



## ***Equality Scheme for South Eastern Regional College 2017 - 2022***

***Drawn up in accordance with Section 75 and Schedule 9 to  
the Northern Ireland Act 1998 Page 0 of 62***

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Please contact us with your requirements. Contact details are  
set out below:-***

Emma Carson  
South Eastern Regional College  
Church Street  
Balllynahinch  
BT24 8LP  
Telephone Number 028 91276600  
e-mail [info@serc.ac.uk](mailto:info@serc.ac.uk)

Approved by the Equality Commission for Northern Ireland on [2017].

## Foreword

Section 75 of the Northern Ireland Act 1998 (the Act) requires public authorities, in carrying out their functions relating to Northern Ireland, to have due regard to the need to promote equality of opportunity and regard to the desirability of promoting good relations across a range of categories outlined in the Act<sup>1</sup>.

In our equality scheme we set out how South Eastern Regional College proposes to fulfil the Section 75 statutory duties.

We will commit the necessary resources in terms of people, time and money to make sure that the Section 75 statutory duties are complied with and that the equality scheme is implemented.

We commit to having effective internal arrangements in place for ensuring our effective compliance with the Section 75 statutory duties and for monitoring and reviewing our progress.

We will develop and deliver a programme of communication and training with the aim of ensuring that all our staff and board members are made fully aware of our equality scheme and understand the commitments and obligations within it.

We, the Governing Body and Principal & Chief Executive of South Eastern Regional College, are fully committed to effectively fulfilling our Section 75 statutory duties across all our functions (including service provision, employment and procurement) through the effective implementation of our equality scheme.

We realise the important role that the community and voluntary sector and the general public have to play to ensure the Section 75 statutory duties are effectively implemented. Our equality scheme demonstrates our commitment to the promotion of equality of opportunity and good relations. It also offers the opportunity to people who perceive that we have not complied with our equality scheme to raise their concerns.

On behalf of South Eastern Regional College and our staff we are pleased to support and endorse this equality scheme which has been drawn up in accordance with Section 75 of and Schedule 9

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<sup>1</sup> See section 1.1 of our Equality Scheme.

to the Northern Ireland Act 1998 and with reference to the Equality Commission guidelines.

*Principal & Chief Executive* \_\_\_\_\_

*Date* \_\_\_\_\_

*Chair of Governing Body* \_\_\_\_\_

*Date* \_\_\_\_\_

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## **Chapter 1 Introduction**

### **Section 75 of the Northern Ireland Act 1998**

1.1 Section 75 of the Northern Ireland Act 1998 (the Act) requires South Eastern Regional College to comply with two statutory duties:

#### **Section 75 (1)**

In carrying out our functions relating to Northern Ireland we are required to have due regard to the need to promote equality of opportunity between

- persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation
- men and women generally
- persons with a disability and persons without
- persons with dependants and persons without.

#### **Section 75 (2)**

In addition, without prejudice to the obligations above, in carrying out our functions in relation to Northern Ireland we are required to have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

“Functions” include the “powers and duties” of a public authority<sup>2</sup>. This includes our employment and procurement functions. Please see below under “Who we are and what we do” for a detailed explanation of our functions.

### **How we propose to fulfil the Section 75 duties in relation to the relevant functions of South Eastern Regional College**

1.2 Schedule 9 4. (1) of the Act requires South Eastern Regional College as a designated public authority, to set out in an equality scheme how it proposes to fulfil the duties imposed by Section 75 in relation to its relevant functions. This equality scheme is intended to fulfil that statutory requirement. It is both a statement of our arrangements for fulfilling the Section 75 statutory duties and our plan for their implementation.

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<sup>2</sup> Section 98 (1) of the Northern Ireland Act 1998.

1.3 South Eastern Regional College is committed to the discharge of its Section 75 obligations throughout the organisation. The Governing Body of the College agree to commit the necessary available resources in terms of people, time and money to ensure that the Section 75 statutory duties are complied with and that our equality scheme can be implemented effectively.

### **Who we are and what we do**

1.4 The South Eastern Regional College was formed on 1 August 2007 following the merger of East Down, Lisburn and North Down and Ards Institutes.

1.5 The College is an incorporated College of Further and Higher Education, which is governed by a Governing Body, appointed by DofE to serve a term of 4 years. The Governors are drawn from local business, industry or any profession; and as well number nominees of the local Education and Library Board, elected staff and student governors, co-optees and the Principal & Chief Executive of the College. There are four sub-committees of the Governing Body Staffing, Education, Audit and Finance & General Purposes.

1.6 The Principal & Chief Executive of the College, who is also the Accounting Officer, is responsible for the operational management of the College, while the Governing Body provides governance and the strategic direction for the College.

1.7 The College performs a number of principal roles:

- The provision of academic, vocational, community education and leisure courses at a number of centres throughout the South Eastern area.
- The provision of Training for Success Traineeship, Steps to Work and Apprenticeship courses at a number of centres throughout the South Eastern area.
- The provision of specific tailored courses for business and industry.

- 1.8 In performance of the above role South Eastern Regional College carries out functions in the following areas:
- The acquisition and maintenance of premises and equipment to provide suitable accommodation and facilities in which the learning experience can take place.
  - The recruitment and ongoing staff development of suitably qualified and experienced staff to deliver the education and training associated with the courses offered and to support this learning process.
  - The recruitment of students onto courses designed to meet their specific needs.
- 1.9 To support and implement the above functions/services, South Eastern Regional College operates within policy guidelines laid down by the Department for Employment and Learning (DEL), and according to policies as agreed through sectoral negotiation and through the College's Governing Body.
- 1.10 South Eastern Regional College has currently 6 curriculum delivery areas supported by a number of administrative business units within the College. The organisational chart is set out in Appendix 1.

## **Chapter 2      Our arrangements for assessing our compliance with the section 75 duties (Schedule 9 4. (2) (a))**

2.1 Some of our arrangements for assessing our compliance with the Section 75 statutory duties are outlined in other relevant parts of this equality scheme including for example, monitoring arrangements, assessment of impact of policies arrangements, consultation, publication, complaints etc.

In addition we have the following arrangements in place for assessing our compliance:

### **Responsibilities and reporting**

2.2 We are committed to the fulfilment of our Section 75 obligations in all parts of our work.

2.3 Overall responsibility for the ensuring effective implementation of our equality scheme lies with the Principal & Chief Executive who is accountable to the College's Governing Body for ensuring the development, implementation, maintenance and review of the equality scheme in accordance with Section 75 and Schedule 9 to the Northern Ireland Act 1998, any good practice or guidance that has been or may be issued by the Equality Commission and for the mainstreaming of equality throughout the functions within the College.

2.4 The College has established an Equality and Cultural Diversity Forum made up of senior managers, trade union officials and support, academic and student representatives to help oversee the effective implementation of s75 within the organisation and for assessing the College's compliance with the legislation. The College's Equality Officer has a key oversight and reporting role on behalf of the Principal & Chief Executive and Governing Body and through links with various managers in the College and other regional Colleges (NI Further Education Equality Forum). Arrangements exist to ensure that any non-compliance issues are escalated to the Principal & Chief Executive outside these timescales if required.

2.5 The Principal & Chief Executive will keep the current reporting and management arrangements under review and take action to improve the current arrangements when necessary.

2.6 The College's Equality Officer will be the first point of contact for the Scheme. If you have any questions or comments regarding our equality scheme, please contact the Equality Officer at the address given below and we will respond to you as soon as possible:

Emma Carson  
South Eastern Regional College  
Church Street  
Ballynahinch  
BT24 8LP  
Telephone Number 028 90276600  
e-mail [info@serc.ac.uk](mailto:info@serc.ac.uk)

2.7 Objectives and targets relating to the statutory duties will be integrated into our strategic and operational business plans<sup>3</sup>.

2.8 Employees' job descriptions reflect their obligation to the discharge of the Section 75 statutory duties and implementation of the equality scheme.

2.9 Lecturing staff will provide evidence of examples of how they promote equality, inclusion and learning in the curriculum through the 'Improving Quality: Raising Standards' self evaluating process.

2.10 South Eastern Regional College will prepare an annual report on the progress made on implementing the arrangements set out in this equality scheme to discharge our Section 75 statutory duties (Section 75 annual progress report).

2.11 The Section 75 annual progress report will be sent to the Equality Commission by 31 August each year and will follow any guidance on annual reporting issued by the Equality Commission.

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<sup>3</sup> See Appendix 4 'Timetable for measures proposed' and section 2.11 of this equality scheme.

