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**Public Authority Statutory Equality and Good Relations Duties**

**Annual Progress Report**

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| Documents published relating to our Equality Scheme can be found on Belfast Met Website. | |
| **Signature:** | |
| Signature of the Principal and Chief Executive Louise Warde Hunter  Principal and Chief Executive | |

**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 2022 and March 2023**

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|  | **PART A – Section 75 of the Northern Ireland Act 1998 and Equality Scheme**  **Section 1: Equality and good relations outcomes, impacts and good practice** | | | | | | | | | | | | |  | | | |  | | |  | |  | | |  | |  |  | |  | | |  | | |  | | | |  | |  | | | |  |  | | | | |  |
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|  |  | | | **In 2022/2023, 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.***  In 2022/2023 Belfast Met continues to commit to providing equal opportunities for all, welcoming a diverse range of students and employees to encourage an environment of inclusion with representatives from a range of various backgrounds and communities, to create a culture of diversity. Belfast Met aspires to be a college of choice for learners, a partner of choice for employers and an employer of choice for talent, creating meaningful impact on the people and communities that we serve.  The Governing Body, Chief Executive and members of the Senior Management Team of the College continue to support the College’s commitment to the effective fulfilment of Section 75 Duties, to promote equality of opportunity between persons of different religious belief, political opinion, racial group, age, marital status and sexual orientation to ensure everyone is treated fairly and equally across the College community.  The College's Annual Progress Report to the Equality Commission is submitted to and discussed by the College's Governing Body following approval by the Principal and Chief Executive.  The following section outlines some examples of how equality and diversity is currently promoted and embedded across the College and within each of the College’s departments throughout the reporting period. This is aimed at creating and improving awareness and demonstrating the Colleges commitment to promoting equality of opportunity and good relations.  ***Widening Participation***  Belfast Met remains dedicated to our widening participation goals; to increase uptake of those students most able, yet least likely, to achieve in a higher education programme of study. Widening access and participation is embedded within the College’s overall corporate plan, informs policies and actions and is evident in the admissions criteria. The College actively encourages students from disadvantaged backgrounds to apply and offers support throughout their student journey.  The College's mission to make a fundamental impact on the economic and social success of the city of Belfast links with the strategic aim of reconnecting disconnected people. The College aims to maintain its reach and help to widen participation, enhance social mobility, build community capacity and create a fairer society.  The College is committed to developing links with organisations who work directly with people who are facing barriers to their educational progression such as young people who:   * Are or have been in care, left or are on the edge of care * Are carers * Have a physical disability, learning disability or learning difference * Have been involved in the Criminal Justice System * Have a mental health illness * Suffer an economic disadvantage * Are homeless or at risk of becoming homeless * Are single or young parents   Having a diverse student population impacts positively on everyone’s learning and development. Belfast Met is committed to widening participation and actively encourages applications from people from disadvantaged backgrounds and works with them to ensure that they get the supportive interventions they need to be successful in their programme of study.  ***Centre for Supported Learning***  The Centre for Supported Learning plays a crucial role in ensuring equal opportunities for our students with disabilities and additional learning needs. Their primary goal is to create an inclusive learning environment that supports the success and well-being of every student.  Some of the key activities and initiatives undertaken by the Centre in 2022/2023 include:  **Reasonable Adjustments**: Working closely with students/other professionals to identify and implement appropriate reasonable adjustments to accommodate individual needs. These adjustments may include physical modifications, assistive technologies, alternative assessment methods, or additional support services.  **Implementation of BOOP App**: We have successfully developed and implemented the BOOP App, an innovative online platform that serves as an E-Portfolio and virtual learning environment (VLE) specifically designed for students with additional needs. BOOP allows students to create and house their work booklets, access their timetables, receive important notifications, and communicate non-verbally with tutors. It has significantly improved the quality of provision within the Centre and eliminated physical barriers for students.  The Centre for Supported Learning has also developed a bespoke recruitment process to ensure that prospective students are carefully assessed and matched with the most suitable courses within the centre. Our process involves sampling, assessment, and a paper-based application.  In 2022/2023 The Centre for Student Wellbeing continues to support students from backgrounds that may put up barriers to education and learning and helps provide opportunities to help overcome challenges they may face.  With approximately 21,314 student enrolments, Belfast Met is the largest provider of further and higher education in Northern Ireland, with over 107 years at the forefront of education and training delivery. We provide a wide range of services in education and training, addressing every level of provision from leisure to post graduate study. We provide employment to over 1,000 people and procure nearly £9 million of goods and services per year.  At Belfast Met we welcome and encourage applications from students who have a disability, learning difficulty or long-term medical condition. The College is committed to ensuring all students have equal opportunity to gain the maximum benefit from their experience at the College. A dedicated, professional team operates on all College Campuses providing a range of specialist services in the College’s Inclusive Learning Team to offer students.  The main role of the Inclusive Learning Service is to assess additional support needs for students with disabilities, learning difficulties and long-term medical conditions for students on all other provisions. The centre provides pre-entry, on-course and exit advice for students who have additional support needs, how this support may be funded and how to apply for such support. The centre supports College students with a range of curriculum support resources and an Inclusive Learning Support presence has been established and embedded within college life across the different College campus locations. The centre works with students from all curricular areas, all modes of attendance and across all Belfast Met sites, including sites used as part of the community outreach programme. Direct support provision is administered as per the timetabling needs of the students.  **The Range of Support Provided**  The College make every reasonable effort to provide support to meet specific needs such as equipment and software loans, personal support and support in examinations, alongside other supportive interventions including;   * Providing pre-entry advice and guidance * Assessing and reviewing support needs whilst at College   Providing additional support such as;   * Sign Language Interpreter * Note taker * Loan of Equipment * Specialist Enabling Technology * Examination Support * Learning Mentors * Provide information on other external services   To date in 22/23 Inclusive Learning completed 1069 Curriculum Support Recommendations (CSR) for students with learning difficulties, disabilities or long-term medical conditions.  The CSR includes:   * Recommendations for teaching and learning e.g. allow additional time to process information * Recommendations for in class / outside class support e.g. Note taker, SpLD Teaching * Exam Access Arrangements e.g., extra time, a reader   We also encourage inclusion through the promotion of our service and referral process via:   * Website * Canvas * Intranet * Engage App * Student and Staff Inductions * Open days and events   ***Autism Impact Award***  To help us build and maintain an accessible and inclusive service to all our students and employees, Belfast Met has recently renewed the Autism Impact Award after having this in place for 3 years. This ensures we are autism-friendly, increases staff knowledge and enables us to build confidence and empower us to provide a better customer service, as well as support autistic students and staff and to attract diverse talent across all our sites.  ***AccessAble***  Belfast Met have been working in partnership with AccessAble (formerly Disabled Go) since 2012. AccessAble produce detailed and accurate access guides which can be reviewed by students, staff and visitors to each College. These online guides show access routes and facilities for each College campus. The guides include facts, figures and photographs to enable people to plan their visit and to anticipate whether their accessibility needs will be met.  The College seek to provide as much information as possible to prospective students, visitors and the public and believe that this access guide will help us achieve a more open, accessible and inclusive environment.  Engagement with AccessAble has undoubtedly enhanced the College’s commitment to Equality, by placing as much detailed information as possible on our website to assist our students and highlighting the facilities needed to enhance their learning or working experience.  ***2022 –2023 Statistics***  Between April 2022 and March 2023, the Belfast Met Accessibility Guide had **964** Users and **1,550** Page Views.  This breaks down to a monthly average of **80** Users and **129** Page views.  Belfast Met has worked closely with AccessAble during 2022 – 2023 to ensure the information provided is as integrated as possible. Audits have been conducted and a detailed accessibility survey carried out throughout the College estate which has been maintained through regular annual survey reviews. The work completed to date has positively impacted the usage figures;  **Usage Figures incline:**  April 2020 – March 2021: **324** Users  April 2021 – March 2022: **802** users  April 2022 – March 2023: **964** users  This reflects a continuous incline in users who are accessing the Accessable support available.  ***Disability Action Plan***  The College continued its commitment to widening participation for learners with learning difficulties and disabilities in 2022/2023. In addition, the NI Further Education Colleges have a joint Sector Disability Action Plan in place to fulfil their statutory obligations under the Disability Discrimination (NI) Order 2006. This legislation places duties on public authorities, when carrying out their functions to have due regard to the need to:   * Promote positive attitudes towards people with a disability; and * Encourage participation by people with a disability in public life.   The FE Sector Disability Action Plan outlines a number of measures in meeting the above duties including the need to “*Promote the use of AccessAble website to encourage participation of prospective students*” and to “*benchmark usage of AccessAble webpage*”.  The access guides are a useful communication tool and send out a powerful message that the College is inclusive and welcoming of all learners.  Work on detail and information for the access guides will continue during the new reporting period and the use of the service will be monitored closely through regular contact between relevant College staff and a Partnerships Manager of AccessAble.  ***Equality updates / Reviews***  Equality Screening conducted by Belfast Met from 1 January 2023 to 31 December 2024   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Policy Name** | **Policy Description** | **Revised or New Policy** | **Sector Policy**  **(Yes/No)** | **Equality Screening Date** | **Equality Screening Outcome** | | Annual Fees and Charges Policy 2023 | The aim of this policy is to establish guidelines by which fees and charges may be levied for the provision of appropriate educational facilities and services. The College will therefore be able to recoup a reasonable proportion of expenditure while acting in a fair and equitable manner towards existing and prospective students and other customers. The policy is subject to an annual review.  The policy is restricted to those facilities and services where the College is able to operate some discretion in the levying of charges. Therefore, the policy does not relate to the following:   * Any subsidies, bursaries or exemptions as offered by the Department for the * Economy (DfE), any other government agency or private benefactor; * Examination fees as charged by Awarding Bodies; * Financial support packages for students; * Loans and grants as made available from the Student Loan Company or   Education Authorities | New | No | 20 February 2023 | Screened Out | | Management of Policies in Belfast Met | The aim of the policy is to provide a structure for the development, approval, dissemination and review of policies and other supporting documentation. This will provide assurances to the Governing Body and key stakeholders that a robust policy and management system is in place for the lifecycle of policies. This will enable Belfast Met to manage its business and resources, meet statutory and contractual obligations and deliver effective services impartially and safely | New | No | 21 April 2023 | Screened Out |   During 2022-2023 two policies were equality screened as attached and the [equality page of the website](https://www.belfastmet.ac.uk/about-us/corporate-information/equality-and-diversity/) was updated.  Advice was provided to a number of curriculum areas on courses, entry requirements, admissions and accessibility.  The College has introduced accessibility training for staff and implemented a number of changes to its website, intranet and virtual learning environments to improve accessibility for all. We have worked with third party platform providers to ensure that the accessibility issues identified in an audit were implemented. We continue to work with staff to ensure that only accessible content is posted on digital platforms.  ***Tech Connects Project***  The Tech Connects project was designed to build the capacity of young people and help to orientate them towards a greater appreciation of the uses, applications and opportunities presented by digital technology.  