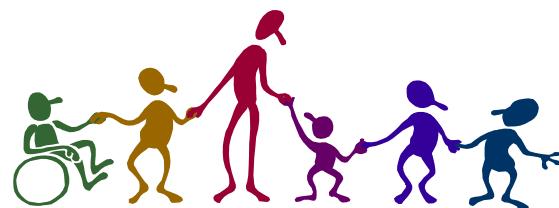


SECTION 75 OF THE NORTHERN IRELAND ACT 1998

PROGRESS REPORT

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

APRIL 2024 – MARCH 2025



North West Regional College



**Public Authority Statutory Equality and Good Relations Duties
Annual Progress Report 2024-2025**

Contact:	
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<ul style="list-style-type: none">Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan	As above <input checked="" type="checkbox"/> Name: Telephone: Email:
Documents published relating to our Equality Scheme can be found at:	http://www.nwrc.ac.uk/Equality/
Signature: Michelle Grant	

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 2024 and March 2025

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 2024-25, 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.

Throughout 2024/2025, business in the College continued with curriculum and support staff working together to support students' education.

Details of how equality of opportunity and good relations progressed are as follows:

Over the 2024/2025 academic year, many Equality days were promoted on the College's staff and student portals in our continued commitment to raise awareness.

Examples included:

- Carers' Week
- Refugee Week
- World Suicide Prevention Day
- Good Relations Week
- International Day of Peace
- Black History Month
- Diwali
- International Men's Day
- 16 Days of Action against domestic abuse (White Ribbon Day)
- Human Rights Day (end of 16 days)
- Chinese New Year
- LGBT+ History Month
- World Cancer Day
- Time to Talk Day
- International Women's Day
- Prostate Cancer Awareness Month
- Neurodiversity Celebration Week
- Epilepsy Awareness (Purple Day)
- World Voice Day
- International Men's Health Week

Work continued to support North West Migrants' Forum (NWMF) in raising awareness and supporting migrants and refugees within the North West. Following the success of the first ever recipient of the College's Asylum Seeker Scholarship last year, three further students were also successful.

In addition, NWMF held two Intercultural Dialogue Workshops for students in December 2024 which focused on topics such as the celebration of cultural diversity, immigration, and identity politics. Over 200 students attended.

The College attended NWMF's Race Awards on 6 March 2025 in the Ebrington Hotel. The College's International and European Projects Officer was named Anti-Racism Teacher of the Year. These awards

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were established to celebrate the efforts of individuals and grassroots community groups working to tackle racism and break down barriers. Our first recipient of the Scholarship was highly commended for their Young Leader Award.

NWMF have also advised that confirmation from The Executive Office as to whether funding will be received to fund their racial literacy sessions is pending. However, the EDI Officer has scheduled dates into the next academic year to allow sufficient planning for attendance at these sessions both in Springtown Campus and Greystone Campus.

Collaboration continued with Strabane Ethnic Community Association. The College liaised with them in order to provide support through the Inspire Programme, eg, Interview skills, CV Building, Job Search Skills and Resilience. Also the College has agreed to support them with the development of a Welcome Pack for those seeking sanctuary, specific to the Strabane area.

Work on becoming a College of Sanctuary continued. The College signed the COS pledge and met with City of Sanctuary on 7 October 2024 with guidance provided on how to proceed with the application process, relevant deadline dates and evidence needed to achieve the accreditation.

The College has also volunteered to chair a City of Sanctuary group, bringing together, in the first instance educational providers – to begin engagement with local primary schools who have become Schools of Sanctuary and / or were at the NWMF awards and the intention is to extend invitations to secondary schools.

Following the submission of the application for COS, the appraisal meeting took place on 16 May 2025. The College has received confirmation that they were successful in achieving the FE College of Sanctuary accreditation.

The EDI Officer attended Steelstown Primary School's celebration of Refugee Week and Schools of Sanctuary in June 2025 – "A Day of Welcome", where the children took part in a refugee simulation activity across the grounds of the school. This was also attended by the Mayor, Ruairí McHugh and Lisnagelvin PS Principal, Colin Torrens. The children took part in a carefully planned refugee simulation activity across their school grounds, eg, abandoning home, confronting uncertainty, encountering borders and striving for safety. The Mayor commented "*It was a unique and innovative way for the pupils to consider the experience of refugees and the challenges they face.*"

<https://www.derryjournal.com/education/in-pictures-derry-strabane-district-mayor-mchugh-joins-steelstown-ps-in-a-day-of-welcome-5183950>

Following the College's success in achieving RNIB's Visibly Better Employer Quality Standard that highlights the College's commitment to welcoming applications from people who are blind or partially sighted, the College was invited to become part of RNIB's Alliance of organisations committed to this standard. The first meeting was held on 8 May 2025 and attended by the EDI Officer and discussions centred on organisations who have received the VBE would join as an alliance, disseminate good practice, and receive advice from other organisations in the UK, projects would be presented by RNIB to the alliance to highlight further actions, a VBE checklist and employer toolkit would be made available and barriers being experienced by the Alliance, including recruitment of people.

The College remains the only educational establishment in Northern Ireland to have received this accreditation.

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The College's EDI Officer has attended the Sector Equality Co-ordinators' Forum throughout the academic year. During this academic year, discussions during these meetings centred on the preparation for the new Disability Action Plan, a sector-wide awareness piece during Neurodiversity week, completion of the Fair Employment Monitoring Return, forthcoming changes in ethnic minority legislation, easy read documentation for the Colleges' websites and ongoing work within the Equality Forum Collaboration Plan 2024/2025.

The College's Equality Working Group met five times this academic year and continued to promote equality throughout the College. The range of discussions have been documented throughout this progress report including the Equality Commission's support on equality screening of policies, progress on becoming a College of Sanctuary, progress meetings relating to REACH Across and TRIAX Neighbourhood Partnership, further Rainbow Project Training for GB Members and students in Health and Social Care, Early Years and those in Springtown Campus and Greystone Campus, the End Violence against Women and Girls Working Group, White Ribbon NI training to support their accreditation for students, staff and GB members, UU Green Dot training, progression with Campus of Hope and the potential development of a Calendar of Religious Events.

In addition, a representative from the Equality Commission attended one meeting, AccessAble attended one meeting to outline their website and guidance and DC&SDC attended one meeting to outline their good relations work across the council area.

The College's Mental Health Committee met on 6 occasions to take forward the collaborative approach to raising awareness of mental health to support staff and students. A number of actions were discussed during these meetings which included continued publicity for health and wellbeing activities within the College's newsletter, collaboration across the College to support various awareness days, eg, Brew Monday, Chinese New Year, etc, potential staff wellbeing day in June 2025, and progression of the Campus of Hope.

The College continued to strengthen links with the Rainbow Project to further support our students and staff. Training was provided by them during LGBT+ History Month in February 2025, with further sessions being set up for students from our Health and Social Care courses, as well as students in Springtown and Greystone Campuses. The College was also invited to attend the launch of their new services. This was a joint celebration and launch event for their new Cancer Champions Service and Rainbow Youth Service in the Northwest. A testimonial was provided on the collaborative work the College has with them for the event.

New training on sexual orientation has also been developed and the College has agreed to pilot this training once available for release.



Also, the College had representation at the Foyle Pride event on 24 August 2024 and 23 August 2025.

The College has chosen three new charities to cover our three main campuses. These were Foyle Women's Aid (Strand Road/Springtown), Open Heart Foundation (Limavady/Greystone) and the Koram Centre (Strabane). These organisations will receive donations from monies raised by staff and students over the two year period.

The Coordinator of REACH came to the College during Good Relations week in September 2024 to discuss potential partnerships with REACH and secondary schools through their Engagement programme. As a result, the Widening Access and Participation Officer has offered the use of the Student Zone to facilitate

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REACH's Membership Club as well as introducing a tour of the Strand Road Campus for some school groups. In addition, further collaboration with REACH and WAPP Officer will continue into the next academic year.

Also, the College met with TRIAX Neighbourhood Partnership who have invited the College to attend their cross community group as and when required to discuss the various courses on offer.

The EDI Officer met separately with Chris McDonagh from Triax in March 2025 regarding the action plan for City Walls, which has been re-named the Togetherness Forum and discussed the promotion of community courses to encourage people to enrol.

In addition, the EDI Officer attended an event in the Shantallow Community Arts Centre for the launch of their 5 year Strategic Development plan on Create, Connect, Inspire, Care, Community. The College has been referenced within the plan. This could encourage training and education opportunities at the College for residents across the surrounding areas, both Derry and south of the border.

Following the release of the Programme for Government's strategy in relation to ending violence against women and girls, the College has signed the White Ribbon NI pledge. White Ribbon is a global movement to end male violence against women. Its message is that violence against women in all its forms is unacceptable. The EDI Officer met with their CEO Tahnee McCorry to discuss what the College needs to undertake to achieve their accreditation. Signing the pledge shows the College's commitment to making lasting change through our staff, our policies and our day-to-day work; as well as our role within the communities in which we are based. The College has also established an internal working group to progress the necessary actions for the EVAWG strategy with several meetings held during the year. As a result, White Ribbon NI training took place on 6 February 2025 with a further date organised for September 2025.