2.12 Our Section 75 annual progress reports are available to view on our website [www.serc.ac.uk](http://www.serc.ac.uk) or by contacting our Equality Officer (contact details as set out at paragraph 2.6).

2.13 The College will liaise closely with the Equality Commission to ensure that progress on the implementation of our equality scheme is maintained.

### **Action plan/action measures**

2.14 South Eastern Regional College has developed an action plan to promote equality of opportunity and good relations. This Equality Action Plan is set out in Appendix 6 to this equality scheme.

2.15 To enable the College to link its Action Plan with the Corporate Planning cycle the Action Plan will be reviewed and updated annually in keeping with the College's business planning processes.

2.16 We have consulted on our action plan as part of the consultation process for the Equality Scheme.

2.17 We will monitor our progress on the delivery of our action measures annually and update the action plan as necessary to ensure that it remains effective and relevant to our functions and work. The College will inform the Equality Commission of any changes or amendments to action plans through the Annual Progress Report.

2.18 Our Section 75 annual progress report will incorporate information on progress we have made in implementing our action plans/action measures.

2.19 Our action plan will be available on our website [www.serc.ac.uk](http://www.serc.ac.uk) or by contacting the Equality Officer using the contact details set out at 2.6 above.

## Chapter 3 Our arrangements for consulting

(Schedule 9 4. (2) (a)) - on matters to which a duty (S75 (1) or (2)) is likely to be relevant (including details of the persons to be consulted).

(Schedule 9 4. (2) (b)) on the likely impact of policies adopted or proposed to be adopted by us on the promotion of equality of opportunity.

*In addition to Equality Commission guidance referenced in this section you may find it useful to refer to:*

- *ODI guidance on accessible consultation events for people with disability*  
<http://www.officefordisability.gov.uk/iod/channels/events.php> *check links*
- *Department for Business, Enterprise and regulatory Reform Code of Conduct on Consultation (2008)*  
<http://www.berr.gov.uk/files/file47158.pdf> *check links*

3.1 We recognise the importance of consultation in all aspects of the implementation of our statutory equality duties. We will consult on our equality scheme, equality impact assessments and other matters determined by the College to be relevant to the Section 75 statutory duties.

3.2 We are committed to carrying out consultation in accordance with the principles as contained in the Equality Commission's guidance '*Section 75 of the Northern Ireland Act 1998 – A Guide for Public Authorities (April 2010)*':

3.2.1 Initially all consultees (see Appendix 3), as a matter of course, will be notified (by email or post) of the matter/policy being consulted upon to ensure they are aware of all consultations. Thereafter, to ensure the most effective use of both our and our consultees' resources, we will take a targeted approach to consultation for those consultees that may have a particular interest in the matter/policy being consulted upon and to whom the matter/policy is of particular relevance. This may include for example regional or local consultations, sectoral or thematic consultation etc.

3.2.2 Consultation with stakeholders will begin as early as possible and periodically seek their views on their preferred consultation methods.

Methods of consultation could include:

- 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/opt out of the consultation
- Internet discussions or
- Telephone consultations.

This list is not exhaustive and we may develop other additional methods of consultation more appropriate to key stakeholders and the matter being consulted upon.

3.2.3 We will consider the accessibility and format of every method of consultation we use in order to remove barriers to the consultation process

Information will be made available, on request, in alternative formats<sup>4</sup>, in a timely manner.

3.2.4 Where necessary training will be provided to those facilitating consultations to ensure that they have the necessary skills to communicate effectively with consultees.

3.2.5 The consultation period lasts for a minimum of twelve weeks to allow adequate time for groups to consult amongst themselves as part of the process of forming a view. However, in exceptional circumstances when this timescale is not feasible (for example implementing EU Directives or UK wide legislation, meeting Health and Safety requirements, addressing urgent public health matters or complying with Court judgements), we may shorten timescales to eight weeks or less before the policy is implemented. We may continue consultation thereafter and

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<sup>4</sup> See Chapter 6 of our equality scheme for further information on alternative formats of information we provide.

will review the policy as part of our monitoring commitments<sup>5</sup>.

Where, under these exceptional circumstances, we must implement a policy immediately, as it is beyond our authority's control, we may consult after implementation of the policy, in order to ensure that any impacts of the policy are considered.

3.2.6 In some circumstances consideration will be given to the extension of the consultation period.

3.2.7 We are conscious of the fact that affected individuals and representative groups may have different needs. We will take appropriate measures to ensure full participation in any meetings held. We will consider for example the time of day, the appropriateness of the venue, in particular whether it can be accessed by those with disabilities, how the meeting is to be conducted, the use of appropriate language, whether a signer and/or interpreter is necessary, and whether the provision of childcare and support for other carers is required.

3.2.8 We make all relevant information available to consultees in appropriate formats to ensure meaningful consultation. This includes detailed information on the policy proposal being consulted upon and any relevant quantitative and qualitative data.

3.2.9 In making any decision with respect to a policy adopted or proposed to be adopted, we take into account any assessment and consultation carried out in relation to the policy.

3.2.10 We provide feedback to consultees in a timely manner and feedback will be provided in formats suitable to consultees. (Please see also 6.3)

3.3 A list of our consultees is included in this equality scheme at Appendix 3 or by contacting the Equality Officer as documented in paragraph 2.6.

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<sup>5</sup> Please see below at 4.27 to 4.31 for details on monitoring.

3.4 Our consultation list is not exhaustive and is reviewed on a regular basis to ensure it remains relevant to our functions and policies.

3.5 We welcome enquiries from any person/s or organisations wishing to be added to the list of consultees. Please contact the Equality Officer (contact details at 2.6 above) to provide your contact details and have your areas of interest noted or have your name/details removed or amended. Please also inform us at this stage if you would like information sent to you in a particular format or language.

## Chapter 4      **Our arrangements for assessing, monitoring and publishing the impact of policies**

(Schedule 9 4. (2) (b); Schedule 9 4. (2) (c);  
Schedule 9 4. (2) (d); Schedule 9 9. (1);  
Schedule 9 9.(2))

### **Our arrangements for assessing the likely impact of policies adopted or proposed to be adopted on the promotion of equality of opportunity** (Schedule 9 4. (2) (b))

4.1 In the context of Section 75, 'policy' is very broadly defined and it covers all the ways in which we carry out or propose to carry out our functions in relation to Northern Ireland. In respect of this equality scheme, the term policy is used for any (proposed/amended/existing) strategy, policy initiative or practice and/or decision, whether written or unwritten and irrespective of the label given to it, eg, 'draft', 'pilot', 'high level' or 'sectoral'.

4.2 In making any decision with respect to a policy adopted or proposed to be adopted, we take into account any assessment and consultation carried out in relation to the policy, as required by Schedule 9 9. (2) of the Northern Ireland Act 1998.

4.3 South Eastern Regional College uses the tools of **screening** and **equality impact assessment** to assess the likely impact of a policy on the promotion of equality of opportunity and good relations. In carrying out these assessments we will relate them to the intended outcomes of the policy in question and will also take cognisance of the Equality Commission guidance:

- the guidance on screening, including the screening template, as detailed in the Commission's guidance '*Section 75 of the Northern Ireland Act 1998 – A Guide for Public Authorities (April 2010)*' and
- on undertaking an equality impact assessment as detailed in the Commission's guidance '*Practical guidance on equality impact assessment (February 2005)*'.

## Screening

4.4 The purpose of screening is to identify those policies that are likely to have an impact on equality of opportunity and/or good relations.

4.5 Screening is completed at the earliest opportunity in the policy development/review process. Policies which we propose to adopt will be subject to screening prior to implementation. For more detailed strategies or policies that are to be put in place through a series of stages, we will screen at various stages during implementation.

4.6 The lead role in the screening of a policy is taken by the policy decision maker who has the authority to make changes to that policy. However, screening will also involve other relevant team members, for example, equality specialists, compliance manager those who implement the policy and staff members from other relevant work areas. Where possible we will include key stakeholders in the screening process.

4.7 The following questions are applied to all our policies as part of the screening process:

- What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? (minor/major/none)
- Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?
- To what extent is the policy likely to impact on good relations between people of a different religious belief, political opinion or racial group? (minor/major/none)
- Are there opportunities to better promote good relations between people of a different religious belief, political opinion or racial group?

4.8 In order to answer the screening questions, we will consider all relevant and available information and data, both qualitative and quantitative. In taking this evidence into account we will

consider the different needs, experiences and priorities for each of the Section 75 equality categories. Any screening decision will be informed by this evidence.

