

**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 2017 – MARCH 2018



North West Regional College



**Public Authority Statutory Equality and Good Relations Duties
Annual Progress Report 2017-18**

Contact:

<ul style="list-style-type: none">Section 75 of the NI Act 1998 and Equality Scheme	Name: Mrs Kate Duffy Telephone: 02871 276060 Textphone 02871 276167 The College welcomes calls via text relay Email: kate.duffy@nwrc.ac.uk
<ul style="list-style-type: none">Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan	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*

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 2017 and March 2018

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 2017-18, 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.

- 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, extended to Limavady. A number of individuals from the Methodist City Mission (Male Homeless Accommodation) attended an induction and information session. As a result, 1 gained employment and 2 individuals enrolled in courses at the College. In addition 1 individual is actively seeking employment.
- 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. This representation improved the 'Student Voice' enabling Student Services to improve health & fitness activities during the year, such as new clubs for Boxing, Basketball and MMA/Kickboxing. Another improvement to the service was the removal of the Gym Joining fee of £20. This led to a significant number of students using the gym in 2017-18 (1200+)
- During 2017/18 the safeguarding team supported 35 young people from care. The Safeguarding Team have attended 6 LAC reviews and 1 Initial Case Conference. The safeguarding team also represent the college on the Pathways to Further and Higher Education forum and Employability working group organised by the trust. We also help with the promotion of Care Day in February of each year to promote the success of LAC in the college.
- The College continues to work with DisabledGo to encourage individuals with a disability to consider enrolling in a course or working within the College. During the reporting period the college had 1,057 potential students across the DisabledGo site and a total of 2,209 access guides were viewed. As a result, the number of students who have declared a disability attending the college has risen by 324.

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- By raising awareness of the support available to students with a disability the workload within Learning Link increased with 17% of additional referrals from the student body.
- Due to the number of perspective students who have or are in the process of undergoing gender realignment, the College has continued to provide specific non-gender toilet facilities and non-gender specific signage. As a result no concerns or complaints have been raised regarding lack of facilities.
- The College has introduced a new cross college induction programme focussing on respect for others, how to access support if needed and College equality policies
- Furthermore, the College is continuing to progress its commitment to the Equality Commission's Mental Health Charter and Louder than Words Chartermark through Action on Hearing Loss. A full audit has been undertaken by Action on Hearing Loss and the outcome will be reported in the next reporting period.
- The College has promoted the Here2Help app which is an initiative to help anyone with mental health issues. The aim of the app is to provide quick to find helplines for anyone in crisis to get support needed instantly.
- Within the Department Training and Skills, students are encouraged to engage with the College's Career Academy to attend additional workshops to support with CV building and to engage with Learning Link to support students with a learning difficulty. In addition within Beauty Therapy, diversity is explored through offering a range of knowledge in relation to ethnic skin types. Every student and staff member has access to computers s text can be enlarged or manipulated or colour changed to support reading. Read facility is also available. An example of reasonable adjustment was the provision of a radio aid system to assist a student who has sight and hearing impairment.

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- 2** Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2017-18 (*or append the plan with progress/examples identified*).

Please see Equality Improvement Plan attached

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3 Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2017-18 reporting period? *(tick one box only)*

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

Please provide any details and examples:

- Continued participation in the Equality Commission's Mental Health Charter resulted in improvements to customer feedback following recruitment.
- Online staff development on Equality has been provided to staff to allow completion at a convenient time.
- Due to the high percentage of students with mental health issues the college promoted an app to keep students safe and encourage vulnerable students to seek help when needed.

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 on how well the College supported individuals with a disability during the recruitment process highlighted no issues of concern as no negative comments were received.
- Staff continue to access and complete online equality training and safeguarding training which has resulted in an increased number having undertaken the training. As at March 2018, 386 staff have undertaken the Equality and Diversity training, with 524 completing Safeguarding training.
- The promotion of the Here2help app is to provide support to students. This will be developed further in 2018-19 and reported on within the next progress report.

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):*

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- 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 2017-18 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 2017-18 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
- Equality training is identified as mandatory and must be undertaken every 3 years. This ensure equality training features in all staff development plans.

