

**Insert Name of Public Authority Here and Logo in Picture Box Below**



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

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

[www.serc.ac.uk/public-information/equality](http://www.serc.ac.uk/public-information/equality)

**Signature:**



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

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

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

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

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

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

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

SERC continued progressively throughout the reporting period to promote equality of opportunity and good relations both internally and externally for both staff and students.

A number of campaigns and course content for students were run throughout the College in the reporting period aimed at creating awareness and this demonstrates the Colleges commitment to promoting Equality of opportunity and Good relations.

#### **Student enrolment within SERC**

Equality category has been incorporated into SERC's self-evaluation reports (SER) app for 2017/18 academic year which will be completed by the Academic staff and this has been designed to ensure equality is incorporated into the syllabus taught and the app will capture this information. This relates to action plans under the scheme for embedding Equality and Cultural Diversity into the Curriculum and sharing best practice.

The college values diversity within the student population and is committed to widening participation to create a diverse student community. This depends on attracting a wide range of students from different educational backgrounds.

Similar to the last reporting period the college used additional fee income to financially support those students within the lowest income groups. All higher education students in 2016/17 who were in receipt of the full maintenance grant or student support grant from Student Finance NI were eligible for an HE Access Bursary payment. The payment was 10% of the student's full course fee. This amounted to £40,550 being released in bursary payments during 2016/17.

As part of the wider "Widening Access and Participation' Plan the college is set targets by the Department of the Economy. The College met the 2016/17 targets and students who received the bursary payment represent 27% of the College's FT HE enrolment which also matches that expected for the College's catchment area.

As in previous years as part of the wider 'Widening Access and Participation' plan the College set targets during the reporting period with the Department for the Economy. The targets set formed part of the Colleges work for outreach activity to widen participation from underrepresented groups.

**Students from deprivation quintiles 1 & 2:** in 16/17 for all of SERC was 31% and for HE was 27%.

**The percentage of Adult Learners (aged 25+) who come from deprivation quintiles 1 & 2:** for all SERC was 31% and for HE was 30%.

**The percentage of students who are young protestant males (20 years and below):** for all of SERC was 13% and for Higher Education 12%

Pre access courses offered by the College and community based promotional events have also sought to attract students from underrepresented groups and promoted good relations. During the reporting period our Community Services team ran a Community Engagement event to encourage adult learners into further study. The event was a summer scheme in conjunction with the Cedar foundation. The programmed engaged 25 adults with a wide range of disabilities with the aim to promote inclusivity for all students by offering a short taster course as an opportunity for students who may not be able to enrol on a longer College course. The scheme consisted of taster sessions in cookery, metalwork and woodwork and these were held in the Lisburn, Bangor and Ards campuses.

### **Course content and student good relations placements**

Twelve SERC sports students were selected for a 2-week work placement in Malta in collaboration with Luxol Sports Club. The programmes aim was to develop professional and personal skills in a real life working environment in another European country. It was funded by Erasmus+ and supported by the European Commission.

During this placement the students supported the Sport Malta team in promoting physical education to different primary schools with over 500 young children. The students also worked with national level football coaches at Luxol's football academy, coaching children aged six to twelve. The group had some time to learn about the Maltese culture and traditions and were treated to tours of medieval Medina, the capital Valletta and the smallest island Comino.

Eight students from the Health, Early Years and Adult Education department visited Forli in Italy and they went into schools, pre-schools and special schools for work placements which meant that students experienced the Italian educational system and culture.

Also within the school of Health, Early Years and Adult Education, the Equality Commission delivered workshops for 61 students in relation to children's care but also rights for all. Issues explored in the workshops of transgender, travelling communities, race and religion were explored. Equality Diversity and rights in health is also taught in lectures with the aim to develop learners' understanding of concepts related to equality, diversity and rights in health and social care. The students develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings.

Within the Skills for Life course there is an Equality and Diversity unit and the Lecturer invites different organisations into the College such as Muslim association who give a talk on Islam to promote a better understanding of religion and the Equality commission delivered a workshop on Equality in Northern Ireland. The students completed an art project as part of the Holocaust Memorial in Bangor Library alongside the Good Relations department in the Equality Commission.

Students also undertook a workshop for one week which involved – Understanding Diversity through the World of Music Arts and Dance which was an initiative designed and delivered by WOMADNI, a partnership intercultural arts learning programme developed and delivered by Beyond Skin, Northern Ireland Children's Enterprise and the world's most prestigious world arts festival, WOMAD through their Foundation.