4.9 Completion of screening and taking into account our consideration of the answers to all four screening questions set out in 4.7 above, will lead to one of the following three outcomes:

1. the policy has been 'screened in' for equality impact assessment
2. the policy has been 'screened out' with mitigation<sup>6</sup> or an alternative policy proposed to be adopted
3. the policy has been 'screened out' without mitigation or an alternative policy proposed to be adopted.

4.10 If our screening concludes that the likely impact of a policy is 'minor' in respect of one, or more, of the equality of opportunity and/or good relations categories, we will consider measures that will mitigate the policy impact as well as alternative policies that might better achieve the promotion of equality of opportunity and/or good relations. In certain circumstances it may be necessary to proceed with an equality impact assessment rather than mitigate the impacts.

Where we mitigate we will outline in our screening template the reasons to support this decision together with the proposed changes, amendments or alternative policy.

This screening decision will be 'signed off' by those involved in equality screening the policy within the College.

4.11 If our screening concludes that the likely impact of a policy is 'major' in respect of one, or more, of the equality of opportunity and/or good relations categories, we will normally subject the policy to an equality impact assessment if the College still decides to proceed with that policy. This screening decision will be 'signed off' by those involved in equality screening the policy within the College.

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<sup>6</sup> Mitigation – Where an assessment (screening in this case) reveals that a particular policy has an adverse impact on equality of opportunity and / or good relations, a public authority must consider ways of delivering the policy outcomes which have a less adverse effect on the relevant Section 75 categories.

4.12 If our screening concludes that the likely impact of a policy is 'none', in respect of all of the equality of opportunity and/or good relations categories, we may decide to screen the policy out. If a policy is 'screened out' as having no relevance to equality of opportunity or good relations, we will give details of the reasons for the decision taken. This screening decision will be 'signed off' by those involved in equality screening the policy within the College.

4.13 In all occasions as soon as possible following the completion of the screening process, the screening form will be signed off and approved by those involved in the equality screening process. At an appropriate time the equality screening form will be made available on our equality team site for internal policies and on our website [www.serc.ac.uk](http://www.serc.ac.uk) for external/customer facing policies and on request from the Equality Officer as per contact details at 2.6.

4.14 If a consultee, including the Equality Commission, raises a concern about a screening decision based on supporting evidence, we will review the screening decision.

4.15 Our screening reports will be published quarterly [see below at 4.20 - 4.22 and 4.23 for details].

### **Equality impact assessment**

4.16 An equality impact assessment (EQIA) is a thorough and systematic analysis of a policy, whether that policy is formal or informal, and irrespective of the scope of that policy. The primary function of an EQIA is to determine the extent of any impact of a policy upon the Section 75 categories and to determine if the impact is an adverse one. It is also an opportunity to demonstrate the likely positive outcomes of a policy and to seek ways to more effectively promote equality of opportunity and good relations.

4.17 Once a policy is screened and screening has identified that an equality impact assessment is necessary, we will carry out the EQIA in accordance with Equality Commission guidance if we decide to proceed with this policy. The equality impact assessment will be carried out as part of the policy development process, before the policy is implemented.

4.18 Any equality impact assessment will be subject to consultation at the appropriate stage(s). (For details see above Chapter 3 “Our Arrangements for Consulting”).

**Our arrangements for publishing the results of the assessments of the likely impact of policies we have adopted or propose to adopt on the promotion of equality of opportunity**

(Schedule 9 4. (2) (d); Schedule 9 9. (1))

4.19 We make publicly available the results of our assessments (screening and EQIA) of the likely impact of our policies on the promotion of equality of opportunity and good relations.

**What we publish**

4.20 Screening forms

These are published quarterly once completed. Screening forms detail:

- A statement of the aim(s) of the policy/policies to which the assessment relates
- Consideration given to measures which might mitigate any adverse impact
- Consideration given to alternative policies which might better achieve the promotion of equality of opportunity;
- Screening decisions, i.e:
  - whether the policy has been ‘screened in’ for equality impact assessment.
  - whether the policy has been ‘screened out’ with mitigation or an alternative policy proposed to be adopted.
  - whether the policy has been ‘screened out’ without mitigation or an alternative policy proposed to be adopted.
- Where applicable, a timetable for conducting equality impact assessments

4.21 Equality impact assessments

EQIA reports are published once the impact assessment has been completed. These reports include:

- A statement of the aim of the policy assessed
- Information and data collected
- Details of the assessment of impact(s)
- Consideration given to measures which might mitigate any adverse impact
- Consideration given to alternative policies which might better achieve the promotion of equality of opportunity
- Consultation responses
- The decision taken
- Future monitoring plans.

### **How we publish the information**

4.22 All information published will be accessible and can be made available in alternative formats on request. Please see 6.3 below.

### **Where we publish the information**

4.23 Screening Forms and the results of equality impact assessments will be available on our website [ww.serc.ac.uk](http://ww.serc.ac.uk) and by contacting the Equality Officer (contact details as set out at 2.6 above)

4.24 In addition to the above, screening forms (electronic link or hard copy on request if more suitable for recipients) which include all policies screened over a 3 month period will be available to those consultees who wish to receive a copy on a quarterly basis.

### **Our arrangements for monitoring any adverse impact of policies we have adopted on equality of opportunity** (Schedule 9 4. (2) (c))

4.25 Monitoring can assist us to deliver better public services and continuous improvements. Monitoring Section 75 information involves the processing of sensitive personal data (data relating to the racial or ethnic origin of individuals, sexual orientation, political opinion, religious belief, etc). In order to carry out monitoring in a confidential and effective manner, the College follows guidance from the Office of the Information Commissioner and takes cognisance of the Equality Commission's monitoring guidance.

4.26 We are committed to monitoring policies with identified adverse impacts and to identifying opportunities to better promote equality of opportunity and good relations in line with Equality Commission guidance.

4.27 The systems we have established to monitor the impact of policies and identify opportunities to better promote equality of opportunity and good relations are:

- The collection, collation and analysis of existing relevant primary quantitative and qualitative data across all nine equality categories (where possible) on an ongoing basis
- The collection, collation and analysis of existing relevant secondary sources of quantitative and qualitative data across all nine equality categories on an ongoing basis
- An audit of existing information systems within one year of approval of this equality scheme to identify the extent of current monitoring and take action to address any gaps in order to have the necessary information on which to base decisions
- Undertaking or commissioning new data if necessary.

4.28 If over a two year period monitoring and evaluation show that a policy results in greater adverse impact than predicted, or if opportunities arise which would allow for greater equality of opportunity to be promoted, we will ensure that the policy is revised to achieve better outcomes for relevant equality groups.

4.29 We review our EQIA monitoring information on an annual basis together with other monitoring information.

### **Our arrangements for publishing the results of our monitoring** (Schedule 9 4. (2) (d))

4.30 Schedule 9 4. (2) (d) requires us to publish the results of the monitoring of adverse impacts of policies we have adopted. However, we are committed to monitoring more broadly and the results of our policy monitoring are published.

4.31 EQIA monitoring information is published as part of our Section 75 annual progress report [see 2.10]

4.32 All monitoring information published is accessible and can be made available in alternative formats on request from the Equality Officer (contact details are set out at 2.6 above). Please see below at 6.3 for details.

## **Chapter 5      Staff training**

(Schedule 9 4.(2) (e))

### **Commitment to staff training**

5.1 We recognise that awareness raising and training play a crucial role in the effective implementation of our Section 75 duties.

5.2 Our Governing Body and Principal & Chief Executive wishes to positively communicate the College's commitment to the Section 75 statutory duties, both internally and externally.

To this end we have introduced an effective communication and training programme for all staff and will ensure that our commitment to the Section 75 statutory duties is made clear in all relevant publications.

### **Training objectives**

5.3 The College will provide training for its staff which will aim to achieve the following objectives:

- to raise awareness of the provisions of Section 75 of the Northern Ireland Act 1998, our equality scheme commitments and the particular issues likely to affect people across the range of Section 75 categories, to ensure that our staff fully understand their role in implementing the scheme
- to provide those staff involved in the assessment of policies (screening and EQIA) with the necessary skills and knowledge to do this work effectively
- to provide those staff who deal with complaints in relation to compliance with our equality scheme with the necessary skills and knowledge to investigate and monitor complaints effectively
- to provide those staff involved in consultation processes with the necessary skills and knowledge to do this work effectively
- to provide those staff involved in the implementation and monitoring of the effective implementation of the College's equality scheme with the necessary skills and knowledge to do this work effectively.