The College also met with Leigh Collins from White Ribbon NI and discussions are ongoing to provide students with workshops in relation to ending violence against women and girls. These will be scheduled into the new academic year to allow planning in place to maximise attendance.

This campaign has been heavily supported by the Safeguarding Team during this academic year.

The EDI Officer met with John Darragh from Ulster University and attended the launch of the Green Dot campaign at Magee on 27 February 2025. After several discussions, UU provided Green Dot training to staff on 2 June 2025 in-house at the College.

In addition, those staff who attended the White Ribbon NI training were videoed to outline the importance of Ending Violence Against Women during International Women's Day in March 2025.

The College attended the relaunch of the Koram Centre in Strabane on 17 September 2024. Koram are a registered charity, offering professional therapeutic intervention and psychosocial support. The relaunch was attended by various local community groups, Department for Communities, National Lottery and their patron singer, songwriter, Paul Brady.

The EDI Officer met with the Centre Manager from the Koram Centre and discussed the range of workshops they deliver to increase knowledge, understanding and skills around emotional health and wellbeing issues. Staff in Strabane agreed that students should undertake the "Understanding / Managing Anxiety" session. This took place in the Strabane Campus on 13 February 2025. The EDI Officer has organised further sessions for the next academic year.

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The annual audit of College buildings by AccessAble took place during late November 2024 in the Strand Road Campus. The audit did not highlight any areas of concern.

In addition, a new member representing the FE Colleges met with the College's Equality Working Group in September 2024 to provide information on the use of their guidance and how they support not only people with disabilities, but older persons and those who experience anxiety. As a result, training was arranged with Learning Link staff on the guidance as good practice to support students. This took place on International Day for People with Disabilities in December 2024.

In line with the Period Poverty (Free Products) Act (NI) 2022, the College has a statutory duty to provide period products free of charge on its premises and the College will continue to provide products accordingly. The Act also specified that the College must prepare and publish a written statement on the arrangements which have been established to provide free period products on its premises. This is now available on the College website.

The update of the College website continued following Green17's initial audits in 2021/2022. As a result the College's Accessibility Statement has been updated to reflect that not all documents could be 100% accessible. In addition, work is ongoing on the production of easy read documents on the website, the first being our Equality Scheme.

The College continued to promote the "Breastfeeding Welcome Here" campaign from the Public Health Agency to ensure people are aware of our commitment to breastfeeding.

Work on the Strabane EQIA and RNIA was parked during this academic year, however, this will be reviewed during 2025/2026.

The EDI Officer and Project Based Learning Mentor/Coordinator met with a representative from Derry City and Strabane District Council to discuss further provision of 100 JAM Card licences for staff and students to undertake awareness on the JAM Card (Just a Minute) initiative. Over 130 staff undertook this training back in 2019. Unfortunately, due to specific deadlines, it was not possible for this to progress.

The Head of Client Services and EDI Officer met with representatives from the Bready Ulster-Scots group, whose main purpose is to promote and preserve the culture and heritage of local people. Discussions centred on supporting individuals who feel pressurised to move from the North West to universities in the UK, despite there being significant education opportunities locally. They were provided with a tour of the College's MAPA facilities and career advisory service. They are to initiate contact again to begin work on their forthcoming career's day for people within the arts and culture sector.

The EDI Officer and staff from HR Services attended an event organised by the Derry and Strabane Labour Market Partnership along with the Equality Commission NI and NIUSE on Working Together to Reduce the Disability Employment Gap. Several organisations outlined how they encouraged people with disabilities into employment. These were Primark and Mencap NI, Maldron Hotel and Now Group and Puca, Puca Games and Action Mental Health. Some initiatives highlighted have been reviewed by the College.

The EDI Officer continued to advise staff of policy review dates and the necessity to equality screen. Over the past year 57 policies have been screened upon their review. In addition, relevant staff attended training provided by the Equality Commission on the importance and necessity to equality screen all policies. This took place in April 2025.

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The College has renewed its membership with Employers for Disability NI following its successful achievement of the AAA Disability Positive Accreditation and will be able to again avail of their training opportunities as before either through the designated staff development days or on an individual basis.

The College's links with See Her Thrive continued with regular updates on advice and guidance received for consideration. This resource continues to be used by HR Services within their Health and Wellbeing Programmes. In addition, the College held an Empowering Women Workshop. The session focussed on building self-confidence and encouraging self-advocacy amongst female workforces.

Various departments with the College, ie Equality, HR Services, Student Services and the Learning and Teaching Team continued with their sub-working group to ensure a cohesive implementation of the wide range of activities and training that take place each year across the College by staff and students. These meetings are planned to take place in 2025/2026.

The College has continued to support the Hidden Disability Sunflower Scheme by continuing to supply lanyards and cards to individuals who need them at receptions. Further products will be ordered as necessary throughout the year.

The EDI Officer and Compliance and Admissions Manager attended a "meet and greet" event in the Guildhall in May 2025 facilitated by Equality Commission and DC&SDC so that the Equality Commission could support organisations to raise any concerns and determine how the Equality Commission could help with any equality issues raised.

The College continued to monitor its Disability Action Plan, with actions, for example to

- ✚ Encourage students with a disability to participate more fully in College life (The College's Equality Working Group has the Equality and Diversity Officer as a representative from the Students' Union, the College had over 150 classroom representatives last academic year supporting the Students' Union, approximately 17% had a disability, 61.25% of students that took part in mobility activities under Turing Scheme are from lower socio-economic backgrounds and 38.75% of students have special educational needs, disabilities or medical conditions).
- ✚ Increase awareness of specific barriers for people with a disability through National Awareness days or weeks (several awareness days relating to disability were promoted including International Day for People with Disabilities, Prostate Cancer Awareness month, Epilepsy Awareness and World Voice Day);
- ✚ The promotion of AccessAble website to encourage participation of prospective students (addition of AccessAble link within the Recruitment and Selection Policy, attendance by AccessAble at the Equality Working Group and EC Forum, AccessAble training during International Day for people with Disabilities).

The College has officially launched a brand new project which will provide a new set of courses in community development and youth work. Inspire, Enthuse, Equip will be delivered by the College over the next two years following a successful tender bid of £196K to Derry and Strabane District Council (DCSDC). The project is supported by PEACEPLUS, a programme managed by the Special EU Programmes Body (SEUPB). Mayor of Derry and Strabane District Council (DCSDC), Lilian Seenoi Barr (at that time), officially launched the 'Inspire, Enthuse, Equip' project on International Volunteers Day at Derry~Londonderry's Cathedral Youth Club. The event was attended by representatives of the Community & Voluntary and Youth sector.

The Learning and Teaching team continued to offer various activities and training opportunities to embed Equality in all aspects of its work. The team aims to provide an inclusive learning experience for

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all participants, by catering to their individual needs and offering differentiated learning materials, as needed. They collect detailed feedback from the participants and follow up on any issues raised.

All new permanent staff, whether full-time or associate, go through a weekly Induction programme that emphasises equality and inclusion in all aspects of College life. The programme includes mandatory training on Equality, SEND and Safeguarding, as well as cultural diversity training that raises awareness of all anti-discrimination practice. All part time staff complete mandatory training.

Lecturing staff are encouraged to undertake TAQA training, which helps them to promote Equality in all aspects of Training and Assessment. This training helps the staff to understand the legal and best practice implications of gender, disability, race, culture, religion and language for training and assessment processes.

Staff members continued to attend the Student Mental Health Research Network working group recently developed for the island of Ireland to continue to work on supporting and promoting positive mental health in colleges.

The Learning Link continued to provide support to students with a range of additional needs such as specific learning difficulties, eg, dyslexia, physical disabilities, medical conditions, sensory impairments, general learning difficulties and mental health conditions. During the reporting period, Learning Link organised 509 access arrangements requests with various awarding bodies, ensuring compliance with guidance and requirements. Human exam support such as reader, scribe, and prompter was provided to students on 196 occasions during 2024/2025.

Prior to study skills sessions commencing in September 2024, early September saw the delivery of the 'September Mentor Programme'. This programme was designed to support the higher needs students settle into life at FE and HE at the College in the first few weeks of semester one. The study skills service supported 25 registered Learning Link students settle into the College in this period, assisting them with their transition into life at FE and HE throughout September.

Study skills sessions then began on 23 September 2024 with 302 Learning Link students referred to, and offered, study skills support throughout the 2024/2025 academic year, which was 65 more than 2023/2024. Referrals came from Learning Link's Learning Support Officers, wider Student Services Staff, Curriculum staff, parents, and student self-referrals.