The Skills for Life students also took part in the Shared Voices programme that aims to address prejudice, find common ground and accept difference. The programme consists of volunteers from a diverse background who give their own stories while being open to questions and answers. The aim of the programme is to remove any stereotypical ideas some people may have through discussion and activities. Students also attended a workshop called 'Just U' which is a Citizenship Education Programme for Young People looking at Identities in Conflict.

Students attended Bangor Town Hall for a Global Youth Peace Summit and Youth 4 Peace programme. The informal evening included presentations and performances from local and international young people, peace-builders and artists.

### **Spanish Language course for 5-11 year olds**

Bangor Integrated Primary School were presented with certificates of achievement for a group of pupils aged 5-11 year olds who took part in a 10-week Spanish language course delivered in their school by College staff. The course was delivered using short stories, songs, rhymes, games and making finger puppets

To date, SERC has been offering the classes' in-school to primary school children in the North Down area but due to their popularity the college has decided to offer the courses in-house starting in September 2017.

Participants can choose between ten weeks of French, Spanish or Italian at the Bangor campus or Spanish or French in Lisburn. Participants will get the opportunity to learn and participate in a fun learning environment as well as the ability to learn and memorize whole sentences by the use of the language in songs and games and by memorizing words, sentences and grammatical structures.

### **Syrian refugees**

From November 2016 SERC has welcomed 77 Syrian refugees at the Bangor, Downpatrick and Lisburn campuses. Before the students started their classes they were invited to a get together for a coffee morning to meet all the other Syrians, meet the Lecturers and they got shown around the college. In September 2017 the numbers will have increased to 100 ESOL students in the College.

In January 2017 staff from all campuses donated a huge amount of toys and clothes that were distributed to every Syrian family. A-Level students at the Bangor campus also had a collection on Children in Need day and the money was used to buy ASDA vouchers for the families.

## **Constitution and Structure of the Students Union**

As part of a refocus of SERC Student Union, the elected Student Leadership Team and cohorts from NUS-USI undertook the task of revising and reforming the SERCSU Constitution, which is the core of the Union's autonomous ethos. The final schedule of the Constitution, namely the 'Equality & Diversity Policy' was revised to be more encompassing and lays out a clear stance on what is now the SERCSU 'Equality, Diversity and Disability Policy'. The revised policy emphasises the Union's dedication to "recognising the value of difference and is committed to enhancing diversity by recognising, respecting and valuing different identities, perspectives and backgrounds."

The Constitution also reviewed the volunteer roles within the Students' Union. One role was renamed and expanded to incorporate the ever-changing diverse student body – International Student Officer to Black and Ethnic Minorities Student Officer (BAEM). This amendment allows for widening participation from international students as well as those students who self-define as BAEM. SERCSU continues to promote representation on the Student Leadership Team from those students who self-define as Women, LGBT and Disabled as well as through the role of Equality & Diversity Officer. Elected students will also have the opportunity to represent the student body in the College Equality Working Group as a committee member.

## **Learning Academy**

The Learning Academy has provided training and support to 40 University staff in Bangkok, Thailand and Japan which focused on training lecturers in Active Learning and Technology Enhanced Learning. The SERC staff visiting Thailand and Japan had been funded through an international credit mobility to provide the training. Staff from Thailand and Japan also come to SERC to receive training. These have included opportunities for cultural exchanges whereby staff are able to develop deeper cultural understanding.

In conjunction with the enterprise and entrepreneurship, SERC has delivered training to two colleges in Thailand in this area. Working with the British Council, SERC have provided tailored support to each college, helping to develop the curriculum and resources which are currently being piloted in each partner institution. This has enabled each institution to explore each other's respective cultures.

SERC has provided training and support for Colleges in Slovenia, Italy and Dublin on peer mentoring. As part of this there have been opportunities to visit Dublin and for the partner institutions to visit SERC. When receiving training at SERC the delegates were able to also visit Belfast City and learn more about local government in Northern Ireland.

## **Steps 2 Success Programme**

Steps 2 Success staff within SERC works collaboratively with local employers to match participants to particular jobs across a variety of sectors. This allows the College to source the right person for the job, increasing satisfaction from both the employer and participant.

The programme has continued to be a success in the current reporting period. Since conception in October 2014 the programme has assisted 2163 long term unemployed people to develop skills and experience to help them find and secure employment.