The project provided participating young people with opportunities to collaborate and have fun learning using creative technology, whilst also exploring relevant and age appropriate social issues in a safe environment and in so doing encourage them to build positive relations with others.  Over two years (21-23) 129 young people participated on the programme. Based upon completed equality monitoring surveys the demographic profile of registered participants was as follows:   * 66% Male; 34% Female * Protestant 33%; Catholic 24%; Neither 43% * 39% declared a physical or mental health condition or learning disability. * 69% white ethnicity; 31% minority ethnicity * No participants had dependents.   Based on participant survey results:   * 96% of participants would recommend the course to a friend or family member. * The average rating for the programme was 4.5 stars out of 5. * 81% of participants felt that they had a greater understanding of careers within the digital technology sector as a result of the programme. * 92% of participants felt that they had developed their problem solving skills on the course. * 88% of participants felt that they had developed their communication skills on the course. * 85% of participants felt that they had developed their teamworking skills on the course. * 77% of participants felt they had learnt some new technical skills. * 82 % of participants believed they had a greater understanding of cybersecurity and staying safe online as a result of the programme.   Feedback from participants included the following comments:   * *It was a really great experience, I learnt a lot during this training and helped to make a decision for my career in the future. the way that you explained everything just made me understand everything easily although my English is not perfect.* * *It was good and worth the two weeks* * *I think working with other people and working with the tutor was brilliant when he came up with good ideas.* * *I liked the movie, slideshow making thing. It was fun. The tutors were really nice and helpful and knew a lot about their job.* * *a very amazing week* * *A learning experience* * *The course was amazing and I would do it again if I was able to* * *Thank you for giving me this amazing opportunity.* * *very enjoyable programme I learned a lot* * *I found the teaching style very engaging.* * *I'd like to work on more group projects or attending more talks. I'd also like a focus on women in stem such as the talk today!*   ***Counselling***  Belfast Met works in partnership with Inspire Counselling to provide a comprehensive Counselling service for all Belfast Met staff and students. The service is professional, confidential and free to all. The Inspire team work together with people living with mental ill health, intellectual disability, autism and addictions to ensure they live with dignity and realise their full potential. They want to develop a culture of compassion, creating a society free from stigma that focuses on people and their abilities.  The Inspire team attended the College’s virtual freshers’ events and quarterly Information Roadshows providing students with support and advice. Inspire also provided in college one-to-one support as well as facilitate Hybrid sessionsallowing those who need it to talk and begin to explore issues that are causing them difficulties  **Sept 22 – April 23 Counselling Services data analysis:**  Referrals = 229 students  Trends = Oct 22 & March 23 had the highest referral rate  Top three presenting issues = 1st Anxiety – 2nd Stress – 3rd Low Mood  **The Inspire Support Hub** has been a recent introduction for both staff and students alike. The Hub provides the **right** help **right** now, giving users instant access to a range of information, guidance and screening that is tailored specifically to help care for your individual wellbeing needs. The Hub also helps create a bespoke wellbeing care-plan, as well as giving guidance on appropriate support and intervention through guided self-assessment.  **Sept 22 – April 23 Support Hub data analysis**  Student Interactions = 387  Most Popular Pages = IHelpr, Online Self-help & Mood Tracker  Most popular Courses = Stress Course & Anxiety Course  ***Student Services***  The College’s student services department represents all students on all campuses and with the help of the Student Council and Class Reps, represents the wider student voice.  Over the reporting period a number of initiates have been undertaken to promote equality and diversity across the College.  ***Exam Access Arrangements***  Available to students with a disability, learning difficulty, or a long-term medical condition, to support with exams, sessions provided in October 2022, February and March 2023.  ***Festive Foodbank***  The Students’ Union Festive foodbank continued in 2022 collecting food at a difficult time of year during the cost-of-living crisis. The College ran the Festive Foodbank Appeal for two weeks from 28th November 2022 – 9th December 2022 donations were collected across the College’s four campuses.  ***Winter Warmer Lunch Voucher Campaign***  *Cost of living crisis scheme*  From January 2023-March 2023 Belfast Met also supported some of our most venerable students during the cost-of-living crisis, by providing all students with a free breakfast every morning from 8.00 – 8.30 at our Linen Lounge in TQ as well as free Lunch vouchers available to all students who signed up to the daily cost of living advice & guidance - 1000 winter warmer & hygiene packs were also issued to students across all campuses.  ***Wear And Share***    Following the Pilot set up by a lecturer in Belfast Business School in TQ for a clothes swapping scheme named “Wear & Share”, designed to address the rising cost of living and the need for a dignified way for Belfast Met students to access quality clothing, who may not have the resources to buy appropriate clothing - this scheme has now been rolled out in our Millfield Campus in 2022 and continues to be successful.  ***Period Dignity***  The Period Dignity Scheme continued in 2022-2023 providing free period products across all four College campuses.  ***The Learner Support Fund (Hardship)***  This support opened to all students facing financial hardship in October 2022, and was provided via an application process with potential assistance in the following required categories.   * Course Fees * Additional Living Costs (Full Time only) * Travel Costs * Books and equipment costs (essential/required) * Childcare Costs   ***Launch of LGBTQ+ Society***  In March 2023 17 students signed up to participate and develop the LBGTQ+ Society and collaborates closely with key agencies to promote awareness.  ***Mental Health***  Every year Inclusive Learning receives referrals from students who wish to disclose mental health difficulties.  Some students experience ongoing difficulties with their mental health and are under the care of their GP or local Trust.  Disclosures include: OCD, PTSD, Depression and Anxiety Disorders.  Other students disclose poor wellbeing as a result of bereavement, financial difficulties or coping with college life and are best supported by our colleagues in the Student WellBeing Team. Students can also access counselling support directly through Inspire without having to contact the Learner Support or the Student WellBeing Team.  ***Action Mental Health Student Workshops***  In October 2022 this provoking thought programme, was designed to help young people to improve their mental health and strengthen their resilience to cope better with everyday life events, available to all students at Belfast Met. This programme encourages all participants to explore the issues around mental health, emotional wellbeing, the importance of early intervention, and discover more about the sources of support that are available - content included:-   * Trauma informed mental health awareness * Brain basics * Wellbeing * Support   ***Neurodiversity Week***  All employees invited to join online activities designed to help us understand Neurodiversity, ranging from classroom focused activities through general awareness raising and celebrating neurodiversity.  ***Staff Health & Well-being Intranet Hub***  The Centre for Excellence recently launched a Staff Health and Wellbeing Intranet Hub.  The Hub is a dedicated virtual space offering useful information, resources and sources of support on Health and Wellbeing for all Staff at Belfast Met during these challenging times and beyond.  ​​​​​​​A range of online courses are also being offered through local organisations including Action Mental Health and NI Hospice.  ***Delivery of Ukraine Assistance in NI***  The 11th April 2023 marked a year since the doors of the Ukraine Assistance Centres in Northern Ireland opened.  Belfast Met received a letter of gratitude from Dr Dennis McMahon, permanent secretary at The Executive Office NI Gov UK, for the delivery of Ukraine assistance in NI to extend sincere gratitude for our, and our team’s, partnership in supporting Ukrainian Refugees who escaped the war and found sanctuary in Northern Ireland.  Since the beginning of the war, thousands of Ukrainians have been killed or injured and experienced the loss of loved ones. Millions more have been forced from their homes, with more than 168,700 Ukrainians finding refuge in the UK under the Homes for Ukraine, Family and Extension Schemes. Over 2,400 of those have found refuge here.  With our help - and the generosity of sponsors – NI Gov have assisted those people who required urgent help. This was achieved by excellent collaborative working across a range of initiatives, including the Ukraine Assistance Centres. With repeat attendances, we have seen some 3,600 people cross the doors of centres in Belfast, Ballymena, Craigavon, Newry, Dungannon and DerryLondonderry.    ***Health and Wellbeing Monthly Awareness campaigns***   |  |  |  |  | | --- | --- | --- | --- | | **Month** | **Event** | **Student Attendance** | **Social Media Posts** | | October | Happy Mind Week | 691 |  | | November | Kindness & Caring Week | 355 |  | | December | Homelessness Awareness Week | 71 | 263 views – 88 likes | | January | Dry Jan Do It For You Week | 301 | 926 views | | February | Body Positivity Week | 274 | 1670 views – 74 likes | | March | LGBTQ+ Awareness Week | 79 |  | | April | Self-Care /DE Stress Week | 232 | 698 views – 32 interactions | | **Total** | **7 Campaigns** | **2003** | **3,557 views + 194 likes & comments** |   ***Health and Wellbeing Training & Support***  **Mandatory Training**  **Course Title Engagement**   * Diversity and Inclusion in the Workplace 690 * Dignity at Work 658 * Disability Awareness 288   **Curriculum Support**   * Mental Health in the Classroom 9 * Mental Health and Anxiety in the Classroom 11   **Health and Wellbeing Support Groups**  Each included 1-2-1 coaching session, 3 to 6 peer support sessions and weekly emailed content.   * Menopause Support Group 8 * Resilience and Mental Toughness Support Group 10   ***Inclusion and Diversity at Belfast Met*** | | | | | | | | | |  | | | |  | | |  | |  | | |  | |  |  | |  | | |  | | |  | | | |  | |  | | | |  |  | | | | |  |
|  |  | **Area** | | | | **Focusing on** | **Status/Update & Activities** | | |  |  | | |  |  | |  |  |  | |  |  |  | |  |  |  |  |  |  |  | |  |  | |  |  | | |  |  |  |  | | |  |  |  | | | |  |  |
|  |  | Staff Support & Working group | | | | I&D Strategic Direction & Action Planning | **The college I&D programme started in October 2022.**  I&D Steering Group (I&DSG) – Chaired by Director of People and Vice Chaired by Head of Excellence – with membership from the staff support/working groups, Curriculum, HR and Corporate Development was convened in 2022-23.  This steering group has oversight of and accountability for the outworking of the I&D action plan, and staff support group (through groups’, Chairs & VC’s being on the I&DSG) integrated comms between working groups an ELT/SLT.  I&D Working Group – a group made up of all members of the six staff support groups. This group meets 3 times annually to explore what is happening across I&D in the college, and support the delivery of the action plan/s developed by each group, which happens at a planning day in May annually – the planning for 2023-24 will happen on Wed 31st May 2023.  Each Group was allocated a ringfenced pot of £5K to deliver against their action plan and ensure that funding was available to deliver awareness raising/training and celebrations relevant to the college staff, and the staff group, and ensure that I&D was seen, by the staff support groups, as being prioritised by senior leadership in the college. | | |  |  | | |  |  | |  |  |  | |  |  |  | |  |  |  |  |  |  |  | |  |  | |  |  | | |  |  |  |  | | |  |  |  | | | |  |  |
|  |  | Women’s group | Delivered a very successful staff and student International Women’s Day, with a range of training and awareness raising sessions, plus whole staff quizzes (on famous females), and a staff and student coffee morning. | | |  |  | | |  |  | |  |  |  | |  |  |  | |  |  |  |  |  |  |  | |  |  | |  |  | | |  |  |  |  | | |  |  |  | | | |  |  |
|  |  | Men’s group | Group only got up and running in February 2023, weeks before the moratorium on non-essential spend, so hasn’t delivered any projects to date. | | |  |  | | |  |  | |  |  |  | |  |  |  | |  |  |  |  |  |  |  | |  |  | |  |  | | |  |  |  |  | | |  |  |  | | | |  |  |
|  |  | LGBTQI+ group | Range of projects including PRIDE involvement – stalls and float, Rainbow lanyards for staff, Walking Tour of Belfast – for Gay History Month; projects with Carafriend re. staff training etc. | | |  |  | | |  |  | |  |  |  | |  |  |  | |  |  |  |  |  |  |  | |  |  | |  |  | | |  |  |  |  | | |  |  |  | | | |  |  |
|  |  | Differing Abilities/Disability group | Range of activities were planned but had to be put on hold due to budgetary situation. | | |  |  | | |  |  | |  |  |  | |  |  |  | |  |  |  |  |  |  |  | |  |  | |  |  | | |  |  |  |  | | |  |  |  | | | |  |  |
|  |  | Culture & Ethnicity group | Not currently active. Targeted re-recruitment happening after planning day on 31st May 23. | | |  |  | | |  |  | |  |  |  | |  |  |  | |  |  |  |  |  |  |  | |  |  | |  |  | | |  |  |  |  | | |  |  |  | | | |  |  |
|  |  | Training & Support | | | | Black Leadership Group  (Anti-racist strategy) | Belfast Met affiliated with BLG in Nov 2022, the first NI FE/HE college to do so.  Training for GB, ELT and SLT and key staff happened in Feb 2023, to look at the college position and develop an initial action plan to implement a college wide anti-racist strategy. This action planning is still in development. | | |  |  | | |  |  | |  |  |  | |  |  |  | |  |  |  |  |  |  |  | |  |  | |  |  | | |  |  |  |  | | |  |  |  | | | |  |  |
|  |  | IDAHOBIT/Staff LGBTQI+ training | Training had been planned with Carafriend for IDAHOBIT Day, and staff training around LGBTQI+ awareness issues for May/June – unfortunately the budget situation has meant these had to be put on hold. | | |  |  | | |  |  | |  |  |  | |  |  |  | |  |  |  |  |  |  |  | |  |  | |  |  | | |  |  |  |  | | |  |  |  | | | |  |  |
|  |  | Diversity NI | | | | Bronze Award submission | The college has been working with Diversity NI to plan for and submit a Bronze Charter Mark application, which was submitted in April – outcome pending. | | |  |  | | |  |  | |  |  |  | |  |  |  | |  |  |  |  |  |  |  | |  |  | |  |  | | |  |  |  |  | | |  |  |  | | | |  |  |