Several curriculum and support staff availed of study skills support this year to better understand their student's needs and further support students in the classroom. Staff were trained on assistive technology that is used by their students in classes and exams. Additional induction training was provided to the newly appointed Progress and Learning Support Coaches (in the Library team) when they commenced their roles.

The Learning Link team received a 30-minute notice of an audit for Strabane Campus from the Joint Council for Qualifications (JCQ) in April 2025 in relation to Access Arrangements for students with additional needs. The outcome was that they were found to be fully compliant and there were no recommendations for the team to take forward.

The College has completed the delivery of a series of Employability workshops to 60 pre apprenticeship students who joined the Challenge Inclusion project funded by DfE. Three programmes involving 20 students in each cohort were engaged and delivered in conjunction with Resilio.

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The College's Careers Academy team delivered a series of presentations and workshops and attended Careers Fairs which aim to help students at secondary schools understand their options and take a proactive and reflective approach to decision making. With a range of support offered to post-16 students in Northern Ireland and the Republic of Ireland, the team helped students make informed choices at key decision points to make the most of their prospects. The College's Careers staff provided information on higher education, progression routes, course options as well as information on the College and the wide range of opportunities it has to offer. In 2024/45 the Widening Access and Participation Officer (WAP), along with our careers team attended 24 in person visits, 5 career fairs and held 1 online presentation. Over 1,280 secondary school students engaged with the team.

The College continued to welcome and support international students through our engagement programmes. The WAP Officer met with various ethnic minority groups at different locations including the Women's Centre and on street youth engagement. There has been over 280 students registered and approximately 120 enrolments with students mainly coming from African and middle Eastern countries. Most students applied for ESOL, and some were progressed to Essential Skills and GCSE courses.

The WAP Officer continued to deliver the Inspire Employability Programme at various external organisations within the DC&SDC and Glens Borough Council area. The programme is designed to help individuals break down the barriers preventing them from finding work or accessing training or education.

The WAP Officer also continued to deliver general information sessions on courses and support available. In 2024 this included locations such as Donegal Parent & family Support Service (DPFSS) Community Hub and Foyle 'Dress For Success'. The WAP Officer also promoted to participants access to the WAP Applicant Support Scheme, whereby they can make appointments alongside the WAP Officer. Support includes completion of an online course application together with advice on funding, and referral to appropriate support services based on their individual needs; this ensures applications are completed and submitted on the day of their appointment and support is in place.

The College's Careers Academy team supported students throughout the academic year to make informed choices about their progression options. This is through methods such as workshops, tailored progression presentations and resources, use of progress coaches, support for essential skills, etc. The WAP Officer continued to foster strong relationships with relevant external stakeholders who provide guidance to allow staff to understand and meet the needs of learners from widening access backgrounds.

The Step up programme was strategically developed within the Further Education sector to provide individualised pathways that increased accessibility and widened access. These included Women Returners Access Programme (WRAP), College Connect +, College Connect 24+ and Disability Access Route to Education and Employment (DARE), all designed to provide individuals with the opportunity to build on existing skills, gain qualifications and to benefit from one-to-one mentorship.

In 2024, the WAP officer worked with the On Street Community Youth Club in Galliagh Community Centre in Derry~Londonderry. The aim of the workshops was to support young people aged 14–16-year-olds to prepare for applying for jobs as well as preparing them for interviews for the future. The WAP Officer is keen to further develop this engagement into areas of high social deprivation by targeting Youth Clubs in the local region.

In 2024, the WAP officer and the College's careers advisors worked closely with the EDIT programme. EDIT is a programme funded by the Education Authority where young people who find mainstream schools unsuitable for them can attend and achieve GCSE qualifications. Transition support was

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implemented through the Learning Link at the College. This partnership will further be developed and enhanced with the Step Up DARE provision available.

The development of a Careers Academy bridging programme (INSPIRE) is used to support and encourage members of the community who are currently not engaged in employment or education, and it has proved successful since its development. The non-accredited programme is made up of short modules developed to build confidence and resilience and is delivered in targeted communities, which are currently recognised under multiple deprivations measures including but not limited to young school aged mothers and fathers, socially excluded students and students who have faced significant barriers to education.

The King's Trust Programme encourages positive outcomes while mentors support young people to find their passion and enthusiasm for their next step. Young people are encouraged to take part in community projects and experience a sense of achievement on completion. In 2024/2025 the Strand Road campus ran three separate 12 week Princes Trust programmes.

As previously reported, DIAL is a health innovation hub with a focus to promote greater collaboration, learning and innovation so that improved practice models and solutions are developed that will support independence and a quality of life for greater numbers of people to live well.

DIAL hosted several local and international events throughout the academic year 2024/2025, with a range of external and internal stakeholders. These included workshops for EBS Donegal Health Care students, visits arranged for Medical Compliance Solutions and Dr Francis Duffy, Consultant Clinical Psychologist, NHS Clinical Entrepreneur, Found and CEP 6D-Dementia Ltd who has agreed in having sessions as part of the College's Staff Development Programme.

In addition, meetings were held in the facility by the FE Colleges to review the initiatives of the College's Curriculum Hub, and tours provided to students and visitors to the city.

The partnership with Ulster University, and their Occupational Therapy faculty, continued this year. The relationship provided Ulster staff and students to use the DIAL Centre to support teaching, learning and assessment in a simulated homecare setting. A shared learning masterclass opportunity was provided by Seating Matters, in DIAL, to both the students from Ulster University and students studying a range of Health and Social Care courses at the College.

Occupational Therapists from Western Trust once again used the DIAL homecare area to assess their clients, in relation to types of technology, equipment and/or furniture that would be required to support their independence in future.

Information and open sessions, for members of the public were hosted again in DIAL to observe the future of technology to maintain an individual's independence.

RNIB used the College's DIAL centre as a resource to deliver Visual Awareness Training with members of the public throughout the year, with the plan to deliver eye sight tests for students.

International guests to the College, including staff and students, were provided tours of DIAL and discussions were held around the use of technology enabled care, IoT, and assistive technologies to support independent living for individuals living with dementia and/or complex and chronic illness.

The Safeguarding Team received 453 referrals from Sept 2024 to June 2025, an increase of 26 referrals from the 2023/2024 academic year. Anxiety remains the most common issue that students present with.

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There has been an increase in the number of Operation Encompass referrals this year which is a positive outcome for students who experience domestic violence incidents with support offered promptly and sensitively after a referral is received from PSNI.

The Safeguarding Team facilitated a meeting with Community Police Officers from the PSNI on 3 October 2024. This proved to be useful in learning what substances are currently used by young people, how they present under the influence and ways to inform students of the risks of using specific substances including vapes.

The Safeguarding Team continue to support students who are Looked After Young People, liaising with their social workers and personal advisors, attending LAC reviews, care planning meetings and Child Protection Conferences throughout the academic year.

There are 20 students registered with our team as Young Adult Carers an increase of 14 young carers from last year. The Safeguarding team carried out monthly check-in sessions and provided listening ear as and when required for all students. All Young Adult Carers had a support plan completed with the Deputy Safeguarding Officer which was shared with their course co-ordinator resulting in additional support from curriculum staff. On 28 November 2024 staff and our Young Adult Carers enjoyed a Coffee Morning with Christmas Craft making.

Various workshops were delivered for students in relation to healthy relationships, coercive control and consent. This included a workshop delivered by Common Youth in Strand Road Campus on 13 November 2024 and a workshop delivered by the PSNI in Strabane Campus on 27 November 2024.

The Safeguarding Team attended the “Under One Roof,” event at the Guildhall Derry on 7 March 2025 - organised by the Department of Justice, Department of Health and the Women’s Centre, Derry. The event highlighted and promoted the various support organisations for Domestic and Sexual Abuse in the North. Safeguarding Officers also attended a Foyle Woman’s Aid Information Session in Strabane on 20 March 2025 and completed the Green Dot Workshop delivered by UU Magee on 2 June 2025. Further promotion of this important campaign is planned for the 2025/2026 academic year.

The Safeguarding Team continued to promote positive mental health for students during the academic year recognising World Suicide Prevention Day, organising Brew Monday events during the month of January and celebrating Mental Health Awareness Week from 12 May 2025 to 16 May 2025. This year’s theme was “Community” and various mental health organisations visited the College campuses throughout the week including Aware NI, The Koram Centre, Action Mental Health, Inspire and Riversdale Leisure Centre. Students enjoyed a week of games, tea and talks, walk and talks and ended the week with the Wear it Green Day.

Deputy Safeguarding Officers completed their Traffic Light and C-CARD Training on 18 March 2025 and 24 March 2025. The team will now extend the promotion of the C-Card scheme across all campuses of the college with staff feeling confident and competent to deliver the scheme and promote the importance of sexual health.

The College’s funded international projects create life-changing opportunities for students, providing them with the chance to develop new skills, gain vital international experience and boost their employability. Students can also develop a wide range of soft skills, language skills and a better understanding of other cultures. Projects are funded by Turing Scheme, Erasmus+ and DFHERIS Euro Exchange.