## **Awareness raising and training arrangements**

5.4 The following arrangements are in place to ensure all our staff and Governing Body are aware of and understand our equality obligations.

- We will provide access to copies of the full equality scheme for all staff; ensure that any queries or questions of clarification from staff are addressed effectively.
- Staff in the College will receive a briefing on this equality scheme within 6 months after approval of the scheme.
- The Section 75 statutory duties form part of induction training for new staff.
- Focused training is provided for key staff within the College who are directly engaged in taking forward the implementation of our equality scheme commitments (for example those involved in research and data collection, policy development, service design, conducting equality impact assessments, consultation, monitoring and evaluation).
- Where appropriate, training will be provided to ensure staff are aware of the issues experienced by the range of Section 75 groups.
- When appropriate and on an ongoing basis, arrangements will be made to ensure staff are kept up to date with Section 75 developments.

5.5 Training and awareness raising programmes will, where relevant, be developed in association with the appropriate Section 75 groups and relevant staff groups.

5.6 In order to share resources and expertise, the College will, where possible, work closely with other bodies and agencies in the development and delivery of training.

## **Monitoring and evaluation**

5.7 Our training programme is subject to the following monitoring and evaluation arrangements:

- We evaluate the extent to which all participants in this training programme have acquired the necessary skills and knowledge to achieve each of the above objectives.

- The extent to which training objectives have been met will be reported on as part of the Section 75 annual progress report, which will be sent to the Equality Commission.

## Chapter 6 Our arrangements for ensuring and assessing public access to information and services we provide

(Schedule 9 4. (2) (f))

*Please note:*

*Further information on producing alternative formats can be found at <http://www.officefordisability.gov.uk/iod/formats/index.php> though please note that audio tape is now not widely used in Northern Ireland and other formats such as CD, MP3 and DAISY are more appropriate.*

6.1 The College is committed to ensuring that the information we disseminate and the services we provide, are fully accessible to all parts of the community in Northern Ireland. We keep our arrangements under review to ensure that this remains the case.

6.2 We are aware that some groups will not have the same access to information as others.

In particular:

- People with sensory, learning, communication and mobility disabilities may require printed information in other formats.
- Members of ethnic minority groups, whose first language is not English, may have difficulties with information provided only in English.
- Children and young people may not be able to fully access or understand information.

### **Access to information**

6.3 To ensure equality of opportunity in accessing information, we provide information in alternative formats on request, where reasonably practicable. Where the exact request cannot be met we will ensure a reasonable alternative is provided.

Alternative formats may include Easy Read, Braille, SMS, audio formats (CD, mp3 or DAISY), large print or minority languages to meet the needs of those for whom English is not their first language.

The College liaises with representatives of young people and disability and minority ethnic organisations and takes account of existing and developing good practice.

We will respond to reasonable requests for information in alternative formats in a timely manner.

The College will take cognisance of the needs of children and young people, people with learning disabilities and minority ethnic communities when providing information.

6.4 In disseminating information publicly we will seek to advertise in the press where appropriate.

6.5 We seek to ensure that our website is accessible and provides information in an accessible format.

### **Access to services**

6.6 The College is committed to promoting equality for all those who use our services and will do our utmost to make our services as accessible as possible to all service users across the Section 75 categories.

6.7 The College also adheres to the relevant provisions of current anti-discrimination legislation.

6.8 The College will respond to request for access to services in keeping with 6.3 above.

### **Assessing public access to information and services**

6.9 The College has monitoring arrangements in place across all its functions to monitor service delivery, in relation to access to information and services, to ensure equality of opportunity and good relations are promoted.

## **Chapter 7 Timetable for measures we propose in this equality scheme**

(Schedule 9 4. (3) (b))

- 7.1 Appendix 4 outlines our timetable for all measures proposed within this equality scheme. The measures outlined in this timetable will be incorporated into our business planning processes.
- 7.2 This timetable is different from and in addition to our commitment to developing action plans/action measures to specifically address inequalities and further promote equality of opportunity and good relations. We have included in our equality scheme a commitment to develop an action plan. Accordingly, this is listed in the timetable of measures at Appendix 4. For information on these action measures please see above at 2.14 – 2.19.

## **Chapter 8      Our complaints procedure**

(Schedule 9 10.)

8.1 The College is responsive to the views of members of the public and will endeavour to resolve all complaints made to us.

8.2 Schedule 9 paragraph 10 of the Act refers to complaints. A person can make a complaint to a public authority if the complainant believes he or she may have been directly affected by an alleged failure of the authority to comply with its approved equality scheme.

If the complaint has not been resolved within a reasonable timescale, the complaint can be brought to the Equality Commission.

8.3 A person wishing to make a complaint that the College has failed to comply with its approved equality scheme should contact:

Equality Officer  
Church Road  
Ballynahinch  
BT24 8LP  
Telephone Number 028 91276600  
e-mail [info@serc.ac.uk](mailto:info@serc.ac.uk)

8.4 We will in the first instance acknowledge receipt of each complaint within 5 working days of receipt.

8.5 The Equality Officer or other relevant person will carry out an internal investigation of the complaint and will respond substantively to the complainant within 20 working days of the date of receiving the letter of complaint. Under certain circumstances, if the complexity of the matter requires a longer period, the period for response to the complainant may be extended to two (2) months. In those circumstances, the complainant will be advised of the extended period within 20 working days of making the complaint.

8.6 During this process the complainant will be kept fully informed of the progress of the investigation into the complaint and of any outcomes.

8.7 If dissatisfied with the outcome an appeal can be made to the Principal & Chief Executive of the College who will review the complaint or nominate a senior manager to review the complaint.

8.8 In any subsequent investigation by the Equality Commission, the College will co-operate fully, providing access in a timely manner to any relevant documentation that the Equality Commission may require.

8.9 Similarly, the College will co-operate fully with any investigation by the Equality Commission under sub-paragraph 11 (1) (b) of Schedule 9 to the Northern Ireland Act 1998.

8.10 The College will make all efforts to implement promptly and in full any recommendations arising out of any Commission investigation.

## **Chapter 9      Publication of our equality scheme**

(Schedule 9 4. (3) (c))

9.1 The College's equality scheme is available free of charge in print form and alternative formats from:

Equality Officer  
Church Road Ballynahinch BT24 8LP  
Telephone Number 028 91276600  
e-mail [info@serc.ac.uk](mailto:info@serc.ac.uk)

9.2 Our equality scheme is also available on our website at:  
[www.serc.ac.uk](http://www.serc.ac.uk)

9.3 The following arrangements are in place for the publication in a timely manner of our equality scheme to ensure equality of access:

- We will make every effort to communicate widely the existence of our equality scheme.
- We will email a link to our approved equality scheme to our consultees on our consultation lists. Other consultees without e-mail will be notified by letter that the scheme is available on request. We will respond to requests for the equality scheme in alternative formats in a timely manner.
- Our equality scheme will be made available on request in alternative formats such as Easy Read, Braille, large print, audio formats ( CD, mp3, DAISY) and in minority languages to meet the needs of those not fluent in English.
- The College will consult externally with those listed on our regional and local consultation lists and with those who express an interest following public advertisement if required. Internally we will consult through student and staff representative groups.