|  | | | The Belfast Met Inclusion & Diversity Survey ran from 19th – 28th October 2022. This was based on a pilot study conducted by Northwest Regional College, the survey was sent to all students (via an all-student email from Executive Admin) and received 354 responses in total. Some of the findings of the survey included:  **How do you describe your gender identity?**   |  |  |  | | --- | --- | --- | | **Response** | **No. of Responses** | **Percentage (%)** | | Female | 177 | 50% | | Male | 149 | 42% | | Other | 17 | 5% | | Transgender | 8 | 2% | | Prefer not to say | 3 | 1% |   **Do you identify as a person with a disability or are you a person with accessibility needs?**   |  |  |  | | --- | --- | --- | | **Response** | **No. of Responses** | **Percentage (%)** | | Yes | 72 | 20% | | No | 251 | 71% | | Prefer Not to Say | 30 | 8% |   **What racial / ethnic group do you belong to?**   |  |  |  | | --- | --- | --- | | **Response** | **No. of Responses** | **Percentage (%)** | | White | 256 | 72% | | Black (African) | 34 | 10% | | Black (Irish) | 2 | 0.6% | | Black (Other) | 3 | 0.8% | | Indian | 1 | 0.3% | | Pakistani | 1 | 0.3% | | Chinese | 2 | 0.6% | | Mixed Ethnic Group | 18 | 5% | | Any Other Ethnic Group | 26 | 7% | | Prefer Not to Say | 10 | 3% |   This demonstrates that Belfast Met attracts students from various backgrounds and racial / ethnic groups as well as students with disabilities and accessibility needs.  **Black Leadership Group Induction Training Event**  On the 9th February 2023 a cross section of the Senior Leadership Team attended a facilitated Induction Event, providing a safe environment to share personal and collective perspectives and experiences, in relation to the opportunities and challenges pertaining to anti-racism, focusing on how this plays out in our organisational context.  The Event introduced research, tools and conceptual frameworks, developed by BLG, that engaged and helped the group to identify what constitutes best anti-racist practice. The BLG’s 10 Point Plan will act as a central reference, enabling Belfast Met to inform our organisational approach and priorities. Please see below a copy of the 10 Point Plan.  This is the Black FE Leadership 10 point plan.  1. Radical Revision of FE curricula and qualifications. 2. Anti-Racism Central to CPD 3. Institutions publish data annually. 4. Organisations publish data annually. 5. Adivsory groups led by experts. 6. Recruitment processed redress imbalances. 7. Quality Assurance Processes spotlight race equality. 8. FE Commissioner (FEC and other statutory bodies incorporate race quality assessments. 9. Best practice anti-racist frameworks (collaborate on their development). 10. Positive optics and messaging. Further Information can be found under www.blackleadershipgroup.com and search for 10 point plan. | | | | | | | | |  |  | | |  | | | |  | | | |  |  |  | |  | | | |  | | |  | | |  |  | | | | |  |  | | | |  |  |  |  |  |
|  | **2** | | | | Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2022/2023 (*or append the plan with progress/examples identified*). | | |  |  | |  | | | | | |  | |  | | |  | | |  | |  |  | |  | | |  | | |  | | | |  | |  | | | |  |  | | | | |  |  |
|  |  | | | | |  | | --- | | **Action Measure Undertaken** | | ***Further develop the Centre for Student Well-being to support students from a background that puts up barriers to education and learning and help them over come challenges they may face.*** | | **Outcome/Impact on Individuals** | | Having a diverse student population impacts positively on everyone’s learning and development, during 202-2023 the college has provided extensive support and services including:   * **Reasonable Adjustments** * **Implementation of the Boop App** * **Bespoke recruitment process** * **Welcome and encourage student applicants with a disability, learning difficulty or long-term medical condition** * **Completed 1069 curriculum support recommendations for students with learning difficulties, disabilities or long-term medical conditions** * **Providing pre-entry advice and guidance** * **Assessing and reviewing support needs whilst at College** * **Sign Language Interpreter** * **Note taker** * **Loan of Equipment** * **Specialist Enabling Technology** * **Examination Support** * **Learning Mentors** * **Provide information on other external services** * **Recommendations for teaching and learning e.g. allow additional time to process information** * **Recommendations for in class / outside class support e.g. Note taker, SpLD Teaching** * **Exam Access Arrangements e.g., extra time, a reader**   **We also encourage inclusion through the promotion of our service and referral process via:**   * **Website** * **Canvas** * **Intranet** * **Engage App** * **Student and Staff Inductions** * **Open days and events**   Further details on the above support provided can be found on page 3, 4 and 5 of this document.  In addition to the above the college renewed its Autism Impact Award and AccessaAble engagement for 2022/2023 and also continuous its commitment to widening participation for learners with learning disabilities via our Disability Action Plan. | | **Action Measure Undertaken** | | **Promote and encourage student participation in college working groups and events** | | **Outcome/Impact on Individuals** | | Belfast Met celebrate a wide range of festivals and specific days to promote and encourage participation in College working groups, these include but are not limited to:   * **Launch of LGBTQ+ Society** * **Action Mental Health Workshops** * **Wear and Share** * **I&D Strategic Direction & Action Planning** * **Differing Abilities /Disabilities Group** * **Black Leadership Group**   A full list of these support groups and our Monthly Awareness Campaigns can be found on page 13, 14 & 15 of this document.  The college is also working with Diversity NI to plan for and submit a Bronze Charter Mark application, submitted in April 2023 (awaiting outcome). | | **Action Measure Undertaken** | | **Continued roll out of Mandatory Equality, Diversity, Safeguarding and SENDO training.** | | **Outcome/Impact on Individuals** | | In order to increase awareness and compliance of policies, a two-day compliance event was introduced in September 2022, at this event all staff were required to complete all mandatory training, including a range of equality and diversity training modules.  The college also annually updates student induction materials and the student handbook using available feedback. | | **Outcome/Impact on Individuals** | | **Grow and enhance relations with local community groups** | | **Outcome/Impact on Individuals** | | Community education programmes are delivered across the college and links maintained with local community groups, some examples include;   * **Tech Connects Project** (please see page 8 of this document) * **Delivery of Ukrane Assistance in NI** (please see page 12 of this document) * **Cara Friend** * **Black FE Leadership** * **Volunteering** * **Change Markers** * **Good for me Good for FE** * **Disability Officer and Groups** * **BAME** * **Gender Identity** | | **Action Measure Undertaken** | | **Monitor, Evaluate, and Review Equality Improvement Plan** | | **Outcome/Impact on Individuals** | | The college continues to share information and good practice in relation to equality projects, some examples of these include:   * **Equality and Good Relations Annual Progress Report** * **Equality Scheme** * **Internal Equality Working Group** * **Disability Action Plan** | | | |  |  | |  | | | | | |  | |  | | |  | | |  | |  |  | |  | | |  | | |  | | | |  | |  | | | |  |  | | | | |  |  |