From the start of the Steps to Success Programme - 548 participants have secured a job which equates to 26% of participants progressing to employment and directly fed into the overall percentage of 28% of members referred to the programme in the Sothern contract area that have moved into work.

The Steps 2 Success advisers within the programme continue to develop good relations with an extensive list of community services which they have signposted participants to these services. In addition, they have brought in support services such as Volunteering groups, addictions support and counselling services to help and support participants. Outside agencies such as the Down Business Centre and the SE Health Care Trust which have also run sessions to help participants overcome specific barriers.

Thirty local people enrolled onto a brand new "Restart your Education course" at the Newcastle campus. The course will help the learners to reach their career aspirations by enabling them to develop their knowledge and increase their confidence to learn in a supportive and inviting environment. The course is an ideal stepping stone for those who have not been in education for some time, and as part of their level 2 OCN qualification the students will study maths, literacy, science and social science alongside personal skill building as well as exploring various career options.

This is the first phase of the development of the Community Education Hub at the Newcastle campus and extensive work is on-going with local community groups and other organisations in the area to help ensure that future planned developments meet the needs of the community in the wider Newcastle area.

### **School Partnerships**

Schools Partnership classes are a shared education provision provided by the College and worked with 31 schools in 2016/17 reporting period which involved 1200 pupils. There are a range of Key Stage 4 Occupational Studies classes offered with pupils from CCMS, Integrated and controlled secondary schools being taught together.

GCSE classes in Lisburn have a mix of secondary and Grammar school pupils being taught together as well as the cross-community element. There is also Post 16 school links classes offered in Lisburn and Bangor campuses which are open to all schools.

## **Fields of Life**

In collaboration with Fields of Life, as reported last year we launched Upskilling Uganda Project and we have continued to work together to raise money since its launch in March 2015. Upskilling Uganda is a project designed to raise funds for a vocational training college in Northern Uganda.

The Upskilling Uganda project has captured the attention and imagination of many SERC students and staff members who are keen to see the Vocational Training College a reality in Northern Uganda. Staff and students have worked together so far in the past year to come up with a number of creative events to raise funds in the academic year £4745.87 has been raised with some initiatives such as:

- Europa abseil in September 2016 which raised £1281.50;
- Spa-Tisserie in the Lisburn campus in April 2016 raised £678;
- Spinathon in Downpatrick campus £152.00;
- Afternoon tea in the Linen room Lisburn, £108.00;
- Revie Beauty Salon pamper week £597.00 and;
- Fine dining evening in Downpatrick campus, £180.00.

Further fundraising is set to continue into the next reporting period and the College will continue to support and promote the project. The events organised are great opportunities to bring staff, students, local residents, business and wider community to work together to build the vocational training institute in Northern Uganda.

## **Mental Health Charter**

The College committed and signed up to the Equality Commission Mental Health Charter to create an environment that promotes wellbeing and to look after staff's mental health.

## **Standard Operating Procedures (SOP's) and Training provided**

Standard operating procedures are reviewed and updated regularly and these are communicated to staff through the Colleges Learning Engine and this requires staff to read and sign off that they have understood the procedures.

Bespoke training was delivered by external providers for Learning Support and Training Organisation staff to assist staff in dealing with difficult customers to ensure everyone is treated equally and fairly irregardless of the behaviours they display. Learning Support staff also attended training for 'Understanding Self Harm which was aimed at growing knowledge, understanding and confidence for staff when working with issues of shelf harm, suicidal ideation and behaviours. Two members from Learning Support staff attended Asist training which teaches participants to recognise when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety.

Forty staff took the opportunity to take part in the Mindset Programme delivered by Action Mental Health. This was an interactive workshop designed to support people in

the area of mental and emotional resilience through a range of activities including group work, group discussion and guided Mindfulness practice. Topics covered include mental health awareness, coping and self-care, and sources of support.

Fourteen Steps to Success staff which included managers and staff attended a course in Developing a talented and resilient workforce which was delivered by Carecall.

On-line Equality and Diversity module was launched to all staff via the Colleges Learning Engine during the reporting period. This module gives specific training of Equality and diversity in the workplace and there were assessments at each section for individuals to undertake a short test to ensure they understood the content of the training.

In the 2016/17 staff survey there was an increase from 72.7% to 83% that staff felt there were effective policy in place to ensure staff are treated equally.

The College trained 17 staff in Mental Health First Aid and they achieved certificates following the 2 days training. The training involved a range of staff from the HR department and staff from campuses who have committed to assist staff who may be experiencing mental health issues.