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The project's selection processes are fair and offer equal access to the overseas training opportunities for all eligible students. The College actively promotes opportunities to disadvantaged learners, learners from under-represented groups in international Mobility and learners with additional educational needs. Additional funding that is requested helps to remove any obstacles for students who require the additional support. This year the funding was used to provide additional support for a student with visual impairment who travelled to Malaga, Spain to take part in a 2-week training programme for students from Music and Performing Arts. Reasonable adjustments were discussed and delivered upon by the host partner.

The International Department led the College's application for FE College of Sanctuary status and deals with all international student enquiries including people seeking international protection (Asylum seekers) and those granted international protection (Refugees). The College welcomes all enquiries and applications and treats each applicant or potential student fairly, without any racial discrimination or prejudice. The College continues to use a simplified process for students wishing to register on our English Language for Speakers of Other Languages courses (ESOL) and for people seeking international protection, making it easier for them and to remove any unnecessary barriers including miscommunication. The ESOL Coordinator and Lecturers will then help students complete the College's application form once they have been allocated an English language class at the appropriate level

The College has set up an International Student Focus Group with work continuing across the College to improve our services to international students, more staff undertook the Refugee Education UK training in 2024/25, including staff from our Catering teams and ESOL teams, to better understand and support refugees' and asylum seekers' education. Subject to funding at NWMF, we hope that this will be rolled out to other curriculum departments across all campuses in 2025/26. Key personnel attended regular workshops and catch-up meetings hosted by Colleges of Sanctuary. Staff also attended other external stakeholders workshops including People First's, NW Islamic Association and others' information sessions and workshops.

The College's Governing Body and Leadership and Management Team continue to be committed to ensuring the Section 75 statutory duties are effectively implemented. All statutory returns to the Equality Commission are reported to, and approved by, the Governing Body.

The College continued to be committed to making lives better for students, businesses, the community and staff and aims to create a great place to work and in doing so, positively impact on the health and wellbeing of staff and students. Please see the College's Development Plan for more information.

The College continued to provide reasonable adjustments as necessary as part of the recruitment process as necessary, the use of Speech to Text Software for creating a PowerPoint Presentation is an additional adjustment introduced.

The College continued to provide training opportunities to a wide range of community groups and centres within the Derry~Londonderry, Limavady and Strabane areas. A total of 43 various community groups and centres offered courses during the reporting period.

The Business Support Centre (BSC) continued to support students presenting with different needs including those who are neurodivergent and special needs. The range of BSC Skills courses supporting the equality agenda included the Level 2 qualification in Autism Awareness, Level 3 and Level 4 qualifications in ACES, as well as the Level 2 qualification in Mental Health Awareness.

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In addition, the BSC delivered a 13-week Women Returners' Programme aimed towards women who have been away from work or had a career gap due to family, health, or caring responsibilities. Also, a men into healthcare programme was delivered.

The EDI Officer continued to meet HR Services during 2024/25 to bring forward positive actions relating to equality in HR.

The College's TELS team have been working towards ensuring the accessibility of teaching resources for fostering an inclusive learning environment. Their Digital Learning Strategy 2025-2028 outlines the steps and tools necessary to enhance accessibility in the College and to ensure all teaching materials are accessible to students with diverse needs. In addition, the promotion of Microsoft Accessibility Tools, ie, Language Translation, will support the translation of relevant documentation into various languages as a further enhancement for our ESOL/International students. This will also support the FE College of Sanctuary accreditation.

Examination support for relevant students continued this academic year. Arrangements included 25% extra time, use of a Scribe, Reader, rest breaks, prompter, a smaller venue or separate room, keyboard input, reading pen, support worker, Read and Write Gold Software and home invigilation. Over 345 instances of support were provided.

PART A

2 **Please provide examples of outcomes and/or the impact of equality action plans/measures in 2024-25 (or append the plan with progress/examples identified).**

Please see Equality Improvement Plan attached

3 **Has the application of the Equality Scheme commitments resulted in any changes to policy, practice, procedures and/or service delivery areas during the 2024-25 reporting period? (tick one box only)**



Yes

No (go to Q.4)

Not applicable (go to Q.4)

Please provide any details and examples:

- Through the introduction of the Programme for Government to support ending violence against women and girls (EVAWG), an internal college working group has been established to forward initiatives to address this. Links have been established with White Ribbon NI, training provided by them to relevant staff and proposed training for GB members in September 2025 and students from September to November 2025 organised. Ulster University's Green Dot training has also taken place, with further dates being organised.
- Through further collaboration with relevant staff, scholarships were awarded to three further students outlining the College's commitment to expand its dedicated efforts to assist new residents. Further amendments are being made to the College's application and welcoming processes, with improvements to student induction. This is integral to the successful achievement of the FE College of Sanctuary accreditation.
- The College is now part of an alliance of like-minded organisations to share good practice and initiatives as a result of its successful achievement of RNIB's Visibly Better Employer Standard.
- Further collaboration with organisations involved in good relations has taken place with liaison with Reach Across, Derry City and Strabane District Council, TRIAX and Bready Ulster Scots.
- The College has established a relationship with Koram in Strabane, a registered charity, offering professional therapeutic intervention and psychosocial support. Training has been rolled out to students with further online opportunities being made available in the new academic year.
- The College has continued its collaboration with the Rainbow Project and additional interaction and training for staff and GB members.

PART A

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, ie, the impact on those according to Section 75 category?

Please provide any details and examples:

- Through the establishment of the internal EVAWG working group, the College will show its commitment to addressing the necessary actions to support the Programme for Government strategy. GB members, staff and students will be trained and further support made available for staff and students through HR Services and Student Services, supported by the working group.
- The College's commitment to supporting Refugee and Asylum Seekers and the additional scholarships awarded supported new residents to the North West area. This commitment and the work involved in the FE College of Sanctuary accreditation allowed the College to successfully achieve this accreditation.
- Being part of the RNIB's alliance, shows the College remains committed to supporting people with disabilities into employment.
- As a result of collaboration with further organisations shows the College's dedication to reach further communities showing the College as a safe and welcoming organisation to work and study within.
- Through the liaison with Koram in Strabane allows the College to further widen its reach into the community, support local organisations but still enhance training opportunities for staff and students within this important field.
- This partnership with the Rainbow Project has resulted in further training opportunities to support staff and students from the LGBTQIA+ community.

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*):

PART A

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 the College's Equality Scheme and the ongoing commitment from the College's Management Team to ensure Equality, Diversity and Inclusion is embedded across the curriculum and support areas.

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 2024-25 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 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 2024-25 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:

- Continued commitment to the full implementation for the Widening Access and Participation Plan continued to be a fundamental aspect of work within the College.

PART A

- Committed annual review of Equality within Self Evaluation Reports and Quality Improvement Plans.
- Continued identification of Equality training as mandatory and to be undertaken every 3 years. This ensures equality training features in all staff development plans.
- The College continued to be committed to making lives better for students, businesses, the community and staff and aims to create a great place to work and in doing so, positively impact on the health and wellbeing of staff and students through its Development Plan.
- Continued updates to Governing Body and Leadership and Management Team throughout the year.

In the 2024-25 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 2024-25 report

Not applicable

Please provide any details and examples:

Please see Paragraph 5 above

Equality action plans / measures

7 Within the 2024-25 reporting period, please indicate the number of:

PART A

Actions completed: 14

Actions ongoing: 27

Actions to commence: 1

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 2024-25 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 2024-25 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

PART A

11 Please provide any details and examples of good practice in consultation during the 2024-25 reporting period, on matters relevant (eg, 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
- ✓ specific community groups and Derry City and Strabane District Council in relation to the promotion of good relations and race equality
- ✓ students, for example, through use of the So Far so Good (Learner Services) Survey, Induction Survey, Quality of Teaching and Learning Survey and the Student Voice through Student Services
- ✓ 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 2024-25 reporting period, given the consultation methods offered, which consultation methods were most frequently used by consultees: (tick all that apply)

- Face to face meetings (via Teams/Zoom)
- 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
- Internet discussions
- Telephone consultations
- Other (*please specify*):

PART A

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 2024-25 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 2024-25 reporting period? (tick one box only)

Yes

No

Not applicable – no commitment to review

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

57

16 Please provide the number of assessments that were consulted upon during 2024-25:

57

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

PART A

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

0* Consultations for an **EQIA** alone.

*Please note that due to the decision to relocate the Strabane Campus being put on hold, the EQIA is incomplete. Once the decision to move forward with the relocation, the EQIA will be finalised.

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 the College's 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 2024-25 reporting period? (tick one box only)

Yes No Not applicable

Please provide any details and examples:

PART A

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 2024-25 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:

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 2024-25 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:

- The monitoring of College policies on an annual basis following their equality screening continued during the reporting period. There were 57 policies monitored.