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| **3** | | | | | Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2022/2023 reporting period? *(tick one box only)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
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|  | | | | | Please provide any details and examples: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
|  | | | | | Changes to policies and decisions were all guided by S75 legislation and other legal duties. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
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| **3a** | | | | | With regard to the change(s) made to policies, practices or procedures and/or service delivery areas, what **difference was made, or will be made, for individuals**, i.e. the impact on those according to Section 75 category? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
|  | | | | | Please provide any details and examples: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
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| **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):* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
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|  | | | | As a result of what was identified through the EQIA and consultation exercise *(please give details):* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
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|  | | | | As a result of analysis from monitoring the impact *(please give details):* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
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|  | | | | As a result of changes to access to information and services *(please specify and give details)*: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
|  | | | | As a result of the Covid19 pandemic and equality proofing the changes before being documented into one overarching policy. As outlined in 3a above and question 1. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
|  | | | | |  | | | | Other *(please specify and give details)*: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
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| **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 2022/2023 reporting period? *(tick one box only)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
|  | | |  | | | | | | | | | | Yes, organisation wide | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
| X | | | | | | | | | | 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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | |  | | | |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
|  | | | This is an ongoing process when Job Descriptions are reviewed.  The College includes the following information on its job descriptions.  “To implement and embed the College’s equality and diversity policies and respond to its equality and diversity duties as they relate to all stakeholders”. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | |  | | | |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
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| **5** | | | Were the Section 75 statutory duties integrated within performance plans during the 2022/2023 reporting period? *(tick one box only)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | |  | | | |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
|  | | | X | | | | | | | | | | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
|  | | | Equality training continues to be part of the statutory and mandatory training matrix. The College developed a compliance portal to track and monitor staff compliance with policy. This is reported to the senior leadership team and GB on a quarterly basis. The highest level of compliance is expected from all staff. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | |  | | | |  | |  |  | |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |  | |  | | | |  | | | |  | | | |  | |
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| **6** | | In the 2022/23 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)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | X | | | | | | | | | | Yes, through the work to prepare or develop the new corporate plan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
| X | | | | | | | | | | 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 2022/2023 report | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
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|  | | Please provide any details and examples:  Self-Evaluation reviews within Academic Schools  Equality training is identified as mandatory for all staff and must be undertaken every year. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | | | | |  | |  | | | | | |  | | |
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| **Equality action plans/measures** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
| **7** | | Within the 2022/23 reporting period, please indicate the **number** of: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | Actions completed: | | | | | | | | | | | | | 14 | | | | | | | | | Actions ongoing: | | | | | | | | | | | | | | 3 | | | | | | | | | | | | | | | Actions to commence: | | | | | | | | 0 | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | Please provide any details and examples (*in addition to question 2*): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
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|  | | Please refer to action plan attached. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
| **8** | | Please give details of changes or amendments made to the equality action plan/measures during the 2022/23 reporting period *(points not identified in an appended plan)*: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | The Equality Action Plan was updated for 2022/2023 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
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| **9** | | In reviewing progress on the equality action plan/action measures during the 2022/2023 reporting period, the following have been identified: *(tick all that apply)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | X | | | | | | | | | | Continuing action(s), to progress the next stage addressing the known inequality | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | | | | | | | | | Action(s) to address the known inequality in a different way | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | | | | | | | | | Action(s) to address newly identified inequalities/recently prioritised inequalities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | | | | | | | | | Measures to address a prioritised inequality have been completed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
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| **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 | | | | | | | | | |  | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | |  | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
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| **11** | | Please provide any **details and examples** **of good practice** in consultation during the 2022/2023 reporting period, on matters relevant (e.g. the development of a policy that has been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
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| **12** | | In the 2022/2023 reporting period, given the consultation methods offered, which consultation methods were **most frequently used by consultees**: *(tick all that apply)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | |  | | | | | | | | | | X Face to face meetings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | | | | | | | | | X Focus groups | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | | | | | | | | | X Written documents with the opportunity to comment in writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | | | | | | | | | X Questionnaires | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | | | | | | | | | Information/notification by email with an opportunity to opt in/out of the consultation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | | | | | | | | | Internet discussions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | | | | | | | | | Telephone consultations | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | | | | | | | | | Other *(please specify)*: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | Please provide any details or examples of the uptake of these methods of consultation in relation to the consultees’ membership of particular Section 75 categories: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
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| **13** | | Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2021/22 reporting period? *(tick one box only)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
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|  | | Please provide any details and examples: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
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| **14** | | Was the consultation list reviewed during the 2022/23 reporting period? *(tick one box only)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | |  | | | | | | | | Yes | | | | | | |  | | | | | No | | | |  | | | | | | ***It is proposed we review the local consultant list during the next reporting period*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