Human Resources staff attended the Annual Equality Update for Employers to receive updates on key equality issues to assist them making the changes needed in relation to the Colleges policies, practices and procedures so that the College can continue to meet their obligations under the law.

Two Human Resources members of staff attended Health and Wellbeing champion training as part of the Wellbeing programme to develop a 3-year action plan from the wellbeing survey results.

Throughout all the training delivered the Colleges commitment is to embrace and promote Equality and Diversity has been prevalent.

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

The reporting report is between two schemes due to the implementation of the new Equality Scheme in January 2017 and there were different action measures within the action plans.

<b>Action Measure Undertaken</b>	<b>Outcome/Impact on Individuals</b>
<b>Promote and encourage student participation in College working groups and events</b>	Elected students in the Students Union have the opportunity to represent the student body by attending the College Equality Working Group as a member of the group.
<b>Identify new methods of communication to ensure information is understood</b>	<p>Reasonable adjustments were made for a member of staff with a hearing impairment with the assistance of a language interpreter, additional training and support for Induction process.</p> <p>All mandatory online modules and academic teaching modules were revised and closed capturing was implemented to assist those with hearing difficulties.</p> <p>SERC Equality working group was reformed with new staff members from a diverse range of sections from within the College to review and implement equality initiatives within the College.</p>
<b>Increase awareness training among staff and students at the College.</b>	The ongoing affiliation within the student's union enables the College to promote opportunities for students to participate in annual external events and conferences e.g. NUS-USI Disabled Students' Conference, NUS-USI Women's Conference, NUS-USI LGBT conference and nUS-USI BAEM conference. The conferences are for students who self-define as stated this offers a safe space for them to discuss issues affecting those communities.

SERC Students Union works closely with external organisation to visit the College in Fresher's and Refreshers Fairs to enable students to learn about service offered in relation to oppression and discrimination. Organisations which visit and representatives speak to students are from Mencap, Action on Elder Abuse, Deafblind NI, Rainbow Project, CAUSE, Holocaust Memorial Day Trust, ASCERT, Mindwise, NOW Group and PAIS.

On World Mental Health Day on the 10<sup>th</sup> October 2016 the Students' Union teamed up with Job Club students who are students with special educational needs to put 'Take 5 steps to wellbeing' posters up around campus and explain how the five steps can have a positive effect on physical and mental wellbeing.

This small project helped to support these students in their future employment and endeavours to further develop personal skills whilst having some fun and getting to meet other students as well as raising awareness of the health promotion.

Skills for your Life students in Bangor who previously have not found success in education, took up the opportunity to take part in the Mindset Programme delivered by Action Mental Health.

This was an interactive workshop designed to support people in the area of mental and emotional resilience through a range of activities including group work, group discussion and guided Mindfulness practice. Topics covered include mental health awareness, coping and self-care, and sources of support. The students found this workshop a great way to further build their personal development and resilience for the future both inside and outside College.