9.4 For a list of our stakeholders and consultees please see Appendix 3 of the equality scheme.

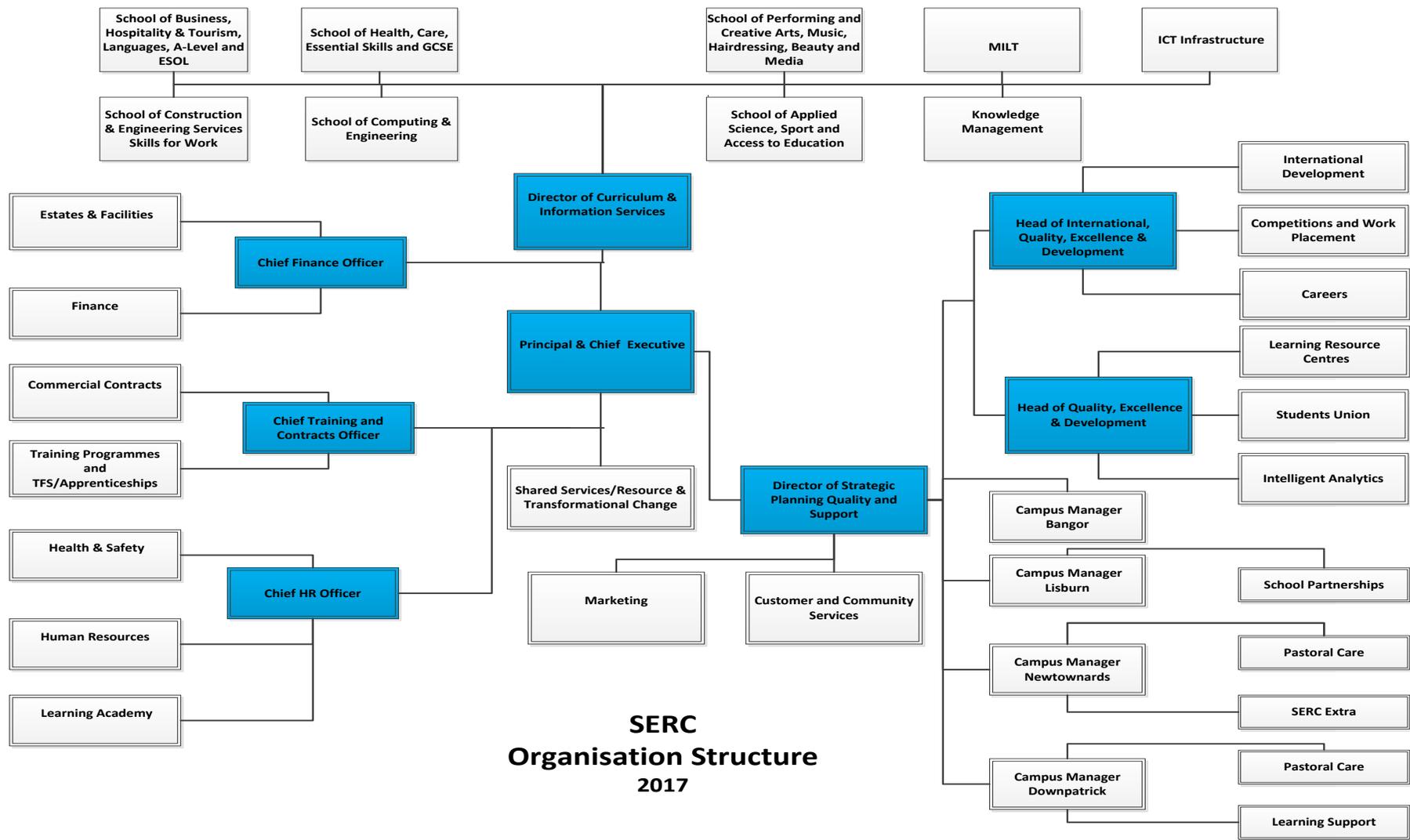
## **Chapter 10    Review of our equality scheme**

(Schedule 9 8. (3))

10.1 As required by Schedule 9 paragraph 8 (3) of the Northern Ireland Act 1998 we will conduct a thorough review of this equality scheme. This review will take place either within five years of submission of this equality scheme to the Equality Commission or within a shorter timescale to allow alignment with the review of other planning cycles.

The review will evaluate the effectiveness of our scheme in relation to the implementation of the Section 75 statutory duties relevant to our functions in Northern Ireland.

10.2 In undertaking this review we will take cognisance of the guidance issued by the Equality Commission. A report of this review will be made public and sent to the Equality Commission.



**SERC**  
**Organisation Structure**  
 2017

## Appendix 2 Example groups relevant to the Section 75 categories for Northern Ireland purposes

*Please note, this list is for illustration purposes only, it is not exhaustive.*

Category	Example groups
Religious belief	<p>Buddhist; Catholic; Hindu; Jewish; Muslims, people of no religious belief; Protestants; Sikh; other faiths.</p> <p>For the purposes of Section 75, the term “religious belief” is the same definition as that used in the <i>Fair Employment &amp; Treatment (NI) Order</i><sup>7</sup>. Therefore, “religious belief” also includes any <i>perceived</i> religious belief (or perceived lack of belief) and, in employment situations only, it also covers any “<i>similar philosophical belief</i>”.</p>
Political opinion <sup>8</sup>	Nationalist generally; Unionists generally; members/supporters of other political parties.
Racial group	Black people; Chinese; Indians; Pakistanis; people of mixed ethnic background; Polish; Roma; Travellers; White people.
Men and women generally	Men (including boys); Trans-gendered people; Transsexual people; women (including girls).
Marital status	Civil partners or people in civil partnerships; divorced people; married people; separated people; single people; widowed people.
Age	Children and young people; older people.
Persons with a disability	Persons with disabilities as defined by the Disability Discrimination Act 1995.
Persons with dependants	Persons with personal responsibility for the care of a child; for the care of a person with a disability; or the care of a dependant older person.
Sexual orientation	Bisexual people; heterosexual people; gay or lesbian people.

<sup>7</sup> See Section 98 of the Northern Ireland Act 1998, which states: “*In this Act... “political opinion” and “religious belief” shall be construed in accordance with Article 2(3) and (4) of the Fair Employment & Treatment (NI) Order 1998.*”

<sup>8</sup> *ibid*

## **Appendix 3 List of consultees**

(Schedule 9 4. (2) (a))

The following is a list of those public authorities, voluntary, community, trade union and other groups which may have an interest in the work of the College. The College has sought to identify as many groups as possible but recognises that the list is not exhaustive and may be amended in the light of experience. If your group has not been included and you wish to be considered for inclusion please contact the Equality Officer as detailed in 2.6. The College will review the list of consultees annually to ensure it remains relevant to its functions and policies.

### **Local Consultees**

Age Concern Network  
Age NI  
Alliance Party  
Ards & North Down Borough Council  
Ards Development Bureau  
Association for Spina Bifida and Hydrocephalus  
Association of Teachers and Lecturers  
Ballynahinch Inter-Church Group  
Ballynahinch Social Security Office  
Ballynahinch Training & Employment Agency  
Bangor YMCA  
Baptist Union of Ireland  
Barnardos  
Belfast Hebrew Congregation  
Belfast Islamic Centre  
Belfast Traveller's Site Project  
Belfast Travellers Education and Development Group  
Carafriend  
Care for Northern Ireland  
Child Care Northern Ireland  
Children & Disability Services  
Children's Law Centre

Chinese Chamber of Commerce  
Chinese Welfare Association  
Church of Ireland  
Citizens Advice Bureau  
Coalition of Sexual Orientation (COSO)  
Committee on the Administration of Justice  
Compaq Computers Ltd  
Congregational Union of Ireland  
Council for Catholic Maintained Schools  
Counteract  
Democratic Unionist Party  
Department of Culture, Arts and Leisure  
Department of Education  
Department of the Economy  
Disability Action  
DMS Office Supplies  
Down Advocacy Movement  
Down District Consortium  
Down District Volunteer Bureau  
Down Divisional Youth Office  
South Eastern Health & Social Care Trust  
Downpatrick & Area Inter-Church Group  
Downpatrick Community Services  
Downpatrick Gingerbread Group  
Downpatrick Social Security Office  
Downpatrick Training & Employment Agency  
E B Erskine & Co Ltd  
East Down Rural Community Network  
Education Authority Northern Ireland  
Elim Pentecostal  
Free Presbyterian Church of Ulster  
Fujitsu Siemens  
Gingerbread Northern Ireland  
GMB  
H J O'Boyle Training Ltd  
Help the Aged, Northern Ireland  
Housing Executive NI  
Indian Community Centre  
IPSEA  
Irish National Teachers Organisation (INTO)

Italian Society  
Kilcooley Central Resident's Association  
Kilcooley Community Forum  
Killard House  
Lesbian Line  
Library Association  
Library Headquarters  
Manufacturing, Science and Finance (MSF)  
MENCAP (Royal Society for Mentally Handicapped Children and Adults)  
Methodist Church in Ireland  
Mid-Down MS Society  
Multicultural Group – Windsor Women's Centre  
Multi-Cultural Resource Centre  
NASUWT (Local Branch)  
National Association of Educational Inspectors, Advisors and Consultants  
National Association of Head Teachers  
National Association of School Teachers & Union of Women Teachers (NASUWT)  
National Association of Social Workers in Education  
National Association of Teachers in Further and Higher Education  
New Horizons  
Newcastle PACE  
Newcastle Social Security Office  
Newcastle Training & Employment Agency  
Newry, Mourne and Down District Council  
NIACRO  
NIE  
NIGRA (Northern Ireland Gay Rights Association)  
NIPPA  
NIPSA (Local Branch)  
North Down & Ards U3A  
North Down Community Resource Centre  
North Down District Partnership  
Northern Ireland African Cultural Centre  
Northern Ireland Association of Youth Service Officers  
Northern Ireland Council for Ethnic Minorities (NICEM)  
Northern Ireland Council for Integrated Education