PART A

- A number of student surveys continued to be carried out to identify any areas of concern that students may have experienced during their educational journey at the College.
- Review of student equality data to support the Widening Access and Participation Plan agenda.
- The College continued to monitor staff's experience of the College as an equal opportunities employer via exit interviews, as well as an annual Customer Satisfaction survey of recruitment processes and the Equal Opportunities Employer for new staff survey. In addition the Fair Employment Monitoring Return is annually completed and reported to the College's Governing Body.
- Safeguarding and SENDO reports are also provided to the Governing Body outlining the support provided to all students as necessary. This informs planning for the resources needed each year as part of Governing Body commitments to provide the necessary resources to implement the College's Equality Scheme actions.
- The College continued to monitor its Complaints and Compliments Policy to ensure fair participation and the promotion of equality of opportunity for individuals accessing the College's service provision.
- Success rates and retention figures continued to be monitored to address concerns and improve service provision as necessary.

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 2024-25, 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
Age Awareness Training (Age UK)	12	Excellent – 44% Very Good – 56%	<i>"Very comprehensive, with good participant interaction."</i> <i>"[Training facilitator] had good knowledge."</i>
Autism Training (in-house)	9	Excellent – 78% Very Good – 22%	<i>"A very refreshing informative session."</i>

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Course	No of Staff who attended /participated	Evaluation	Comments
			<i>"The trainer had such a wealth of knowledge and experience. It was delivered with energy and passion."</i>
Disability Awareness Training (Barnardos)	4	Excellent – 100%	<i>"Great informative training. Interactive and lots of opportunity for discussion."</i>
Domestic Abuse (ONUS)	5	Excellent – 50% Very Good – 50%	<i>"Very informative and interesting session."</i>
	6	Excellent – 44% Very Good – 56%	<i>"Such an informative piece of training and the tutor was very engaging!"</i>
	13	Excellent – 70% Very Good – 30%	<i>"Excellent opportunity to think about a very sensitive and real topic."</i>
Empowering Women Workshop (See Her Thrive)	12	Excellent – 60% Very Good – 20% Good – 20%	<i>"{Trainer} was so positive and made such an impact with the material. It felt like a safe and informative space, and I got a lot from it."</i> <i>"The trainer was great, but I think this training would be much better face to face."</i>
Hidden/Non-hidden Disability Awareness Training (Employers for Disability NI)	20	Excellent – 70% Very Good – 30%	<i>"Very informative throughout. Communicated & explained very clearly with relevant & real-life examples shown."</i> <i>"A really insightful training {session} and very useful."</i>
Listen Learn Lead Workshop (White Ribbon NI)	8	Excellent – 89% Very Good – 11%	<i>"A very informative, interesting and inspiring workshop."</i> <i>"Trainer very knowledgeable and really engaging. An enjoyable session."</i>
Neurodiversity Awareness Training (Employers for Disability NI)	26	Excellent – 44% Very Good – 50% Good – 6%	<i>"Very interesting & informative session with varied resources."</i> <i>"A very informative session."</i>
Sexual Orientation & Gender Awareness Training (Rainbow Project)	4	Excellent – 87.5% Very Good – 12.5%	<i>Excellent session. The presenter was enthusiastic and informative, and made a very serious issue fun to learn</i> <i>The presentation was engaging and very interactive</i>

Furthermore, the percentage breakdown of staff (not part-time lecturers) who have completed mandatory equality and diversity training is 93%.

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:

PART A

Not applicable

Other equality related staff development opportunities

- Adult Mental Health Training
- Green Dot Bystander Training
- Autism & Sensory Processing Training
- Communication Access
- Dementia Training
- Designated Safeguarding Training
- Dyslexia Training
- Equality Conference IGPP
- HIVE Cancer Support Workshop
- Managing Anxiety
- Suicide Prevention Awareness
- Welcoming Refugees in the FE Colleges
- Women's Aid Awareness

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

26 Please list any examples of where monitoring during 2024-25, across all functions, has resulted in action and improvement in relation to access to information and services:

- As a result of monitoring the Equality Scheme and the achievement of RNIB's Visibly Better Employer accreditation, the College has joined an alliance of other organisations in the UK with a view to share good practice to further improve access to information and services for people who are blind or partially sighted on the College's recruitment pages, as well as sector wide.
- The College's achievement of becoming a FE College of Sanctuary has resulted in improved processes to ensure refugees and asylum seekers receive appropriate support when enrolling and attending the College. These improvements will also support other Section 75 equality categories.
- Following the introduction of the Programme for Government to support ending violence against women and girls and the introduction of an internal college working group, the College has improved its resources to support staff and students experiencing abuse, as well as increasing the provision of relevant training initiatives (White Ribbon NI, Green Dot, ONUS, etc)

Complaints (Model Equality Scheme Chapter 8)

27 How many complaints in relation to the Equality Scheme have been received during 2024-25?

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Insert number here: 0

Please provide any details of each complaint raised and outcome:

- Not applicable

Section 3: Looking Forward

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

The Scheme was reviewed in 2022 will be reviewed again in 2027

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 relation to the advice and services that the Commission offers, what equality and good relations priorities are anticipated over the next (2025-26) 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.

No	Action	Timescale	Responsible Person(s)	Outcome/Measure	Updates
DAP1	The College will endeavour to influence the Department for the Economy to ensure participation of disabled people on the Governing Body of the Colleges. [DAP]	When vacancies exist and on an ongoing basis	Principal & Chief Executive / Governing Body	Governing Body will include members with disabilities.	The College continued to promote this action with the Department for the Economy recruitment campaigns encouraging individuals with a disability to apply to become board members. One GB member remains a listed Director with Age NI Enterprises.
DAP2	Continue to encourage the participation of disabled people on committees, student representatives on the Governing Body and groups across the Colleges. [DAP]	Reviewed annually Year 1 – Year 5	LMT / Committee Chairs	Membership of committees / groups to demonstrate participation of those with disabilities.	Due to staff retirement, one staff member with a disability continued to attend their internal committee meetings and have continued to contribute to the College decision making processes. A student with a disability was also a member of the College's Equality Working Group
DAP3	Encourage students with a disability to participate more fully in College life. [DAP]	Annually as part of induction and ongoing throughout the year.	Head of Client Services	Increased participation in student focus groups, student surveys and sporting activities, Student Union Membership and where applicable, non-curricular activities	The College's Equality Working Group has the Equality and Diversity Officer as a representative from the Students' Union. The College had over 150 classroom representatives last academic year supporting the Students' Union, approximately 17% had a disability.

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No	Action	Timescale	Responsible Person(s)	Outcome/Measure	Updates
				such as students' union and sporting activities.	<p>61.25% of students that took part in mobility activities under Turing Scheme are from lower socio-economic backgrounds.</p> <p>38.75% of students have special educational needs, disabilities or medical conditions.</p> <p>Additional grant payments were made to 4 students from low income to have them 'ready for travel'. This additional funding was offered to all students who required the additional financial support undertaking a mobility activity under our funded projects.</p> <p>The College had 9 mobility activities to Belgium, Germany, Greece, Italy, Portugal, Spain and USA. Curriculum areas included Art & Design, Sports, Uniform Protected Services, Media, Hospitality, Tourism, Welding, Electro Engineering, Engineering, Health & Social Care, Sustainability, MAPA, Barbering.</p> <p>For the Erasmus KA2 project 'More than Music', 3 students participated in 2 training and collaboration opportunities in the Netherlands and in Finland.</p>
DAP4	Increase awareness of specific barriers faced by people with a disability with National Awareness days or weeks. [DAP]	Ongoing	Compliance and Admissions Manager	Increased awareness and understanding of barriers faced by people with a disability	<p>There were a number of awareness days specific to disability promoted in 2024-2025, including</p> <ol style="list-style-type: none"> 1. Action for Brain Injury Week 2. Carers' Week 3. World Suicide Prevention Day 4. Wear it Pink

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No	Action	Timescale	Responsible Person(s)	Outcome/Measure	Updates
					<p>5. 16 Days of Action against domestic abuse (white ribbon day)</p> <p>6. International Day for People with Disabilities</p> <p>7. Human Rights Day (end of 16 days)</p> <p>8. World Cancer Day</p> <p>9. Time to Talk Day</p> <p>10. Prostate Cancer Awareness Month</p> <p>11. Neurodiversity Celebration Week</p> <p>12. Epilepsy Awareness (Purple Day)</p> <p>13. World Voice Day</p> <p>14. Deaf Awareness Week</p> <p>15. International Men's Health Week</p>
DAP5	Promote the use of AccessAble website to encourage participation of prospective students. [DAP]	Annually and ongoing Year 1 – Year 5	Director of Finance Compliance and Admissions Manager	Benchmark usage of AccessAble webpage.	<p>The audit of College buildings by AccessAble took place in November 2024 in the Strand Road Campus.</p> <p>In addition, Support Workers from Learning Link undertook training on the AccessAble guidance. This stemmed from AccessAble's presentation to the Equality Working Group in September 2024 as good practice to support students. The training took place as part of the promotion of International Day for People with Disabilities in December 2024</p> <p>The new member representing the FE Colleges met with the College's Equality Working Group on 25 September 2024 and with the Sector Equality Coordinators' Forum on 19 December 2024 to provide information on the use of their guidance and how they support not only people with disabilities, but older persons and those who experience anxiety.</p>