<p><b>Grow and enhance relations with local community groups</b></p>	<p>Monster Confidence Event was aimed at young women entering STEM careers which are predominately male-dominated. Female SERC students had the opportunity to gain interview practice, attend inspirational talks from people who have had major challenges as women in particular industries, meet industry experts and participate in career workshops to gain vital skills for future STEM careers.</p> <p>Youth Health Advice Clinic (YHAC) is an initiative that SERC and the SE Trust have been operating since 2013, but only recently has this been rolled out to all campuses. Along with community partners in Lisburn, North Down &amp; Ards, and East Down we are able to offer General, Sexual and Mental Health support for 16-25 year old people in our community and catchment area. Through the YHAC clients can access and be referred directly to SE Trust support services for a range of issues, from medical to mental health issues, as well as support for those who may have Self-Harm or Suicidal Thoughts. SERC Community Partners are the YMCA in Lisburn and Bangor, the Link Centre in Newtownards, and the East Down Community Trust in Downpatrick. Users of the service do not need to be students within SERC, so this service is available for all young people within our community catchment areas.</p> <p>Throughout 2016/17 the College has worked alongside the PSNI to host the PSNI Road Safe Roadshow in conjunction with Cool FM in the Downpatrick which is devoted to inviting 17-18 pupils from the local schools to attend this event.</p> <p>SERC worked alongside ASCERT to focus on the dangers of driving whilst under the influence of an intoxicating substance, and 16 awareness raising sessions were delivered on Newtownards and Bangor Campuses during November through to February.</p> <p>These sessions focus on the dangers of driving whilst under the influence, and</p>
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	<p>look at prevention, support and dealing with drugs or alcohol misuse before it becomes a problem and the worst happens. It is informative, yet hard hitting and it is part of a community based awareness raising programme that links in with local schools, colleges and youth settings. It is primarily geared towards young drivers, but all ages can attend the sessions.</p> <p>A partnership between SERC, Bangor Chamber of Commerce and Visit Ards and North Down has helped to launch an exciting new Bangor Ambassador Programme. This new initiative has been set up to help enhance and improve the visitor experience for inbound tourists arriving in Bangor, beginning with the SeaBangor Festival which hosts NI armed forces day. A team of students from a variety of courses including the Foundation Degree in Tourism Hospitality and Events, Level 2 and 3 Hospitality and Level 3 Travel and Tourism have been put together. They were strategically placed around the town armed with iPads and local knowledge to offer guidance and a warm seaside welcome to all visitors to the town for this popular maritime festival.</p>
<p><b>Conduct staff and Equality Surveys</b></p>	<p>Staff surveys are conducted annually for staff and students.</p> <p>Feedback in the reporting period for staff was positive with an increase to 75% from 70% the previous year with staff agreeing that the College is committed to equal opportunities for all its employees.</p> <p>86% of staff felt they were treated fairly irrespective of their gender, religion, race ethnicity, age, sexual orientation and disability. This was up 8.1% from the previous year.</p> <p>The College also conducted a Health and Wellbeing survey with 354 staff participating and this was to establish a 3-year action plan for staff health and</p>

	<p>wellbeing. Actions have been devised from the survey and focus groups which included cancer and mental health awareness sessions, and encouraging staff participation in healthy eating, increasing physical activity and this has created more interaction among staff. SERC has signed up to Mental Health charter with 5 charter commitments this show a promotion of equality opportunity for those with mental health issues within the workforce.</p> <p>Student wellbeing Survey and SERC Pastoral care referrals established action was needed to address mental health in SERC. 'You in Mind' was implemented to help remove the perceived stigma of enduring mental ill-health, sign post students to in-house support, promote positive steps to mental wellbeing and give students the confidence to direct another student to support networks.</p> <p>An elected student leadership team was created and they delivered 30 information sessions to their peers on signs and symptoms of poor mental health and advise where to get internal and external support.</p>
<p><b>Conduct Access audits across all campuses on physical environment, information and services</b></p>	<p>The College secured a further 3 year contact with Disabled Go with information updated prior to a survey being undertaken in August 2017 and to be followed up with via a site visit and training from Disabled Go.</p> <p>New automatic door openings in Lisburn Campus such as canteen area were implemented.</p> <p>There was a new reception layout to front &amp; rear in the Bangor Campus. This involved a new entrance layout to front with new auto doors and new accessible entrance to sports hall with auto doors and 3 new lifts.</p>

<b>Ensure staff undertake equality and diversity training</b>	On-line Equality and Diversity training module was launched via the Colleges Learning Engine to staff and went online in January 2017 as a mandatory requirement for all staff to complete.
<b>Mental Health Charter</b>	The College committed and signed up to the Equality Commission Mental Health Charter. The Charter is a recognition that many people experience mental health during their lives and that, with the right help at the time they can recover. There are 5 charter commitments with the responsibility for SERC to create an environment that promotes wellbeing and to look after employee's mental health.

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

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

Please provide any details and examples:

**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:

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

As a result of the organisation's screening of a policy *(please give details):*

As a result of what was identified through the EQIA and consultation exercise *(please give details):*

As a result of analysis from monitoring the impact *(please give details):*

As a result of changes to access to information and services *(please specify and give details):*

Other *(please specify and give details):*

## 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 2016-17 reporting period? *(tick one box only)*

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

Please provide any details and examples:

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

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

Please provide any details and examples:

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

- Yes, through the work to prepare or develop the new corporate plan
- Yes, through organisation wide annual business planning
- Yes, in some departments/jobs

- No, these are already mainstreamed through the organisation's ongoing corporate plan
- No, the organisation's planning cycle does not coincide with this 2016-17 report
- Not applicable

Please provide any details and examples:

### Equality action plans/measures

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

Actions completed:  Actions ongoing:  Actions to commence:

Please provide any details and examples (*in addition to question 2*):

#### Actions completed:

- **Register for Mental Health Charter (ECNI) to promote good mental health to staff and students**  
SERC has registered with the Equality Commission for the Mental Health Charter.