Northern Ireland Council for Voluntary Action (NICVA)  
Northern Ireland Filipino Association  
Northern Ireland Governing Bodies Association  
Northern Ireland Human Rights Commission (NIHRC)  
Northern Ireland Mediation Service  
Northern Ireland Public Service Alliance (NIPSA)  
Northern Ireland Unionist Party  
Northern Ireland Women's Aid Federation  
Northern Ireland Women's Coalition  
Northern Ireland Women's European Platform (NIWEP)  
Northern Ireland Youth Forum  
NSPCC  
Oi Kwan Chinese Women Group (Belfast Base)  
Open University  
PHAB Northern Ireland  
Presbyterian Church in Ireland  
Probation Board for Northern Ireland  
Progressive Unionist Party  
Putting Children First  
Queens University Belfast  
Relate  
Roman Catholic Church  
Royal National Institute for the Blind (NI)  
Royal National Institute of Deaf People (NI)

Save the Children  
SERC Students Union  
SIGNAL  
Sinn Fein  
Skill NI  
Social Democratic Labour Party

The Ards Partnership  
The Cedar Foundation  
The Community Relations Council  
The Volunteer Development Agency  
TNB Ltd  
Traveller Movement Northern Ireland  
UC&H HSS Trust - Bangor  
UC&H HSS Trust - Newtownards

UCU  
UCU (Local Branch)  
Ulster – Scotch Leid Societie  
Ulster Democratic Party  
Ulster Teachers Union (UTU)  
Ulster Unionist Assembly Party  
Ulster Unionist Party  
Ulster University  
Union of Construction, Allied Trades & Technicians (UCATT)  
Unison  
United Kingdom Unionist Party  
Women’s Forum Northern Ireland  
Women’s Resource and Development Agency (WRDA)  
Women’s Support Network  
Yates Servicing Growth  
Youth Action Northern Ireland  
Youth Council for Northern Ireland  
Youth Exchange Centre  
Youth Link Northern Ireland  
Youthnet

### **Sectoral Consultation List**

An Munia Tober  
Antrim & Newtownabbey Borough  
Council  
Armagh, Banbridge and Craigavon  
Borough Council  
Ards and North Down Borough Council  
Belfast City Council  
Belfast Health & Social Care Trust  
Belfast HSC Trust  
Belfast Resource Centre  
Causeway Coast & Glens Borough Council  
CITB

Committee on the Administration of  
Justice

Council for Catholic Maintained Schools  
Craigavon Borough Council  
Craigavon Traveller Support Committee  
Department for the Economy  
Derry City & Strabane District Council  
Disability Action  
Diversiton  
Education Authority Northern Ireland  
Equality Commission  
Fermanagh & omagh District Council

Labour Relations Agency  
Lisburn & Castlereagh City Council  
Limavady Borough Council  
MENCAP  
Mid & east Antrim Borough Council  
Mid Ulster District Council - Dugannon  
NATFHE  
National Union of Students  
Newry & Mourne District Council  
Newtownabbey Borough Council  
NIPSA  
Northern Ireland Commissioner for  
Children and Young People  
North West Centre for Learning &  
Development  
North West Regional college  
Northern Health & Social Care Trust  
Northern Ireland Community Relations  
Council  
Northern Ireland Tourist Board  
Northern Regional College  
Northern Regional College  
Ofqual (NI)  
Probation Board for Northern Ireland  
PSNI  
Royal National Institute for the Blind (NI)  
Royal National Institute of Deaf People  
Shankill Women's Centre

South Eastern Trust  
South West College  
Southern Education & Library Board  
Staff Commission for Education & Library  
Boards  
Stranmillis University College  
Trademark  
Ulster Teachers Union (UTU)  
University of Ulster  
Women's News  
Women's Resource & Development  
Agency  
Youth Link NI

## Appendix 4 Timetable for measures proposed (Schedule 9 4.(3) (b))

*The following table lists some examples for illustration purposes*

### Year 1

<b>Equality Scheme Ref</b>	<b>Action</b>	<b>Responsible Person</b>
Foreward and 1.3	Commit the necessary resources in terms of people, time and money to comply with Section 75 statutory duties and implement equality scheme.	Principal & Chief Executive
	Review internal arrangements for ensuring effective compliance with the Section 75 statutory duties and for monitoring and reviewing progress.	Equality Officer
	Develop and deliver a programme of communication and training for staff and board members on s75 obligations and equality scheme commitments.	Chief HR Officer
2.7	Integrate objectives and targets relating to the statutory duties into strategic and operational business plans	Principal & Chief Executive
2.8	Ensure staff job descriptions to reflect their contributions to the discharge of the Section 75 statutory duties and implementation of the equality scheme.	HR Services Manager
2.9	Ensure SER process facilitates the reporting of examples to meet equality statutory obligation	Head of Quality Improvement

2.11; 2.12	Draft and submit the annual report on progress to the Equality Commission by 31 August each year and post report on website	Equality Officer
2.15	Review Action Plan annually in keeping with Corporate plan	Equality and Cultural Diversity Forum
2.17	Establish process to monitor action measures and monitor progress.	Equality and Cultural Diversity Forum
3.1	Consult on EQIAs and Equality Schemes	Equality Officer or Lead Policy Person (re EQIA's)
3.2	Take into consideration Equality Scheme commitments and EOC guidance for future consultations	Lead Policy Person and Equality Officer
3.4	Review consultation lists annually	HR Business Partner (Equality)
4.22	Publish screening results as per commitments	HR Business Partner (Equality)
4.26	Monitor policies with an adverse impact	Lead Policy Person & Equality Officer
4.27	Identify the monitoring information required by the College and Sector and how this will be considered by management	Equality and Cultural Diversity Forum and College Management Team
4.32	Establish process for publishing monitoring results	Equality Officer
5.3	Take forward training actions as stated in Equality Scheme 5.3 and 5.4	Chief HR Officer
5.7	Establish process for monitoring the effectiveness of equality training.	Chief HR Officer
6.1	Review the accessibility of the information provided by the College	Cultural Diversity & Equality Forum

6.5	Ensure that the website is accessible and so also is any information posted on the website.	Head of MILT / Customer Services
6.9	Review process for monitoring in relation to the access of information and services	Equality Officer
8.	Communicate complaints process and ensure process is accessible	Equality Officer
9	Publish the Equality Scheme and action plan in keeping with Scheme commitments	Equality Officer

## Year 2

<b>Equality Scheme Ref</b>	<b>Action</b>	<b>Responsible Person</b>
Foreward and 1.3	Commit the necessary resources in terms of people, time and money to comply with Section 75 statutory duties and implement equality scheme.	Principal & Chief Executive
2.7	Integrate objectives and targets relating to the statutory duties into strategic and operational business plans	Principal & Chief Executive
2.8	Ensure staff job descriptions to ensure they reflect their obligations to the discharge of the Section 75 statutory duties and implementation of the equality scheme.	HR Services Manager
2.9	Monitor staff reporting of equality examples through SER process to ensure that suitable examples are provided.	Head of Quality Improvement
2.11; 2.12	Draft and submit the annual report on progress to the Equality Commission by 31 August each year and post report on website	Equality Officer
2.15	Review Action Plan annually in	Cultural

	keeping with Corporate plan	Diversity & Equality Forum
3.1	Consult on EQIAs	Lead Policy Person with advice from Equality Officer
3.4	Review consultation lists annually	HR Business Partner (Equality)
4.22	Publish screening results as per commitments	HR Business Partner (Equality)
4.26	Monitor policies with an adverse impact	Lead Policy Person & Equality Officer
4.27	Review equality monitoring reports to inform management decisions.	Equality and Cultural Diversity Forum and College Management Team.
4.32	Publish monitoring results	Equality Officer
5.3	Take forward training actions as stated in Equality Scheme 5.3 and 5.4	Chief HR Officer
5.7	Monitor the effectiveness of equality training.	Chief HR Officer
6.1	Review the accessibility of the information provided by the College	Equality and Cultural Diversity Forum
6.5	Continuously review the website and the information posted on the website to ensure it is accessible.	Equality Officer & Head of MILT
6.9	Review access to information and services	Head of School / Unit
8.	Communicate complaints process and ensure process is accessible	Equality Officer