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| **Arrangements for assessing and consulting on the likely impact of policies (Model Equality Scheme Chapter 4)**  [Insert link to any web pages where screening templates and/or other reports associated with Equality Scheme commitments are published] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **15** | | Please provide the **number** of policies screened during the year (*as recorded in screening reports*): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
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| **16** | | Please provide the **number of assessments** that were consulted upon during 2021/22: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | | Yes | | | | | | | | | | Policy consultations conducted with **screening** assessment presented. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
| None | | | | | | | | | | Policy consultations conducted **with an** **equality impact assessment** (EQIA) presented. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
| None | | | | | | | | | | Consultations for an **EQIA** alone. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
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| **17** | | Please provide details of the **main consultations** conducted on an assessment (as described above) or other matters relevant to the Section 75 duties: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | | Two policies have been screen during this reporting period as follows:   * Annual Fees and Charges Policy 2023 * Management of Policies in Belfast Met   Please see page 7 for further details. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
| **18** | | Were any screening decisions (or equivalent initial assessments of relevance) reviewed following concerns raised by consultees? *(tick one box only)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | |
|  | |  | | | | | | Yes | | | | | | | | | | No | | | | | | No concerns were raised | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | No | | | | | |  | | | | | | | | Not applicable | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
|  | | Please provide any details and examples: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
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| **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 2022/2023 reporting period? *(tick one box only)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | |  | | |  | | | |  | |  | | |  | | | | | |  | |  | | | | | |  | | |
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|  | | | | Please provide any details and examples: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **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 2022/2023 reporting period? *(tick one box only)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | | | No, scheduled to take place at a later date | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | |  | |  | |  | |  | |  | | | | |  | |  | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | |  | | | | | | | | | | | | | | |
|  | | | | Please provide any details: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | |  | |  | | | |  | | | |  | |  |  | | | | |  | | |  | | |  |
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| **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: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | |  | |  | | | |  | | | |  | |  |  | | | | |  | | |  | | |  |
|  | | | | Collection of monitoring data for students – data for Section 75  Annual monitoring return | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | |  | |  | | | |  | | | |  | |  |  | | | | |  | | |  | | |  |
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| **22** | | | | Please provide any details or examples of where the monitoring of policies, during the 2022/2023 reporting period, has shown changes to differential/adverse impacts previously assessed: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | |  | |  | | | |  | | | |  | |  |  | | | | |  | | |  | | |  |
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|  | | | | None | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | |  | |  | | | |  | | | |  | |  |  | | | | |  | | |  | | |  |
| **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:  n/a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | |  | |  | | | |  | | | |  | |  |  | | | | |  | | |  | | |  |
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| **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 2022/2023, and the extent to which they met the training objectives in the Equality Scheme. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | |  | |  | | | |  | | | |  | |  |  | | | | |  | | |  | | |  |
|  | | | | **Mandatory Training**  **Course Title Engagement**   * Diversity and Inclusion in the Workplace 690 * Dignity at Work 658 * Disability Awareness 288   **Curriculum Support**   * Mental Health in the Classroom 9 * Mental Health and Anxiety in the Classroom 11   **Health and Wellbeing Support Groups**  Each included 1-2-1 coaching session, 3 to 6 peer support sessions and weekly emailed content.   * Menopause Support Group 8 * Resilience and Mental Toughness Support Group 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | |  | |  | | | |  | | | |  | |  |  | | | | |  | | |  | | |  |
|  | | | | **Recruitment and Selection Training**  The training session looks in detail at the various aspects of the recruitment and selection process and aims to provide hiring managers across the College with the skills to recruit fairly. Providing appropriate training to all managers and any other persons who will have a role in implementing the recruitment and selection policy. This will ensure they understand:   * their responsibilities under the college’s equal opportunities and recruitment and selection policies * their responsibilities under current equality legislation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | |  | |  | | | |  | | | |  | |  |  | | | | |  | | |  | | |  |
| **25** | | | | Please provide **any examples** of relevant training shown to have worked well, in that participants have achieved the necessary skills and knowledge to achieve the stated objectives: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | |  | |  | | | |  | | | |  | |  |  | | | | |  | | |  | | |  |
|  | | | | * Diversity and Inclusion in the Workplace * Dignity at Work * Disability Awareness   **Curriculum Support**   * Mental Health in the Classroom * Mental Health and Anxiety in the Classroom   The above training and additional curriculum support ensures we raise awareness of these areas to help create a diverse and inclusive culture at Belfast. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | |  | | |  | |  | | | |  | | | |  | |  |  | | | | |  | | |  | | |  |
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| **Public Access to Information and Services (Model Equality Scheme Chapter 6)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | |  | | | |  | | | |  | | | | |  | |  | | | |  | | | |  | |  | | | | |  | | |  | | | |  |
| **26** | | | | Please list **any examples** of where monitoring during 2022/2023, across all functions, has resulted in action and improvement in relation **to access to information and services**: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | |  | | | |  | | | |  | | | | |  | |  | | | |  | | | |  | |  | | | | |  | | |  | | | |  |
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|  | | | | Further information on AccessAble, including usage figures can be found on page 6 of this document. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | |  | | | |  | | | |  | | | | |  | |  | | | |  | | | |  | |  | | | | |  | | |  | | | |  |
| **Complaints (Model Equality Scheme Chapter 8)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | |  | | | |  | | | |  | | | | |  | |  | | | |  | | | |  | |  | | | | |  | | |  | | | |  |
| **27** | | | | How many complaints **in relation to the Equality Scheme** have been received during 2022/2023? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | |  | | | |  | | | |  | | | | |  | |  | | | |  | | | |  | |  | | | | |  | | |  | | | |  |
|  | | | | Insert number here: | | | | | | | | | | | | | | | | | | | | | | | | | | | None | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | |  | | | |  | | | |  | | | | |  | |  | | | |  | | | |  | |  | | | | |  | | |  | | | |  |
|  | | | | Please provide any details of each complaint raised and outcome: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | |  | | | |  | | | |  | | | | |  | |  | | | |  | | | |  | |  | | | | |  | | |  | | | |  |
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| **Section 3: Looking Forward** | | |
| **28** | Please indicate when the Equality Scheme is due for review: | |
|  | January 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)* | |
|  | Screening  Updating of equality action plans | |
|  |  | |
| **30** | In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2023/2024) reporting period? *(please tick any that apply)* | |
|  | X | Employment |
| X | Goods, facilities and services |
| X | Legislative changes |
|  | Organisational changes/ new functions |
|  | Nothing specific, more of the same |
|  | Other (please state):  We anticipate implications from the department of economy’s budget cuts over the next reporting year. |