#### Actions ongoing:

- **Further embed Equality and Cultural Diversity into the Curriculum and share best practice**  
As reported in the last period this is well embedded in the Colleges IQ:RS process and continues to encourage the consideration and sharing of equality and cultural diversity within the curriculum delivery. Equality category has been incorporated into SERC's self-evaluation reports (SER) app for 2017/18 academic year which is completed by the Academic staff and this has been designed to ensure equality is incorporated into the syllabus taught and the app will capture this information.
- **Promote and encourage student participation in College working groups and events**  
This is done through the Students Union via awareness campaigns. Elected students in the Students Union have the opportunity to represent the student body by attending the College Equality Working Group as a member of the group.

- **Review workplace makeup and take remedial action if necessary**  
This is reviewed on an annual basis as part of the Annual Monitoring Report and again no remedial action was required during the reporting period.
  
- **Increase exploitation of monitoring data on QLS for planning, policy development and market intelligence**  
The College MIS department increasingly uses student monitoring data to inform campaigns and projects undertaken by the College such as Widening Access Participation strategy. The new monitoring specification used in the reporting period will allow for wider exploitation of data across all Colleges.
  
- **Conduct Access Audits across all campuses on physical environment, information and services**  
Audits are carried out by Disabled Go and the contract has been extended for a further 3 years.
  
- **Increase awareness training among staff and students to include focus groups**  
Campaigns have included awareness sessions on anti-bullying and mental health. Online training module for Equality and Diversity was launched in the Colleges Learning Engine for all staff to increase staff awareness.
  
- **Develop group support sessions for students in underrepresented groups**  
This has been established and continues to operate for students from underrepresented groups such as LGBT, disabled or mature students. The groups provide support and also help raise awareness through the College.
  
- **Conduct staff and student equality surveys**  
These are well embedded in the College and are conducted annually for staff and students. Feedback in the reporting period was positive with 75% agreeing that the College is committed to equal opportunities for all its employees.
  
- **Ensure staff undertake Equality and Diversity training**  
On-line Equality and Diversity training module was launched via the Colleges Learning Engine to staff and was online in January 2017 as a mandatory requirement for all staff to complete.

**Actions to complete:**

- Introduction of transgender toilets on each campus
- Commit to Every Customer Counts with Equality Commission Northern Ireland

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

New Equality Scheme was introduced in January 2017. 3 new action measures were added to the Action plan:

- Register for the Mental Health Charter (ECNI) to promote good mental health to staff and students
- Introduction of transgender toilets on each campus
- Commit to Every Customer Counts with ECNI

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

- X Continuing action(s), to progress the next stage addressing the known inequality
- Action(s) to address the known inequality in a different way
- X Action(s) to address newly identified inequalities/recently prioritised inequalities
- Measures to address a prioritised inequality have been completed

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

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

- X All the time                       Sometimes                       Never

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

Disability statement for transgender which had been discussed and agreed through the Sector forum.

Health and Wellbeing survey was completed by 354 staff. Following analysis of the results focus groups were undertaken in each campus to give staff the opportunity to discuss the results and for them to give proposals of what they would like to see considered and implemented in the Health and Wellbeing action plan.

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

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

See question 11 above.

**13** Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2016-17 reporting period? *(tick one box only)*

- Yes                       No                       Not applicable

Please provide any details and examples:

**14** Was the consultation list reviewed during the 2016-17 reporting period? *(tick one box only)*

- Yes                       No                       Not applicable – no commitment to review

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

[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*):

5
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- 16 Please provide the **number of assessments** that were consulted upon during 2016-17:

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

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

n/a

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

Yes                      X                      No concerns were raised                       No                       Not applicable

Please provide any details and examples:

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

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

Yes                       No                      X Not applicable

Please provide any details and examples:

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

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

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

Please provide any details:

**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:

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

n/a

**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:

In the 15/16 Annual report it was reported that the FE Sector Equality Group worked together to review the student monitoring data and agreed a revised specification to more uniformly collect information to standardise reporting across the Colleges.

The revised specification was implemented in this reporting period and became fully operational in all Colleges. New monitoring form was implemented to cover all categories.

## Staff Training (Model Equality Scheme Chapter 5)

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

As part of the Induction to the College all staff and staff who have reached the renewal date for modules will have completed on-line training modules through the College Learning Engine for:

- Equality and Diversity
- Protection of Vulnerable groups
- SENDO (Special Education Needs and Disability Order)

The HR Business Partner delivered in-house Recruitment and Selection for 2 managers.