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In the 2017-18 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 2017-18 report
- Not applicable

Please provide any details and examples:

Please see Paragraph 5 above

Equality action plans/measures

7 Within the 2017-18 reporting period, please indicate the **number** of:

Actions completed: Actions ongoing: Actions to commence:

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 2017-18 reporting period *(points not identified in an appended plan)*:

Not applicable – included in plan

9 In reviewing progress on the equality action plan/action measures during the 2017-18 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
- 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 2017-18 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
- students through use of the QDP Services questionnaire (Quality Drives Performance)
- 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
- the Equality Commission in respect of all consultations

- 12** In the 2017-18 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
- Questionnaires
- Information/notification by email with an opportunity to opt in/out of the consultation

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- 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 2017-18 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 2017-18 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)*:

10

16 Please provide the **number of assessments** that were consulted upon during 2017-18:

10

Policy consultations conducted with **screening** assessment presented.

0

Policy consultations conducted **with an equality impact assessment** (EQIA) presented.

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Yes

No

Not applicable

Please provide any details and examples:

The statistics relating to the increase in mental health issues among young students was alarming therefore the College promoted a new app to keep students safe.

- 22** Please provide any details or examples of where the monitoring of policies, during the 2017-18 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 2017-18, 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 /participated	Evaluation	Comments
Equality and Diversity Training	238	Excellent – 37% Very Good – 50%	<i>Very useful and a great way to recap previous learning</i>
Safeguarding Training	283	Excellent – 47% Very Good – 41%	<i>The module was very effective as it made me more confident on the correct procedures to follow and more aware of what the college's policies are.</i> <i>Very worthwhile and a good way to do staff development as it provides flexibility</i>
DisabledGo Workshop	13	Excellent – 44% Very Good – 14%	<i>Overall training was very interesting. Came out with a lot more knowledge about DisabledGo</i>
Disability Awareness Training	18	Excellent – 18% Good - 46%	<i>Good training session</i>

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Course	No of Staff who attended /participated	Evaluation	Comments
Transgender awareness training	24	Excellent – 14% Very Good - 43%	Very interesting and extremely relevant particularly for those in student services
Domestic Abuse Awareness Training	23	Excellent – 53% Very Good – 41%	I felt the training was extremely useful in raising awareness of the issue and gave me a deeper understanding of the subject and what to do if a friend or family member experiences this. The trainer was excellent and had a fantastic knowledge of the subject and was able to answer any questions she was asked. She also offered to speak to anyone confidentially after the training if they needed to. I found some of the information covered quite shocking but very important to know. I think this would be a very important training to cover in schools
Drug and Alcohol Misuse Awareness	10	Excellent – 66.6% Very Good – 33.3%	Excellent course that should be delivered to all staff
Sexual Behaviour – traffic light Training	14	Excellent – 73% Very Good – 27%	This training was excellent with plenty of opportunity for interaction
Bullying and Harassment Training	13	Excellent – 50% Very Good – 37.5%	Training was useful and delivered well by the trainer
Irish Sign Language Training	5	Excellent – 80% Very Good – 20%	Excellent teacher and made the course very fun. I really enjoyed doing this course
British Sign Language Training	6	Excellent – 100%	It was excellent and I really loved it. I also enjoyed training with colleagues. It builds relationships and promotes understanding of the roles of others
SENDO Training	71	Excellent – 27.5% Very Good – 35%	Interesting course which raised awareness of some issues Overall the training was very good and very important for making reasonable adjustments to admissions and enrolments

- 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
Equality and Diversity Training	Not to discriminate against students or colleagues for any of the 9 reasons of discrimination Refreshed my awareness of types of unacceptable behaviours
Safeguarding Training	I will be more aware of the correct procedures to follow if a safeguarding issue arises Look out for signs of Safeguarding when in direct contact with my students