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No	Action	Timescale	Responsible Person(s)	Outcome/Measure	Updates
					<p>The College's Recruitment and Selection Policy has been updated to include the link to AccessAble with the view to attracting more applicants with disabilities to learn and work at the College.</p> <p>The usage numbers from May 2024 - May 2025 are 1,275 Users and 1,857 Page views. The User figures have increased potentially due to the increased presence on the College's websites and social media platforms, as well as within the Admissions and Enrolments policy and the Recruitment and Selection Policy. New reporting by AccessAble has a more user-centric focus on data.</p>
DAP6	Create an open and inclusive workplace culture which displays respect for those with mental ill health. [DAP]	Ongoing	HR Manager	Positive engagement, increasing provision of information and monitoring.	<p>The College remains committed to supporting staff health and wellbeing through a proactive and evolving programme.</p> <p>Each month, Health and Wellbeing activities were aligned to the themes from the College's Employee Assistance Provider –Lena/Inspire Calendar. In 2024/25, over thirty initiatives were delivered in collaboration with partners such as Inspire, AWARE, Bogside and Brandywell Trust, Vital Nutrition and others, aligning with the H&WB Strategy and Action Plan.</p> <p>These partnerships offered staff a diverse mix of wellbeing support, ranging from vision care, mental health, and nutrition to parenting and fitness facilities. Internal collaboration with lecturing staff further enhanced the accessibility and delivery of wellbeing initiatives.</p>

PART B

No	Action	Timescale	Responsible Person(s)	Outcome/Measure	Updates
					<p>The College's strategy recognised the wider benefits of wellbeing at work and supporting holistic health in contributing to improved staff morale, engagement, communication, and organisational performance.</p> <p>Key initiatives throughout the year focused on the four pillars of wellbeing: Physical & Psychological Health, Better Work, Better Relationships, and Specialist Support. Highlights included:</p> <ul style="list-style-type: none"> ✚ Physical & Mental Health: Zumba, Yoga, MOT Health Checks, and the College's 5K Glow Run. ✚ Mental Health Support: Mental Health training, online webinars supported by Inspire, raising awareness through college events tailored at women and men's mental health. There was a focus on encouraging conversations around mental health with our "Fancy a Brew, Let's Talk it Through" events across campuses in Semester 2. ✚ Workshops: 'Lunch and Learn' sessions on nutrition, stress, female confidence and mindfulness. ✚ Creative & Social Activities: Craft workshops and wellbeing events to encourage relaxation and connection with colleagues including Lantern painting, crocheting and wreath making, facilitating a mindful opportunity for staff to unwind and express creativity during the workday. ✚ Specialist Support: Sessions on Menopause Awareness, Domestic Violence, and Bereavement.

PART B

No	Action	Timescale	Responsible Person(s)	Outcome/Measure	Updates
					 Wellbeing challenges: The “Wellness Through the Lens” Photo Challenge, which saw over forty participants capturing and sharing moments of calm, beauty, and joy from their daily lives.
DAP7	Explore the scope of offering meaningful placements and work shadowing and volunteering for people with a disability. [DAP]	Ongoing	Compliance and Admissions Manager	Develop capacity of people with a disability to find employment	No further placements have been made with disability related organisations at the time of reporting however, it is hoped this will be successful in 2025/2026.
DAP8	Introduce training for front line staff on disability etiquette and relevant legislation dealing with disability and the provision of goods, facilities and services. [DAP]	Ongoing	HR Manager	Increased use of services and facilities of those people with a disability.	<p>The EDI Officer and Project Based Learning Mentor/Coordinator met with a representative from Derry City and Strabane District Council to discuss the provision of 100 JAM Card licences for staff and students to undertake awareness on the JAM Card (Just a Minute) initiative. Over 130 staff undertook this training back in 2019. Unfortunately, due to unforeseen circumstances, it was not possible for this to progress.</p> <p>The Staff Development Programme continued to include training opportunities for staff to undertake a range of disability related training. These included</p> <ul style="list-style-type: none"> • Age Awareness Training (Age UK) • Autism Training (in-house) • Disability Awareness Training (Barnardos) • Domestic Abuse (ONUS) • Empowering Women Workshop (See Her Thrive)

PART B

No	Action	Timescale	Responsible Person(s)	Outcome/Measure	Updates
					<ul style="list-style-type: none"> • Hidden/Non-hidden Disability Awareness Training (Employers for Disability NI) • Listen Learn Lead Workshop (White Ribbon NI) • Neurodiversity Awareness Training (Employers for Disability NI) • Sexual Orientation & Gender Awareness Training (Rainbow Project)
DAP9	Consider development of a (Sectoral) Disability Advisory Group that could involve staff and students. [DAP]	Three meetings per year	Equality Co-ordinators Forum	Contribute to the development of communications, consultation, screening of relevant policies, monitoring etc.	<p>The Sectoral Disability group agreed to have a standing item in its agenda to share best practice and initiatives in relation to Disability. This continued during this reporting period.</p> <p>During this academic year, discussions during these meetings centred on the preparation for the new Disability Action Plan, a sector-wide awareness piece during Neurodiversity week, completion of the Fair Employment Monitoring Return, forthcoming changes in ethnic minority legislation, easy read documentation for the Colleges' websites and ongoing work within the Equality Forum Collaboration Plan 2024/2025.</p>
DAP10	Through Widening Participation scheme increase number of students with a disability entering the College. [DAP]	Annually	Head of Client Services	Raise educational awareness, aspirations and educational attainment amongst the target group	The College continued with the delivery of the Inspire Project within Urfuture Careers Academy. The aspirational and inclusive support of the Widening Access and Participation Plan and Access to Success. The College continued to support students to embrace FE as they progress.

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No	Action	Timescale	Responsible Person(s)	Outcome/Measure	Updates
					<p>The College's aim is to continue to improve wellbeing for everyone by providing academic pathways which are economically viable and lead to employment. The continued collaboration with the Universities allows access to Higher Education for adults who were previously made redundant, or change career direction, those who are disabled or unemployed or those who had not considered progressing in education to access both Full-time and Part-time education allowing them to rethink their educational pathway.</p> <p>The College also completed the delivery of a series of Employability workshops to 60 pre apprenticeship students who joined the Challenge Inclusion project funded by DfE. Three programmes involving 20 students in each cohort were engaged and delivered in conjunction with Resilio.</p>
DAP11	Monitor and review the progress of the Disability Action Plan. [DAP]	Annually August Year 1 – Year 5	EDI Officer	Provision of update contained within Progress Report	Ongoing, however the College has commenced work in relation to updating its Action Plan in 2025/2026.

Appendix 1 – Equality Improvement Plan

No	Action	Timescale	Responsible Person(s)	Outcome/Measure	Updates
EIP1	Assess effectiveness of communication with students regarding equality [EIP]	Annually	Head of Client Services	Address any concerns identified	<p>The Student Services Facebook, Instagram and Twitter sites for students continued to increase the College's Social Media presence allowing students to access equality information/resources, specifically those with poor mental health.</p> <p>Students take part in focus groups, student surveys and surveys relating to disability services within the College to ensure that their voices are heard.</p> <p>The annual online student survey and Student Voice Event were carried out in May/June 2025 with suggestions received from students on how to improve student experience at the College. 95% of participants felt they belonged in the student community, and 94% agreed if they needed support for their wellbeing and /or mental health, they would know where to find this.</p>
EIP2	Continue to ensure that equality is embedded into the College curriculum [EIP]	To be assessed annually in June	Director of Curriculum and Academic Standards	To be approved by Director of Curriculum and Academic Standards	Completed and ongoing. On an annual basis, the College reviews curriculum areas to determine how effective equality is embedded into the curriculum. A few examples
EIP3	Provision of Equality awareness training to all staff and students [EIP] + [ES]	Annually	Principal and Chief Executive HR Manager	Range of training provided and evaluations received	Ongoing – there continued to be several equality-related training opportunities on the staff development programme available throughout the academic year. Please see Section 24 of the Progress Report.