Human Resources staff attended the Annual Equality Update for Employers to receive updates on key equality issues to assist them making the changes needed in relation to the Colleges policies, practices and procedures so that the College can continue to meet their obligations under the law.

Two Human Resources members of staff attended Health and Wellbeing champion training as part of the Wellbeing programme to develop a 3-year action plan from the wellbeing survey results.

Bespoke training was delivered by external providers for Learning Support and Training Organisation staff to assist staff in dealing with difficult customers to ensure everyone is treated equally and fairly irregardless of the behaviours they display. Learning Support staff also attended training for 'Understanding Self Harm which was aimed at growing knowledge, understanding and confidence for staff when working with issues of shelf harm, suicidal ideation and behaviours. Two members from Learning Support staff attended Assist training which teaches participants to recognise when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety

Bespoke training was secured and delivered by external providers for Learning Support, SERC Extra and Student Services on Mental Health First Aid which also included suicide awareness.

Seventeen staff were trained and achieved Mental Health First Aid certificates to assist staff and students to look after their mental health.

Throughout the reporting period all training the Colleges commitment to embrace and promote Equality and Diversity has been prevalent.

- 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:

The online training modules have continued to be a success in robustly informing and educating staff on the Colleges commitment to Equality, Diversity and Good Relations. Close captioning was undertaken for induction and lesson learning to assist staff with hearing difficulties. In the staff survey conducted during the reporting period 75% strongly agreed that the College is committed to Equal Opportunities for all its employees, and increase of 5% from the previous year.

86% of staff felt they were treated fairly irrespective of their gender, religion, race ethnicity, age, sexual orientation and disability. This was up 8.1% from the previous year.

Staff evaluations following the completion of the training modules are positive with a majority of staff stating the modules have successfully fulfilled the objective for the modules.

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

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

n/a

#### **Complaints (Model Equality Scheme Chapter 8)**

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

Insert number here:

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

### **Section 3: Looking Forward**

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

January 2022

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

Commitment with training with signing up to the Mental Health Charter for staff and management. Additional training for staff on Resilience training has been arranged and managers will attend Mindful Manger which will assist them to help and support staff.

Managers will also be attending Equality awareness sessions which will be delivered by the Equality Commission.

There will be an increase in consultation with internal stakeholders through the equality working group.

**30** In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2016-17) reporting period? *(please tick any that apply)*

Employment

Goods, facilities and services

Legislative changes

Organisational changes/ new functions

Nothing specific, more of the same

Other (please state):

PART B

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

**1. Number of action measures** for this reporting period that have been:

**10**

Fully achieved

**3**

Partially achieved

**0**

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 <sup>i</sup>	Outcomes / Impact <sup>ii</sup>
National <sup>iii</sup>	n/a		
Regional <sup>iv</sup>	n/a		
Local <sup>v</sup>	See section 2 and 3		

## PART B

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

	<b>Training Action Measures</b>	<b>Outputs</b>	<b>Outcome / Impact</b>
1	Ensure staff receive anti-discrimination and SENDO training as part of the induction	All new staff in the reporting period completed mandatory Equality and Diversity training as part of their induction to the College.	Initial awareness for new staff of the Colleges commitment to anti-discrimination and SENDO. Information is exchanged on College policies and procedures on how to approach these issues if encountered, best practice is and accepted behaviours are demonstrated.
2	Provision of bespoke training to staff to address specific needs of students with a disability	Bespoke training was delivered to staff form Learning Support, SERC extra and Student support on Mental Health First Aid and Suicide Awareness. 11 staff also undertook training on understanding self-harm as part of mental health awareness.	Staff are more knowledgeable and able to assist students with mental health conditions as well as provide support to other staff to ensure successful outcomes for students.
3	Disability awareness is provided to all full time students.	Awareness training was provided to all full time students at induction.	Increased awareness and better understanding of disability issues.
4	Provision of disability awareness training to staff	All staff have completed the mandatory equality training which includes disability awareness.	Increased awareness and better understanding of disability issues.
5	Review and implementation of Equality and Diversity on-line training module to ensure disability aspect is relevant and up to date	The module was launched to staff following feedback from ECNI representative. The module has been amended to reflect recommendations.	Module was improved and provides better clarity and examples of disability related issues.

