of impact training had on attitude towards people with a disability.	Progress Report  Staff Development Report	Disability	The staff development programme includes opportunities for staff to undertake training sessions on Disability Awareness. In addition, the college also has an online equality training session that includes elements of disability awareness.
Monitor and review the progress of the Disability Action Plan. (DAP)	Annually in August each year.  Year 1 – Year 5	LMT and Equality Coordinator	Provision of update contained within Progress Report.	Progress Report	Disability	Disability Action Plan is reviewed on an ongoing basis and as part of the annual progress report to the Equality Commission. The Action Plan is to be updated in 2018 as part of the 5 year review.
Further development of partnerships with the disability sector by increasing face to face contact with relevant groups. (DAP)	Annually in August each year.	Director of HR and Learner Services	Increased engagement with representative groups from disability sector.	Progress Report  Equality Scheme	Disability	New consultees added to consultee list for 2016-17. In addition, new consultees from organisations

PART B

Action	Timescales	Responsible Person(s)	Performance Indicators / Intended outcomes	Source	Equality Category	Comments 2016-17
	Year 1 – Year 5					<p>representing mental health have been invited to become consultees.</p> <p>In addition a number of community/voluntary groups have engaged with the College as part of the Widening Access and Participation Plan / Inspire Programme.</p>
Encourage work placements for persons with a disability – aim to have at least two per year. (DAP)	<p>Annually in September each year</p> <p>Year 1 – Year 5</p>	LMT	Improved employment opportunities for people with a disability	<p>Progress Report</p> <p>Equality Improvement Plan</p>	Disability	<p>RNIB work placement was with HR Services for 2 days a week prior to Christmas 2016 and one within Student Services. They were delighted with the opportunity to work at the College and felt they had benefited from their experience.</p>

PART B



## Appendix 1 – Equality Improvement Plan

Action	Timescale	Responsible Person(s)	Outcome/Measure	Report	Equality Category	Update
Review the mechanism to improve communication with students regarding equality	To be in place by 1 September 2017 and monitored each semester	Head of Student Services	Identification of new mechanism following feedback from students	Progress Report	All	The Student Services Portal has been rejuvenated with a facility to capture the students' voice. For examples, students requested workshops within the Careers Academy for separate UCAS registration and UCAS Personal Statement workshops and these were delivered. The College also provided an app for students to download and access college information on their mobile phones. However feedback not as positive as students provided mixed reviews indicating more functionality was needed. This is to be reviewed next year.
Assessing if equality is embedded into curriculum in new departments	To be assessed annually in June	Vice Principal – Curriculum and Information Services	Identification of gaps to be addressed	SER	All	<p>Mapping Frameworks have been updated to take into account restructuring within the College. Each Department resubmitted their frameworks which were assessed by the Vice Principal – Curriculum and Information Services.</p> <p>Examples of how equality is embedded into the curriculum are</p> <ol style="list-style-type: none"> <li>1. The College media students have engaged with two major external</li> </ol>

PART B

Action	Timescale	Responsible Person(s)	Outcome/Measure	Report	Equality Category	Update
						<p>diversity projects by taking part in a competition run by the Equality Commission. The College won the competition for the design of a post promoting gay rights.</p> <ol style="list-style-type: none"> <li>2. Media students are also engaged with a project run by the PSNI, developing the use of social media as a way of communicating with the younger age group.</li> <li>3 Students in the Foundation Diploma Art and Design undertook a Madame Butterfly project (live brief from the Royal Opera House London)) which was integrated into the module This module encourages students to complete detailed research on all aspects of Japanese and American culture including the 'clash of cultures' inherent in Madame Butterfly.</li> </ol>
Create 6 opportunities for work placements in the College for those with a disability	Each year ending 31 August	Senior HR Officer	Survey outcome to assess impact on individuals and others	Equal Opportunities Report	Disability	RNIB work placement was with HR Services for 2 days a week prior to Christmas 2016 and one within Student Services. They were delighted with the opportunity to work at the College and felt they had benefited from their experience.

PART B

Action	Timescale	Responsible Person(s)	Outcome/Measure	Report	Equality Category	Update
Maximise the involvement of disabled people in internal groups within the College	September  To be reviewed annually	Leadership and Management Team	Number of groups with representatives to show increased participation	Leadership and Management Team Minutes	Disability	Due to restructuring, 6 college groups continue to have representatives with a disability. However, the students union has a Disability Champion who was invited to become a member of the Equality Working Group.
Provision of Equality awareness training to all staff	Annually	Director of HR and Learner Services	Outcome of Evaluations	Staff Development Report	All	<p>At time of reporting, 399 staff have been trained in various equality staff development session (not including Online Equality training below) – evaluations are below</p> <p><b>Introduction into Asylum Seekers &amp; Refugee Issues in the UK</b> – Overall evaluation of training – Excellent 72.8%, Very Good 27.2%</p> <p><b>SENDO</b> – Overall evaluation of training – Excellent 33.3%, Very Good 66.7%</p> <p><b>Sexual Orientation Awareness</b> – Overall evaluation of training – Excellent 71 %, Very Good 29%</p> <p><b>Dyslexia Training</b> – Overall evaluation of training – Excellent 33.3%, Very Good 50%</p>