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No	Action	Timescale	Responsible Person(s)	Outcome/Measure	Updates
			Head of Client Services	Increase in awareness of equality and diversity	Other training provided to staff via Equality was Sexual Orientation and Gender Awareness facilitated by the Rainbow Project. Sessions for students have been agreed for the first semester in 2025/2026. Also, training provided by White Ribbon NI on EVAWG and UU Green Dot training as well as student training from the Koram Centre in Strabane.
EIP4	Provision of specific training to those with key roles [EIP]	Annually	HR Manager	Outcome of evaluations	As roles vary within the College, certain opportunities continued to be made available to staff, specific to these roles.
EIP5	Continue to review student surveys to ensure equality is adequately covered [EIP]	Annually	Head of Quality Enhancement	Action Plans	<p>The College's Quality of Teaching and Learning Surveys have again captured how students have experienced their time at the College.</p> <p>The two Sector agreed equality questions and the additional question added previously remained.</p> <p>(1) <i>"I believe I have been treated fairly and with respect"</i> (2) <i>"I believe the College is committed to promoting an inclusive learning environment"</i> and (3) <i>"I believe that the College is inclusive and welcoming and that staff and students have a mutual respect."</i></p> <p>The responses were</p> <p>1 – No 48 / Yes 2,895 – (No – 1.63%) 2 – No 34 / Yes 2,909 – (No – 1.16%) 3 – No 51 / Yes 2,892 – (No – 1.73%) (No complaints were received by the College)</p> <p>As mentioned above, the annual online student survey</p>

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					and Student Voice event were carried out in May/June 2025. Please see above comments at EIP 1.
EIP6	Develop a programme of awareness raising for the year – Calendar of Events to address all categories of equality over the year [EIP] + [ES]	September to August	Compliance and Admissions Manager Equality Working Group	Evaluation of Each Event Increased Awareness of Equality Categories	A number of awareness days were raised during the reporting period as follows Refugee Week, Carers' Week, Father's Day, World Suicide Prevention Day, International Day of Peace, Good Relations Week (meeting with Reach Across and DC&SDC), Black History Month, Wear it Pink (Staff photos), Diwali, International Men's Day, 16 Days of Action, International Day for People with Disabilities (AccessAble training for Learning Link staff), Human Rights Day (as part of 16 days of Action), Chinese New Year (Chinese Food in all campuses), LGBT+ History Month, Neurodiversity Celebration Week, World Cancer Day, Ramadan, Prostate Cancer Awareness Month, Epilepsy Awareness Day and Deaf Awareness Week. In addition, Equality celebrated International Women's Day by providing IWD resources in all campuses.
EIP7	Continue to work with RNID and achieve their new Employment programme [EIP]	Academic year 2024/2025	LMT Members	Achievement of Employment Programme	During the reporting period, the EDI Officer linked in with RNID regarding their initiatives however at the time of reporting, their Employment programme has not yet commenced. This action will be reviewed.
EIP8	Continue the provision of support for people with a disability to improve employability [EIP]	March 2025	Student Services Manager	Delivery of WAPP Number of students attending Inspire Programme	The WAP Officer continued to deliver the Inspire Employability Programme at various external organisations within the DC&SDC and Glens Borough Council area. The programme is designed to help

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				<p>Number of students enrolled through College's Connect Programme</p> <p>Number of students enrolled on Princes Trust Programme</p>	<p>individuals break down the barriers preventing them from finding work or accessing training or education.</p> <p>The WAP Officer also continued to deliver general information sessions on courses and support available. In 2024 this included locations such as Donegal Parent & family Support Service (DPFSS) Community Hub and Foyle 'Dress For Success'.</p> <p>The WAP Officer also promoted to participants access to the WAP Applicant Support Scheme, whereby they can make appointments alongside the WAP Officer. Support includes completion of an online course application together with advice on funding.</p> <p>In 2024, the WAP officer worked with the On Street Community Youth Club in Galliagh Community Centre in Derry/Londonderry. The aim of the workshops was to support young people aged 14–16-year-olds to prepare for applying for jobs as well as preparing them for interviews for the future.</p> <p>The King's Trust Programme encourages positive outcomes while mentors support young people to find their passion and enthusiasm for their next step. Young people are encouraged to take part in community projects and experience a sense of achievement on completion. In 2024/2025 the Strand Road campus ran three separate 12 week King's Trust programmes.</p>

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					<p>Inspire workshops delivered by our WAP officer increased by 83% in 24 / 25. These included Greater Shantallow Area Partnership (GSAP), HMP Magilligan, REACH Across, King's Trust, School Aged Mothers (SAMs) and Action Mental Health</p> <p>This was driven in large part by the increased collaboration in schools who recognized the benefits of a focused and tailored careers programme for their students.</p>
EIP9	Review the Mental Health Charter (Equality Commission) to assess actions necessary to promote and raise awareness [EIP]	Academic year 2024/2025	HR Manager Teaching & Learning Excellence Champion	Awareness of College as Trauma informed College Number of staff attending Resilience Conference	<p>Adverse Childhood Experiences (ACE) Training did not take place during the reporting period due to staff restructuring however, this will be addressed this academic year.</p> <p>The College has resigned its commitment to the Equality Commission's Mental Health Charter.</p> <p>The College's Mental Health Committee met during the academic year and a number of actions were discussed which included continued publicity for health and wellbeing activities within the College's newsletter, collaboration across the College to support various awareness days, eg, Brew Monday, Chinese New Year, etc, potential staff wellbeing day in June 2025, and progression of the Campus of Hope.</p> <p>The College remains a member of a Student Mental Health Research Network working group who share best practice on the availability of small grants, information/resources and shared learning.</p>

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EIP10	Further develop student support mechanisms to reduce barriers to education and learning, to include people with mental ill health [EIP] + [ES]	Academic year 2024/2025	Head of Client Services Director of Curriculum and Academic Standards	Increase in student numbers Barriers identified and an increase in applications from individuals with a mental health illness	The College continued to liaise with a number of mental health organisations in relation to employment, however the Safeguarding/Student Services team continued to closely work alongside a range of mental health groups and organisations. Please see below.
EIP11	Health and Wellbeing Programme to continue to address concerns regarding poor mental health among staff and students [EIP]	Annually	HR Manager Head of Client Services	Programme of events and evaluations	Please see DAP6 above
EIP12	Continue partnership working with Inspire Wellbeing Hub to maximise benefits to staff and students [EIP]	Academic year 2024/2025	Head of Client Services	Raised Awareness	The College continued their working partnership with Inspire Wellbeing Hub to integrate and develop workshops for staff and students during the academic year with the aim of helping staff and students tap into the facilitators' personal resilience and resourcefulness; become experts in their own self-care and improve work towards achieving their goals and ambitions.
EIP13	Student Services to continue to strengthen the development of effective mechanisms to support students with poor mental health [EIP]	Annually	Head of Client Services	Increased participation on social media Increased number of students attending	The Student Services Facebook, Instagram and Twitter sites for students continued to increase the College's social media presence. This presence continued to allow students to access equality information / resources, specifically targeting those with poor mental health.

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				College with mental health issues	
EIP14	Continue the work on the Good for Me, Good for FE Campaign [EIP]	June 2025	EDI Officer	Raised Awareness Support Provided	The College, along with the other five FE Colleges, continued to support the Good for Me, Good for FE Campaign.
EIP15	Become a trauma informed College [EIP]	June 2025	Teaching & Learning Excellence Champion	Raised Awareness	Building a trauma-informed environment across the College is one of the key priorities for the Learning and Teaching Development team. To this aim, ACE training is to be offered in the next academic year.
EIP16	Encourage all departments to promote equality throughout the year and report in Progress Report in 2024/2025 [EIP]	Academic year 2024/2025	EDI Officer	Awareness raising and number of activities	<p>Staff were continually encouraged to provide updates on progress in relation to raising awareness in equality throughout the year and reporting more regularly. This continued to ensure that equality remained high on agendas.</p> <p>In addition, members of the Equality Working Group were encouraged to disseminate information from the meetings through to their peers.</p> <p>Many departments promoted equality from undertaking equality related training (EFDNI, Neurodiversity, Age UK training) to supplying Hidden Disability lanyards to relevant clients.</p>

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EIP17	Continue to increase participation of relevant staff in the screening / monitoring of policies relevant to their respective areas [EIP]	Academic year 2024/2025	EDI Officer	Increased awareness of the importance of screening / monitoring by each department thereby influencing policy decisions	<p>The EDI Officer continued to advise staff of policy review dates and the necessity to equality screen. Over the past year 57 policies from a range of departments have been screened upon their review. Also, over 28 policies have been monitored based on their screening commitments.</p> <p>In addition, relevant staff attended training provided by the Equality Commission on the importance and necessity to equality screen all policies in April 2025.</p>
EIP18	Consider staff network groups for staff with cancer or are carers [EIP]	Academic Year 2024/2025	EDI Officer	Increased support and awareness	The College reached out to staff to determine their views on the establishment of 3 potential staff networks during the reporting period but this was not successful. However, discussions are ongoing in relation to setting up an LGBTQIA+ staff network.
EIP19	Continue to provide support mechanisms for staff who have experienced a miscarriage [EIP]	Academic Year 2024/2025	HR Services Manager Compliance and Admissions Manager	Support provided to staff and increased awareness	Following the College signing to the Miscarriage Association's Pregnancy Loss Pledge to support staff who are experiencing loss and to ensure they receive the support necessary, potential training is to be scheduled as part of the Staff Development Programme for 2025/2026.
EIP20	Continue the work involved for the College to become a Diversity Champion recognised organisation through Stonewall [EIP]	Academic Year 2024/2025	Head of Client Services Compliance and Admissions Manager EDI Officer	Increase in numbers of applicants from the LGBTQ+ communities	This is ongoing. The College continued to strengthen links with the Rainbow Project to further support our students and staff. Training was provided by them during LGBT+ History Month in February 2025, with further sessions being set up for students from our Health and Social Care courses, as well as students in Springtown and Greystone Campuses.