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Course	Comments on how training will benefit them in their job role
	<i>The training should help make me more vigilant in spotting incidences of neglect</i>
DisabledGo Workshop	<i>Awareness of what should be in place to assist disabled people</i> <i>Give advice if requested regarding disability access for interviews</i>
Disability Awareness Training	<i>Supporting staff with a specific learning need to ensure their job is achievable</i> <i>If we are hiring a disabled person we can provide appropriate facilities to their work place</i> <i>Understanding of how reasonable adjustments can be made for candidates with a disability</i>
Transgender awareness training	<i>To be more sensitive to people who have changed gender</i> <i>Knowledge and awareness and promoting this within our team</i> <i>Better equipped to assist a transgendered/non binary person</i>
Domestic Abuse Awareness Training	<i>Better understanding of the signs of potential Domestic Violence victims</i> <i>I know how to support a colleague who discloses that they are suffering from domestic violence or abuse</i> <i>I will be able to put the information learned into everyday practice in supporting colleagues and students (if applicable) that I may come into contact with and be able to signpost them to the relevant services</i>
Drug and Alcohol Misuse Awareness	<i>How to recognise when a student needs help</i> <i>I can advise students on places and organisations to help them with their needs</i> <i>Increased knowledge/awareness of both the issues and legislation re: drugs and substance abuse</i>
Sexual Behaviour – traffic light Training	<i>I am more aware of dangerous situations which should be highlighted and dealt with</i> <i>Being able to listen to the students without being judgemental</i> <i>Awareness that students may face these problems in silence</i> <i>Appropriate procedures to apply when dealing with specific situations/events</i>
Bullying and Harassment Training	<i>Greater awareness of need to mind our conversations</i> <i>Be more aware of how my actions affect others</i> <i>Who to contact in need of advice</i>
Irish Sign Language Training	<i>I feel I have a wider knowledge of understanding the barriers that someone with hearing loss faces</i> <i>This will enable me to communicate effectively with people that have hearing difficulties</i>
British Sign Language Training	<i>I can communicate better with deaf or hard of hearing people who approach my desk</i> <i>I have an understanding of deaf culture which enables me to approach situations pertaining to deaf people appropriately</i>

Course	Comments on how training will benefit them in their job role
	<i>As a CM is it useful to understand the demands of the course from a student perspective. It will help me to timetable this course differently for younger students</i>
SENDO Training	<i>I will better plan services and facilities with SENDO in mind</i> <i>Making sure arrangements are in place when appointment for assessments are made over the phone/via email</i> <i>To ensure to ask and give student ample opportunities to disclose if they have a disability</i> <i>I will be better to deal with issues on a day-to-day basis</i>

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

26 Please list **any examples** of where monitoring during 2017-18, across all functions, has resulted in action and improvement in relation **to access to information and services**:

- Public Information Guidelines produce to improve access to information and services

Complaints (Model Equality Scheme Chapter 8)

27 How many complaints **in relation to the Equality Scheme** have been received during 2017-18?

Insert number here:

4

Please provide any details of each complaint raised and outcome:

- Transport to and from College for students with a disability
- Difficulty with work placement due to disability
- Pronunciation of Irish name
- Harassment

All have been resolved

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)*

- Please see Appendix 1. In addition, Disability Action Plan to be reviewed

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In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2018-19) 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):

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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 2017-18
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	Further review of committees will be carried out. Membership of Students Union continues to include a Disability Officer.
Encourage students with a disability to participate more fully in College life by	Annually as part of induction and on-going throughout the year.	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 together with Students Union representatives continue to promote

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Action	Timescales	Responsible Person(s)	Performance Indicators / Intended outcomes	Source	Equality Category	Comments 2017-18
<ul style="list-style-type: none"> inviting students to participate in student focus groups and student surveys monitoring of participants in sporting activities to assess uptake by those with a disability. (DAP) 	Year 1 – Year 5					<p>College activities to all students to encourage participation.</p> <p>Recreational sports activities are organised and tailored to suit the abilities of individual students.</p>
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.	Learner Services Annual Report DEL Communication Progress Report	Disability	By raising awareness of the support available to students with a disability the workload within Learning Link increased with 17% of additional referrals from the student body 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	Benchmark usage of DisabledGo webpage.	DisabledGo website Progress Report	Disability	<p>The College’s website, recruitment, prospectus and email communication promote DisabledGo.</p> <p>The College continues to work with</p>

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Action	Timescales	Responsible Person(s)	Performance Indicators / Intended outcomes	Source	Equality Category	Comments 2017-18
		Director of HR and Learner Services				DisabledGo to encourage individuals with a disability to consider enrolling in a course or working within the College. The college had 1,057 potential students across the DisabledGo site and a total of 2,209 access guides were viewed. As a result, the number of students who have declared a disability attending the college has risen by 324.
Review appropriate allocation and usage of designated car parking facilities on all College campuses by <ul style="list-style-type: none"> • Monitoring usage of designated spaces. (DAP) 	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 continue to be made for staff as and when required.

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Action	Timescales	Responsible Person(s)	Performance Indicators / Intended outcomes	Source	Equality Category	Comments 2017-18
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. Irish and British Sign Language was also undertaken by staff members this year. 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 continues to provide opportunities for staff to request training on specific training.
Disability awareness is provided to all full time students. (DAP)	Annually in September each year.	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. The College has also promoted the Here2Help app which is

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Action	Timescales	Responsible Person(s)	Performance Indicators / Intended outcomes	Source	Equality Category	Comments 2017-18
	Year 1 – Year 5					an initiative to help anyone with mental health issues.
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.