### Year 3

<b>Equality Scheme Ref</b>	<b>Action</b>	<b>Responsible Person</b>
Foreward and 1.3	Commit the necessary resources in terms of people, time and money to comply with Section 75 statutory duties and implement equality scheme.	Principal & Chief Executive
2.7	Integrate objectives and targets relating to the statutory duties into strategic and operational business plans	Principal & Chief Executive
2.8	Ensure staff job descriptions to ensure they reflect their contributions to the discharge of the Section 75 statutory duties and implementation of the equality scheme.	HR Services Manager
2.9	Monitor staff reporting of equality examples through SER process to ensure that suitable examples are provided.	Head of Quality Improvement
2.11; 2.12	Draft and submit the annual report on progress to the Equality Commission by 31 August each year and post report on website	Equality Officer
2.15	Review Action Plan annually in keeping with Corporate plan	Equality and Cultural Diversity Forum
3.1	Consult on EQIAs	Lead Policy Person with advice from Equality Officer
3.4	Review consultation lists annually	HR Business Partner (Equality)
4.22	Publish screening results as per commitments	HR Business Partner (Equality)
4.26	Monitor policies with an adverse impact	Lead Policy Person &

		Equality Officer
4.27	Review equality monitoring reports to inform management decisions.	Equality and Cultural Diversity Forum and College Management Team.
4.32	Publish monitoring results	Equality Officer
5.3	Take forward training actions as stated in Equality Scheme 5.3 and 5.4	Chief HR Officer
5.7	Monitor the effectiveness of equality training.	Chief HR Officer
6.1	Review the accessibility of the information provided by the College	Equality and Cultural Diversity Forum
6.9	Continuously review website is accessible and the information posted on the website.	Equality Officer
6.13	Monitor access to information and services	Head of School / Unit
8.	Communicate complaints process and ensure process is accessible	Equality Officer

#### Year 4

<b>Equality Scheme Ref</b>	<b>Action</b>	<b>Responsible Person</b>
Foreward and 1.3	Commit the necessary resources in terms of people, time and money to comply with Section 75 statutory duties and implement equality scheme.	Principal & Chief Executive
2.7	Integrate objectives and targets relating to the statutory duties into strategic and operational business plans	Principal & Chief Executive
2.8	Ensure staff job descriptions reflect	HR Services

	their contributions to the discharge of the Section 75 statutory duties and implementation of the equality scheme.	Manager
2.9	Monitor staff reporting of equality examples through SER process to ensure that suitable examples are provided.	Head of Quality Improvement
2.11; 2.12	Draft and submit the annual report on progress to the Equality Commission by 31 August each year and post report on website	Equality Officer
2.15	Review Action Plan annually in keeping with Corporate plan	Equality and Cultural Diversity Forum
3.1	Consult on EQIAs	Lead Policy Person with advice from Equality Officer
3.4	Review consultation lists annually	HR Business Partner (Equality)
4.22	Publish screening results as per commitments	HR Business Partner (Equality)
4.26	Monitor policies with an adverse impact	Lead Policy Person & Equality Officer
4.27	Review equality monitoring reports to inform management decisions.	Equality and Cultural Diversity Forum and CMT.
4.32	Publish monitoring results	Equality Officer
5.3	Take forward training actions as stated in Equality Scheme 5.3 and 5.4	Chief HR Officer
5.7	Monitor the effectiveness of equality training.	Chief HR Officer
6.1	Review the accessibility of the information provided by the College	Equality and Cultural Diversity Forum
6.5	Continuously review website is	Equality Officer

	accessible and the information posted on the website.	& Head of MILT
6.9	Review access to information and services	Head of School
8.	Communicate complaints process and ensure process is accessible	Equality Officer

## Year 5

<b>Equality Scheme Ref</b>	<b>Action</b>	<b>Responsible Person</b>
Foreward and 1.3	Commit the necessary resources in terms of people, time and money to comply with Section 75 statutory duties and implement equality scheme.	Principal & Chief Executive
2.7	Integrate objectives and targets relating to the statutory duties into strategic and operational business plans	Principal & Chief Executive
2.8	Ensure staff job descriptions reflect their contributions to the discharge of the Section 75 statutory duties and implementation of the equality scheme.	HR Services Manager
2.9	Monitor staff reporting of equality examples through SER process to ensure that suitable examples are provided.	Head of Quality Improvement
2.11; 2.12	Draft and submit the annual report on progress to the Equality Commission by 31 August each year and post report on website	Equality Officer
2.15	Review Action Plan annually in keeping with Corporate plan	Equality and Cultural Diversity Forum
3.1	Consult on EQIAs	Lead Policy Person with advice from Equality Officer
3.4	Review consultation lists annually	HR Business

		Partner (Equality)
4.22	Publish screening results as per commitments	HR Business Partner (Equality)
4.26	Monitor policies with an adverse impact	Lead Policy Person & Equality Officer
4.27	Review equality monitoring reports to inform management decisions.	Equality and Cultural Diversity Forum and College Management Team.
4.32	Publish monitoring results	Equality Officer
5.3	Take forward training actions as stated in Equality Scheme 5.3 and 5.4	Equality Officer
5.7	Monitor the effectiveness of equality training.	Chief HR Officer
6.1	Review the accessibility of the information provided by the College	Equality and Cultural Diversity Forum
6.5	Continuously review website is accessible and the information posted on the website.	Equality Officer & Head of MILT
6.9	Review access to information and services	Head of School
8.	Communicate complaints process and ensure process is accessible	Equality Officer
10	Review Equality Scheme	Equality Officer

## **Appendix 5 Glossary of terms**

### **Action plan**

A plan which sets out actions a public authority will take to implement its Section 75 statutory duties. It is a mechanism for the realisation of measures to achieve equality outcomes for the Section 75 equality and good relations categories.

### **Action measures and outcomes**

Specific measures to promote equality and good relations for the relevant Section 75 and good relations categories, linked to achievable outcomes, which should be realistic and timely.

### **Adverse impact**

Where a Section 75 category has been affected differently by a policy and the effect is less favourable, it is known as adverse impact. If a policy has an adverse impact on a Section 75 category, a public authority must consider whether or not the adverse impact is unlawfully discriminatory. In either case a public authority must take measures to redress the adverse impact, by considering mitigating measures and/or alternative ways of delivering the policy.

### **Affirmative action**

In general terms, affirmative action can be defined as being anything consistent with the legislation which is necessary to bring about positive change. It is a phrase used in the Fair Employment and Treatment Order (NI) 1998 to describe lawful action that is aimed at promoting equality of opportunity and fair participation in employment between members of the Protestant and Roman Catholic communities in Northern Ireland.

### **Consultation**

In the context of Section 75, consultation is the process of asking those affected by a policy (ie, service users, staff, the general public) for their views on how the policy could be implemented more effectively to promote equality of opportunity across the 9 categories. Different circumstances will call for different types of consultation. Consultations could, for example, include meetings, focus groups, surveys and questionnaires.

## **Discrimination**

The anti-discrimination laws prohibit the following forms of discrimination:

- Direct discrimination
- Indirect Discrimination
- Disability Discrimination
- Victimisation
- Harassment

Brief descriptions of these above terms follow:

### **Direct discrimination**

This generally occurs where a public authority treats a person less favourably than it treats (or, would treat) another person, in the same or similar circumstances, on one or more of the statutory non-discrimination grounds. A decision or action that is directly discriminatory will normally be unlawful unless: (a) in an age discrimination case, the decision can be objectively justified, or (b) in any other case, the public authority can rely on a statutory exception that permits it – such as a *genuine occupational requirement exception*; or, a *positive action exception* which permits an employer to use “welcoming statements” or to take other lawful positive action to encourage participation by under-represented or otherwise disadvantaged groups.

### **Indirect discrimination**

The definition of this term varies across some of the anti-discrimination laws, but indirect discrimination generally occurs where a public authority applies to all persons a particular provision, criterion or practice, but which is one that has the effect of placing people who share a particular equality characteristic (e.g. the same sex, or religious belief, or race) at a particular disadvantage compared to other people. A provision, criterion or practice that is indirectly discriminatory will normally be unlawful unless (a) it can be objectively justified, or (b) the public authority can rely on a statutory exception that permits it.

### **Disability discrimination**

In addition to direct discrimination and victimisation and harassment, discrimination against disabled people may also occur in two other ways: namely, (a) *disability-related discrimination*, and (b) *failure to comply with a duty to make reasonable adjustments*. (a) *Disability-related discrimination* generally occurs where a public

authority, without lawful justification, and for a reason which relates to a disabled person's disability, treats that person less favourably than it treats (or, would treat) other people to whom that reason does not (or, would not) apply.