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					<p>The College was invited to attend the launch of their new services, is a joint celebration and launch event for their new <u>Cancer Champions Service</u> and <u>Rainbow Youth Service</u> in the Northwest. A testimonial was provided on the collaborative work the College has with them for the event.</p> <p>They have also developed new training on sexual orientation and the College has agreed to pilot this training once available for release.</p>  <p>Also, the College had representation at the Foyle Pride event on 24 August 2024 and 23 August 2025.</p>
EIP21	In addition to a calendar of events for equality related themes, College to organise 6 to 7 high level equality awareness campaigns [EIP]	Academic Year 2024/2025	EDI Officer Equality Working Group	Increased awareness and support for various equality themes	<p>The College raised awareness of many equality related days including</p> <p>Good Relations Week – invitations sent to Reach Across to begin discussions on supporting good relations</p>

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					 <p>Wear it Pink where staff came together to raise awareness</p> <p>International Women's Day – staff video for social media Link to download: IWD.final.mp4</p> <p>Chinese New Year – Food Hub support and update to College logo</p>

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EIP22	Commencement of work to obtain Race at Work Charter [EIP]	Academic Year 2024/2025	EDI Officer	Increase in number of applications from ethnic minority groups for both employment and courses	<p>Work continued to support North West Migrants' Forum in raising awareness and supporting migrants and refugees within the North West. Following the success of the first ever recipient of the College's Asylum Seeker Scholarship last year, three further students were also successful</p> <p>Also, they held two Intercultural Dialogue Workshops for students in December 2024 which focused on topics such as the celebration of cultural diversity, immigration, and identity politics.</p> <p>The College attended NWMF's Race Awards on 6 March 2025 in the Ebrington Hotel. The College's International and European Projects Officer was named Anti-Racism Teacher of the Year. These awards were established to celebrate the efforts of individuals and grassroots community groups working to tackle racism and break down barriers. Our first recipient of the Scholarship Frank Nwanonenyi was highly commended for their Young Leader Award.</p>

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					 <p>The NWMF have also advised that confirmation from The Executive Office as to whether funding will be received to fund their racial literacy sessions is pending. However, the EDI Officer has scheduled dates into the next academic year to allow sufficient planning for attendance at these sessions both in Springfield Campus and Greystone Campus.</p> <p>Collaboration continued with Strabane Ethnic Community Association. The College liaised with them to provide support through their Inspire Programme, eg, Interview skills, CV Building, Job Search Skills and Resilience. Also the College has agreed to support them with the development of a Welcome Pack for those seeking sanctuary, specific to the Strabane area.</p> <p>The College encourages 'international' students to be involved in college life, especially the clubs and societies. One of our International Students, Flourish Akinpelu ran in the Students' Council elections and was elected BAME Officer for 2024/25.</p>
EIP23	Monitor, Review and utilise annual workforce and	Annually in June	HR Manager	Improved equality data used for	As a result of the College's Equality Scheme commitments, screened policies with monitoring

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	student data to inform policy development and marketing [ES]		Head of Client Services EDI Officer	screening College policies and decisions made by the College Improved equality data to inform marketing objectives	requirements were annually reviewed and during the reporting period, 28 policies were monitored and 57 policies screened. Annually, the FE Sector equality group gather staff data to inform FE College's policy reviews. Staff data is reviewed as part of the annual Fair Employment Monitoring return to the Equality Commission and Article 55 review. Student data is reviewed annually.
EIP24	Recruit a Diverse student population [ES]	Annually	Head of Client Services	Annually	Student Services / Equality continued to promote a range of awareness days. See EIP6 above for the awareness dates. Also the College continued to liaise with a number of organisations and groups to promote diversity in the College, eg, Young Carers, Autism NI, LGBTQIA+ organisations, disability groups, Ethnic minority groups, etc, to encourage further enrolments.
EIP25	Grow and enhance relations with local community [ES]	Annually	Head of Client Services Compliance and Admissions Manager	Increased participation by community groups to inform College decisions Identification of new initiatives undertaken	Please see EIP21 and EIP24 above In addition, the College continued to provide training opportunities to a wide range of community groups and centres within the Derry~Londonderry, Limavady and Strabane areas. A total of 43 various community groups and centres offered courses during the reporting period.

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				<p>by the College to promote equality</p> <p>Increase in numbers attending community education courses</p> <p>Increase in community education provision</p>	<p>The EDI Officer met separately with Chris McDonagh from Triax in March 2025 regarding the action plan for City Walls, which has been re-named the Togetherness Forum and discussed the promotion of community courses to encourage people to enrol.</p> <p>In addition, the EDI Officer attended an event in the Shantallow Community Arts Centre for the launch of their 5 year Strategic Development plan on Create, Connect, Inspire, Care, Community. The College has been referenced within the plan. This could encourage training and education opportunities at the College for residents across the surrounding areas, both Derry and south of the border.</p> <p>On an annual basis the Equality Working Group reviews the College's Consultee list with a view to increasing participation among the Section 75 equality categories.</p>
EIP26	Review Student Induction to ensure Equality and Diversity is promoted widely [ES]	Academic Year	Head of Client Services EDI Officer	Increased awareness of Equality categories	<p>The FE Sector Equality Group student induction training session during a classroom setting is to be reviewed in 2025/2026.</p> <p>In addition, as part of increased awareness of LGBTQIA+, the College scheduled training from the Rainbow Project for students in 2025/2026 academic year.</p>

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EIP27	Monitor, evaluate and review the Equality Improvement Plan [ES]	April each year to inform annual Progress Report	Head of Client Services Compliance and Admissions Manager EDI Officer	Completion of actions identified and reported in annual Progress Report to the Equality Commission	The College's Equality Improvement Plan is routinely reviewed. This is ongoing.
EIP28	Develop and provide welcoming activities for international students	Annually	Head of Client Services European and International Projects Officer EDI Officer	Increased awareness and support for students	<p>Work on becoming a College of Sanctuary continued. The College signed the COS pledge and has met with City of Sanctuary on 7 October 2024 with guidance provided on how to proceed with the application process, relevant deadline dates and evidence needed to achieve the accreditation.</p> <p>Meetings of the COS focus group continued and relevant staff have met various primary schools who have become Schools of Sanctuary and / or were at the NWMF awards to establish a network in the North West.</p> <p>Asylum Seekers scholarships were awarded to 3 further students with a panel process in place for future scholarships going forward. Following the submission of the application for COS the appraisal meeting took place on 16 May 2025. As a result the College successfully achieved their accreditation.</p> <p>The EDI Officer attended Steelstown Primary School's celebration of Refugee Week and Schools of Sanctuary in June 2025 – “A Day of Welcome”, where the children took part in a refugee simulation activity across the</p>

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					<p>grounds of the school. This was also attended by the Mayor, Ruairi McHugh and Lisnagelvin PS Principal, Colin Torrens. The children took part in a carefully planned refugee simulation activity across their school grounds, eg, abandoning home, confronting uncertainty, encountering borders and striving for safety.</p> <p>In addition, work is in progress to have a welcome event in the 2025/2026 academic year.</p>
EIP29	Increase Marketing communications and engagement content to reflect the diversity of staff / students and ensure accessibility of content	Annually	Head of Client Services Marketing and PR Manager EDI Officer	Increase in enrolments from all Section 75 equality categories Increase in job applications from all Section 75 equality categories	<p>The update of the College website continued following Green17's initial audits in 2021/2022. As a result the College's Accessibility Statement has been updated to reflect that not all documents could be 100% accessible. In addition, work is ongoing on the production of easy read documents on the website, the first will be the Equality Scheme.</p> <p>In addition, there has been an increase in social media and website coverage of recent equality related content. These included success at NWMF awards, promotion of three further scholarships, Happy Chinese New Year 2025, Inspire Enthuse Equip project, etc.</p> <p>These will also progress into next year.</p>
EIP30	Provide specialist advice and guidance to staff supporting students with disabilities	As and when required	Head of Client Services	Increased awareness	Student Services staff continue to provide training on supporting students with disabilities as and when required.

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			Learning Support Officer EDI Officer		
EIP31	To ensure the College e-learning resources are accessible for students with disabilities	June 2026	TELS Team EDI Officer	Increased accessibility of content	New Action added