## PART B

Action	Timescale	Responsible Person(s)	Outcome/Measure	Report	Equality Category	Update
						<p><b>Domestic Abuse Training</b> – Overall evaluation of training – Excellent 33.3%, Very Good 55.6%</p> <p><b>Disability Awareness Training</b> – Overall evaluation of training – Excellent 31%, Very Good 53%</p> <p><b>Safeguarding Training</b> – Overall evaluation of training (Face to face) – Excellent 50%, Very Good 25 %. Overall evaluation of training (online) - Excellent 36%, Very Good 42%</p>
Implement annual student equality survey	April	Director of HR and Learner Services	Action Plans with evidence of improvement from previous years	Action Plan and Progress Report	All	<p>There has been an Increased participation by students rising from 31 to 226.</p> <p>There were no issues of concern reported for the 2016 survey. The 2017 survey is being analysed.</p>
Develop a programme of awareness raising for the year – Calendar of Events	September to August	Director of HR and Learner Services	Evaluation of Each Event	Evaluations	All	<p>There were a range of awareness raising initiatives included World Diabetes Day. Evaluations indicated that the session was excellent (33%) or Very Good (54%).</p> <p>Information was provided to staff to promote Mental Health Day and International Day for People with</p>

## PART B

Action	Timescale	Responsible Person(s)	Outcome/Measure	Report	Equality Category	Update
						Disabilities. In addition Parenting workshops were provided. Please see below.
To maintain the “Louder than Words” Charter Mark	Academic year 2016/2017	LMT Members	Achievement of Award	Progress Report	Disability	Awarded in 2014-2015. Reviewed and achieved in 2016-2017
To achieve the Sensory Engagement Programme [SEP] Model of Excellence Award	Academic year 2016/17	LMT Members	Achievement of Award	Progress Report	Disability	This has been problematic with slow progress being made due to staff issues within RNIB. Further action is needed to progress and finalise.
Have dedicated Disability Champion (s), ie, Student members of Equality Working Group	December 2016	Head of Student Services	Identification of issues to be addressed to support disabled students	Disability Action Plan Progress Report	Disability	Members of student union reviewed with Women’s Officer, LGBT, Disability, Mature Student, Black and Ethnic Minorities Officers Member of student union invited to Equality Working Group.
All staff to complete Online Equality training with new staff undertaking as part of induction	February 2017	Senior Administrator – HR	Increased awareness Review of evaluations	Staff Development outcomes	All	Currently being rolled out to staff with 103 staff having completed training. 42% have indicated this as “Excellent” and 42% as “Very Good”
Provide Parenting workshops for staff	October 2016	Administrator – HR	Raise awareness of support available for staff	Evaluations	Dependants	3 workshops have been held. Evaluations were received with 31% indicating sessions were excellent and 46% indicating they

PART B

Action	Timescale	Responsible Person(s)	Outcome/Measure	Report	Equality Category	Update
	December 2016					were very good. One member of staff commented that they would have more knowledge of how to prepare children for online dangers.
Establish support mechanisms in relation to refugees attending the College	September 2017	Head of Student Services  Teaching and Learning Development Manager	Support provided	Progress Report	Race	11 individuals received support, for example, the Inspire Programme.  Syrian students have attended an 'Introduction to the Careers Academy' and 8 students have produced a CV, where they received a certificate on completion.  4 students attended a "Go For it" business planning session.  At the College's recent Education to Employment Festival ( E2E) interpreters were provided to support students having conversations with employers
Provide support for people with a disability to improve employability	February 2017	Careers Academy Manager	Increased awareness	Progress Report	Disability	The College is implementing the Widening Access and Participation Plan where the aim is to support students who are in the NEETS categories to embrace education as they progress. The Inspire programme, which is an employability programme aimed at people who have previously had

## PART B

Action	Timescale	Responsible Person(s)	Outcome/Measure	Report	Equality Category	Update
						barriers to returning to an education environment, has extended to Limavady
Sign up to the Mental Health Charter (Equality Commission)	April 2017	Director of HR and Learner Services	Increased awareness	Progress Report	Disability	College signed up to the Mental Health Charter and are now recognised as organisation who supports recruiting students and staff with mental health issues. Although the number of students at the college has declined from 14-15 to 15-16, the number who have mental health issues has risen from 191 to 197.
Positively engage with people with mental ill health and their representatives to identify and address barriers to employment	April 2017	Director of HR and Learner Services	Barriers identified and increase in applications from individuals with a mental health illness	Equal Opportunities Report	Disability	14 community / statutory or voluntary groups have engaged with the WAPP/Inspire programme such as Action Mental Health and AWARE Defeat Depression. This should identify barriers to increase opportunities for employment at the College.