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Action	Timescales	Responsible Person(s)	Performance Indicators / Intended outcomes	Source	Equality Category	Comments 2017-18
Further development of partnerships with the disability sector by increasing face to face contact with relevant groups. (DAP)	Annually in August each year. Year 1 – Year 5	Director of HR and Learner Services	Increased engagement with representative groups from disability sector.	Progress Report Equality Scheme	Disability	Consultees list reviewed annually.
Encourage work placements for persons with a disability – aim to have at least two per year. (DAP)	Annually in September each year Year 1 – Year 5	LMT	Improved employment opportunities for people with a disability	Progress Report Equality Improvement Plan	Disability	Ongoing relationship with RNIB to encourage work placements for individuals who are blind or have sight impairment.

Appendix 1 – Equality Improvement Plan

Action	Timescale	Responsible Person(s)	Outcome/Measure	Report	Equality Category	Update
Assess effectiveness of communication with students regarding equality	Annually	Head of Learner Services	Address any concerns identified	Progress Report	All	Ongoing
Assess if equality is embedded into curriculum in new departments	To be assessed annually in June	Vice Principal – Curriculum and Information Services	To be approved by Vice Principal	SER	All	Completed and ongoing
Maximise the involvement of disabled people in internal groups within the College	September To be reviewed annually	Leadership and Management Team	Groups with representatives to be reviewed to maximise opportunity to include membership where applicable	Leadership and Management Team Minutes	Disability	Ongoing
Create 2 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 Number of placements who have engaged with Careers Academy	Equal Opportunities Report	Disability	Ongoing - Attempts are annually made for placement at college for individuals with a disability
Provision of Equality awareness training to all staff	Annually	Director of HR and Learner Services	Outcome of Evaluations	Staff Development Report	All	Ongoing

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Action	Timescale	Responsible Person(s)	Outcome/Measure	Report	Equality Category	Update
Provision of specific training to those with key roles	Annually	Director of HR and Learner Services	Outcome of evaluations	Staff Development Report	All	Ongoing
QDP survey reviewed to ensure equality is adequately covered	Annually	Head of Quality Enhancement	Action Plans	Action Plan and Progress Report	All	Review of equality questions
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	Ongoing
To maintain the “Louder than Words” Charter Mark	Academic year 2017/2018	LMT Members	Achievement of Award	Progress Report	Disability	Achieved and ongoing
Have dedicated Disability Champion (s), ie, Student members of Equality Working Group	December 2018	Head of Learner Services	Identification of issues to be addressed to support disabled students	Disability Action Plan Progress Report	Disability	Ongoing
Provide support for people with a disability to improve employability	February 2019	Careers Academy Manager	Delivery of WAPP Number of students attending Inspire Programme	Progress Report	Disability	Ongoing

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Action	Timescale	Responsible Person(s)	Outcome/Measure	Report	Equality Category	Update
			Number of students enrolled through College's Connect Programme Number of students enrolled on Princes Trust Programme			
Support students in College identified as "lonely"	February 2019	Head of Learner Services	Number of students who engage in activities organised and evaluated	Progress Report	All	Ongoing – new action added
Review the Mental Health Charter (Equality Commission) to assess actions necessary to promote and raise awareness	April 2019	Director of HR and Learner Services	Awareness of College as Trauma informed College Number of staff attending Resilience Conference	Progress Report	Disability	Ongoing
Positively engage with people with mental ill health and their representatives to identify and address barriers to employment / education	April 2019	Director of HR and Learner Services	Barriers identified and increase in applications from individuals with a mental health illness	Equal Opportunities Report	Disability	Ongoing

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Action	Timescale	Responsible Person(s)	Outcome/Measure	Report	Equality Category	Update
Health and Wellbeing Programme to address concerns regarding poor mental health among staff and students	Annually	Senior HR Administrator	Programme of events and evaluations	Progress Report	Disability	Ongoing – new action added
Develop partnership working with Innovation and Recovery project to maximise benefits to staff and students	April 2019	Head of Learner Services	Raised Awareness	Progress Report	Disability	Ongoing – new action added
Student Services to strengthen the development of effective mechanisms to support students with poor mental health	Annually	Head of Learner Services	Increased participation on social media Increased number of students attending College with mental health issues	Leadership and Management Team Progress Report	Disability	Ongoing – new action added
Become a Just a Minute (JAM) organisation	November 2018	HR Administrator	Awareness	Progress Report	Disability	Ongoing – new action added