(b) *Failure to comply with a duty to make reasonable adjustments:*

One of the most notable features of the disability discrimination legislation is that in prescribed circumstances it imposes a duty on employers, service providers and public authorities to take such steps as are reasonable to remove or reduce particular disadvantages experienced by disabled people in those circumstances.

### **Victimisation**

This form of discrimination generally occurs where a public authority treats a person less favourably than it treats (or, would treat) another person, in the same or similar circumstances, because the person has previously exercised his/her rights under the anti-discrimination laws, or has assisted another person to do so. Victimisation cannot be justified and is always unlawful.

### **Harassment**

Harassment generally occurs where a person is subjected to unwanted conduct that is related to a non-discrimination ground with the purpose, or which has the effect, of violating their dignity or of creating for them an intimidating, hostile, degrading, humiliating or offensive environment. Harassment cannot be justified and is always unlawful.

### **Equality impact assessment**

The mechanism underpinning Section 75, where existing and proposed policies are assessed in order to determine whether they have an adverse impact on equality of opportunity for the relevant Section 75 categories. Equality impact assessments require the analysis of both quantitative and qualitative data.

### **Equality of opportunity**

The prevention, elimination or regulation of discrimination between people on grounds of characteristics including sex, marital status, age, disability, religious belief, political opinion, dependants, race and sexual orientation. The promotion of equality of opportunity entails more than the elimination of discrimination. It requires

proactive measures to be taken to secure equality of opportunity between the categories identified under Section 75.

### **Equality scheme**

A document which outlines a public authority's arrangements for complying with its Section 75 obligations. An equality scheme must include an outline of the public authority's arrangements for carrying out consultations, screening, equality impact assessments, monitoring, training and arrangements for ensuring access to information and services.

### **Good relations**

Although not defined in the legislation, the Commission has agreed the following working definition of good relations: 'the growth of relations and structures for Northern Ireland that acknowledge the religious, political and racial context of this society, and that seek to promote respect, equity and trust, and embrace diversity in all its forms'.

### **Mainstreaming equality**

The integration of equal opportunities principles, strategies and practices into the every day work of public authorities from the outset. In other words, mainstreaming is the process of ensuring that equality considerations are built into the policy development process from the beginning, rather than being bolted on at the end. Mainstreaming can help improve methods of working by increasing a public authority's accountability, responsiveness to need and relations with the public. It can bring added value at many levels.

### **Mitigation of adverse impact**

Where an equality impact assessment reveals that a particular policy has an adverse impact on equality of opportunity, a public authority must consider ways of delivering the policy outcomes which have a less adverse effect on the relevant Section 75 categories; this is known as mitigating adverse impact.

### **Monitoring**

Monitoring consists of continuously scrutinising and evaluating a policy to assess its impact on the Section 75 categories. Monitoring must be sensitive to the issues associated with human rights and privacy. Public authorities should seek advice from consultees and Section 75 representative groups when setting up monitoring systems. Monitoring consists of the collection of

relevant information and evaluation of policies. It is not solely about the collection of data, it can also take the form of regular meetings and reporting of research undertaken. Monitoring is not an end in itself but provides the data for the next cycle of policy screening.

### **Northern Ireland Act**

The Northern Ireland Act, implementing the Good Friday Agreement, received Royal Assent on 19 November 1998. Section 75 of the Act created the statutory equality duties.

### **Policy**

The formal and informal decisions a public authority makes in relation to carrying out its duties. Defined in the New Oxford English Dictionary as 'a course or principle of action adopted or proposed by a government party, business or individual'. In the context of Section 75, the term **policies** covers all the ways in which a public authority carries out or proposes to carry out its functions relating to Northern Ireland. Policies include unwritten as well as written policies.

### **Qualitative data**

Qualitative data refers to the experiences of individuals from their perspective, most often with less emphasis on numbers or statistical analysis. Consultations are more likely to yield qualitative than quantitative data.

### **Quantitative data**

Quantitative data refers to numbers, typically derived from either a population in general or samples of that population. This information is often analysed by either using descriptive statistics, which consider general profiles, distributions and trends in the data, or inferential statistics, which are used to determine 'significance' either in relationships or differences in the data.

### **Screening**

The procedure for identifying which policies will be subject to equality impact assessment, and how these equality impact assessments will be prioritised. The purpose of screening is to identify the policies which are likely to have a minor/major impact on equality of opportunity so that greatest resources can be

devoted to improving these policies. Screening requires a systematic review of existing and proposed policies.

### **Schedule 9**

Schedule 9 of the Northern Ireland Act 1998 sets out detailed provisions for the enforcement of the Section 75 statutory duties, including an outline of what should be included in an equality scheme.

### **Section 75**

Section 75 of the Northern Ireland Act provides that each public authority is required, in carrying out its functions relating to Northern Ireland, to have due regard to the need to promote equality of opportunity between:-

- persons of different religious belief, political opinion, racial group, age, marital status and sexual orientation;
- men and women generally;
- persons with a disability and persons without; and
- persons with dependants and persons without.

Without prejudice to these obligations, each public authority in carrying out its functions relating to Northern Ireland must also have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

### **Section 75 investigation**

An investigation carried out by the Equality Commission, under Schedule 9 of the NI Act 1998, arising from the failure of a public authority to comply with the commitments set out in its approved equality scheme. There are two types of Commission investigation, these are as follows:

1. An investigation of a complaint by an individual who claims to have been directly affected by the failure of a public authority to comply with its approved equality scheme;
2. An investigation initiated by the Commission, where it believes that a public authority may have failed to comply with its approved equality scheme

## Appendix 6 Action plan/action measures

Action	Timescale	Responsible person(s)	Outcome/Measure	Source	Equality Category
Further Embed Equality & Cultural Diversity into the Curriculum and share best practice	To be reviewed annually	Head of Quality	Clear objectives and targets within Curriculum QIPs.	IQ:RS, Self- Evaluation Review and Quality Improvement Plans	All
Promote and encourage student participation in College working groups and events	Continue annually	Head of Quality, Head of Pastoral Care and Head of Pastoral Care & Learning Support	Increased participation at working groups and events. Levels of interest expressed. Increased awareness and cultural change	Group minutes and event attendance rates.  Complaints  Student surveys	All
Review workforce makeup and take remedial action if necessary	May 2012 and review annually thereafter	HR Services Manager	Ensure College workforce is representative by community background.	Monitoring Report and Article 55	Religion
Increase exploitation of monitoring data on QLS for planning, policy development and market intelligence.	Annually	Head of Knowledge Management and intelligent analytics	Statistics showing trends and composition of student groups and increase annually in underrepresented groups	QLS System  Intelligent analytics	All

Action	Timescale	Responsible person(s)	Outcome/Measure	Source	Equality Category
Conduct Access Audits across all campuses on physical environment, information and services	Annually	Estates & Equality Officer	Improved access to facilities and buildings  Promotion and publication of access audits and information via Disabled Go	Estates work log, College website, Disabled Go	Disability
Increase awareness training among staff and students to include focus groups	Annually	Head of Pastoral Care, Head of Learning Support, HR Services Manager and Head of Quality	Reduced incidents within campuses and increase in awareness	Surveys, Complaints database, SU surveys, staff surveys, Have Your Say	All
Develop group support sessions for students in underrepresented groups	June 2012 & Annually	Head of Pastoral Care and Learning Support, Head of Quality	Increased participation from students in underrepresented groups & new support mechanisms	Attendance Minutes Surveys	All
Conduct staff and student equality surveys	Annually	Head of Pastoral Care & Chief HR Officer	Awareness monitored and gaps highlighted for actions plans. Trends identified and concerns addressed.	Survey results	All
Ensure staff undertake Equality and Diversity Training	Refreshed January 2017 and bi annually	HR Services Manager	Improved awareness  Reduction in complaints and/or grievances	E-learning module, module assessment and bespoke targeted training.	All

Action	Timescale	Responsible person(s)	Outcome/Measure	Source	Equality Category
	thereafter			Complaints / Grievance numbers	
Register for the Mental Health charter (ECNI) to promote good mental health to staff and students	March 2017 and reviewed annually thereafter	HR Services Manager	Fulfil charter commitments to create an open and inclusive workplace culture which displays respect for those with mental health issues	Training seminars / working with external organisations. Audit of employment policies and procedures	Disability
Introduction of transgender toilets on each campus	December 2017	Head of Estates	Accessibility to toilets for everyone	Appropriate signage	Sexual Orientation
Commit to Every Customer Counts with ECNI	March 2017 and reviewed annually thereafter	HR Services Manager	Equality in service provision for everyone with the same level of access, dignity and choice	Self-Assessment tool to consider impact of services	Disability