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

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Number of action measures** for this **reporting period** that have been: | | | | | | | | | | | |
| 9 |  |  |  | 2 |  |  |  | **0** |  |  |  |
| Fully achieved | | | | Partially achieved | | | | Not achieved | | | |

2. Please outline below details on all **actions that have been fully achieved** in the reporting period.

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

|  |  |  |  |
| --- | --- | --- | --- |
| Level | Public Life Action Measures | Outputs[[1]](#endnote-1) | Outcomes / Impact[[2]](#endnote-2) |
| National[[3]](#endnote-3) | Increase awareness of specific barriers faced by people with a disability including through linking in with National Awareness days or weeks. | The College hold and annual accessibility week. This is a whole college initiative to encourage students with disabilities to participate more fully in College life.  There is also a whole College calendar, provided by the Centre for Inclusive learning. This is filled with events that both staff and students may access to provide awareness of disabilities | Awareness increased, students availed of the workshops available, accessed information via the College intranet and portal. |
| Local[[4]](#endnote-4) | Promote the use of AccessAble website to encourage participation of prospective students. | The AccessAble contract was renewed for a further 3 years with effect from 1 February 2023. AccessAble logo is used on College website for prospective students and leaflets requested to enhance promotion and signposting of AccessAble services | AccessAble produce detailed and accurate access guides which can be reviewed by students, staff and visitors to each College. These online guides show access routes and facilities for each College campus. The guides include facts, figures and photographs to enable people to plan their visit and to anticipate whether their accessibility needs will be met.  This year the College have worked closely alongside AccessAble to ensure the information provided is as integrated as possible. Audits have been conducted and a detailed accessibility survey carried out throughout the College estate which has been maintained through regular annual survey reviews. The work completed to date has positively impacted the usage figures; (documented on page 5 & 6 of this document) |

2(b) What **training action measures** were achieved in this reporting period?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Training Action Measures | Outputs | Outcome / Impact |  |
| 1 | Disability awareness training has been rolled out to ensure staff and students are aware of the barriers those who present with a disability face. | Increased awareness across the staff and student population on disabilities.  Awareness of disability legislation  Understanding the importance of promoting positive attitudes to those with a disability. | A two-day compliance training in September 2022 was introduced to ensure all mandatory training completed, this also has been introduced for new colleagues via induction. |  |

2(c) What Positive attitudes **action measures** in the area of **Communications** were achieved in this reporting period?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Communications Action Measures | Outputs | Outcome / Impact |
| 1 | Create an open an inclusive workplace culture which displays respect for those with mental ill health | The College’s Centre for Excellence continued to increased support through the development of online health and wellbeing training for students and staff. The staff intranet page was further developed to promote health and wellbeing and the support available, mindful of those with a disability in particular. | Increased visibility of health and wellbeing events and courses.  The Centre for Excellence provided a range of Health and Wellbeing Webinars  The health and wellbeing week is run annually to support staff and managers. There have been 980 engagements in courses last year. |
| 2 | Encourage students with a disability to participate more fully in college life. | Students with disabilities have been encouraged to take part more fully in college life through representation on college committees as well as participating in onsite events. | The College’s student’s union and Learning Support Departments have worked together to encourage those students with a disability to participate more fully in college life.  Introduction of the BOOP app for students with additional needs. |
| 3 | Through Widening Access Participation scheme increase number of students with a disability entering the College | The College’s Centre for Learning Success participates in Belfast Met’s Widening Participation events to reach out to those with a disability who make struggle to engage with education.  Widening access and participation is embedded within the College’s overall corporate plan, informs policies and actions and is evident in the admissions criteria. The College actively encourages students from disadvantaged backgrounds to apply and offers support throughout their student journey. | Students at the Met are encouraged to disclose their disabilities at the time of enrolment so that learning support needs can be assessed and curriculum and/or examination recommendations are disseminated to the relevant course lecturers/teams. |

2 (d) What action measures were achieved to ‘**encourage others’** to promote the two duties:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Encourage others Action Measures | Outputs | Outcome / Impact |
| 1 | Continue to encourage the participation of disabled people on committees, student representatives on the Governing Body groups across the College | The College ask for disabled people to apply to committees and groups across the College | Participation and involvement from representatives in College groups and forums influence College policy and decisions. |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Action Measures fully implemented (other than Training and specific public life measures) | Outputs | Outcomes / Impact |
| 1 | Consider development of a (Sectoral) Disability Advisory group that could involve staff and students. | The FE Sector group has placed this as an agenda item in their quarterly meetings and remains ongoing. | Increase sharing among colleges to examine what is currently being done and what could be implemented. |

3. Please outline what action measures have been **partly achieved** as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Action Measures partly achieved | Milestones/ Outputs | Outcomes/Impacts | Reasons not fully achieved |
| 1 | Monitor and review the progress of the Disability Action plan | Undertaken within the FE Sector group as an Agenda item | Monitor and review the progress of the Disability Action plan | Ongoing during period of action plan |
| 2 | Roll out mandatory training for front line staff on disability and the provision of goods, facilities and services | Review training completion rates on compliance portal |  | Ongoing during period of action plan |
| 3 | Continue to encourage the participation of disabled people on committees, student representatives on the Governing Body and groups across the Colleges. | We encourage the participation of disabled people on committees, student representatives on the Governing Body and groups across our Colleges |  | Ongoing during period of action plan |
|  |  |  |  |  |

4. Please outline what action measures **have not been achieved** and the reasons why.

|  |  |  |
| --- | --- | --- |
|  | Action Measures not met | Reasons |
| 1 |  |  |

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

(a) Qualitative

* The Head of HR at the College monitors actions as part of the reporting process to the Governing Body.
* Evaluations are completed following training which provides valuable feedback.

(b) Quantitative

* The annual student and staff surveys to identify trends or increases/decreases in satisfaction.
* The use of data from the ebs system allows for monitoring of students with disabilities.
* The on-line training modules to assess the number of staff trained and completion rates.
* The College’s compliance procedure ensures all complaints are recorded and those relating to disability are communicated.

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

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

No

|  |  |  |  |
| --- | --- | --- | --- |
|  | Revised/Additional Action Measures | Performance Indicator | Timescale |
| 1 |  |  |  |

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

None envisaged at this stage.

1. **Outputs** – defined as act of producing, amount of something produced over a period, processes undertaken to implement the action measure e.g. Undertook 10 training sessions with 100 people at customer service level. [↑](#endnote-ref-1)
2. **Outcome / Impact** – what specifically and tangibly has changed in making progress towards the duties? What impact can directly be attributed to taking this action? Indicate the results of undertaking this action e.g. Evaluation indicating a tangible shift in attitudes before and after training. [↑](#endnote-ref-2)
3. **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments [↑](#endnote-ref-3)
4. **Local :** Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora. [↑](#endnote-ref-4)