PART B

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

	<b>Communications Action Measures</b>	<b>Outputs</b>	<b>Outcome / Impact</b>
1	Continue to implement reasonable adjustments for students and staff with a disability	<p>Requests for adjustments during the reporting period where accommodated and included arrangements such as timetabling of accessible rooms, implementation of EVAC Chairs and provision of equipment such as specialised monitors, anti-glare screens, customised chairs and loop systems in classrooms.</p> <p>Reasonable adjustments were made for a member of staff with a hearing impairment with the assistance of a language interpreter, additional training and support for Induction process.</p> <p>Mandatory online modules and academic teaching modules were revised and closed capturing was implemented to assist those with hearing difficulties.</p>	<p>Increased retention for students and reduced absence/or return to work for staff.</p> <p>Mandatory modules are more accessible for staff with hearing difficulties.</p>

PART B

2	Review appropriate allocation and usage of disabled car parking facilities on all College campuses	The college continued to closely monitor use of disabled car parking spaces and issued notices to staff where these are misused.	The spaces provided have been adequate for the numbers of staff and students requiring them. The provision of spaces and reminders to staff of their use promotes positive attitudes towards people with a disability.
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2 (d) What action measures were achieved to ‘encourage others’ to promote the two duties:

	<b>Encourage others Action Measures</b>	<b>Outputs</b>	<b>Outcome / Impact</b>
1	Continue to encourage the participation of disabled people on committees and groups across the Colleges	<p>SERC student’s union have actively promoted and sought representatives from the student community to participate in working groups and the union. In the reporting period the SU appointed a disability officer as part of their GET INVOLVED campaign.</p> <p>As part of the Respect Campaign for students they are continually encourage to park responsibly in the College car parks and be mindful of others that hold a blue badge and require disabled parking bays and have put up posters to remind students.</p>	<p>This allows students views to be communicated, considered and acted upon.</p> <p>The disability officer acts as a point of contact also for other students requiring advice or guidance and provides valuable feedback to the College</p>

PART B

2	Encourage students with a disability to participate more fully in College life	The students union widely promote College events and opportunities for becoming involved in College life to the whole student community.	Increase involvement and heightened awareness among students with a disability.
3	Monitor and review the progress of the Disability Action Plan.	Review completed as a standing item on the Equality Working Group	Increased awareness of group members and updates provided through the progress report.

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	n/a		
2			

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	Further development of partnerships between disability sector	Ongoing	Increased engagement with representative groups from the disability sector, i.e. Cedar Foundation, SE Trust,	Action measure is an evolving nature and part of a continuous process over the 5-year plan.

PART B

			NUS-USI Disabled Students conference.	
2	The College will endeavour to influence DEL to ensure participation of disabled people on the Governing Body of the Colleges	Requests previously made to DEL that the Governing Body is representative.	Ongoing	While the College will aim to influence DEL it is difficult given this is not a procedure the College is involved.
3	Promote the use of Disabled Go website to encourage participation of prospective students.	Some difficulties with the information on the website were resolved during the reporting period. Those remaining will be resolved in the next reporting period.	Public promotion of the use of Disabled Go on College website to encourage participation of prospective students.	Not all difficulties were addressed during the reporting period and therefore promotion was not appropriate. It is anticipated this will take place in the next reporting period as the contract had expired and has been extended for a further 3 years. Audit has been completed and promotion has been planned for 17/18 academic year.

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

	Action Measures not met	Reasons
1	n/a	

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2		

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 Equality Working group regularly reviews the actions which forms a standard item on the agenda.

The Chief HR Officer monitors actions as part of the reporting process to the Governing Body.

Evaluations completed following training provides valuable feedback.

Face to Face meetings in focus groups with staff.

**(b) Quantitative**

The use of the annual staff survey to identify trends or increases/decreases in satisfaction.

The use of data from the QLS system allows for the monitoring of students with disabilities.

The on-line training modules to assess the number of staff trained and completion rates.

The Colleges complaint procedure ensures all complaints are recorded and those relating to disability are communicated.

Health and Wellbeing Survey was conducted and action plans have been developed and this has instigated the College signing up to the Mental Health Charter.

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

PART B

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

Please select NO

If yes, please outline below:

	Revised/Additional Action Measures	Performance Indicator	Timescale
1			
2			
3			
4			
5			

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?

No changes planned, however the plan will be kept under review during the next reporting period.

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<sup>i</sup> **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.

## PART B

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ii **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.

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

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

v **Local** : Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora.