

Northern Regional College



**Public Authority Statutory Equality and Good Relations Duties
Annual Progress Report 2018-19**

Contact:

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<ul style="list-style-type: none">Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan	As above <input checked="" type="checkbox"/> (double click to open) Name: Telephone: Email:

Documents published relating to our Equality Scheme can be found at:
Please insert link or details here

Signature:

A rectangular box containing a handwritten signature in cursive that reads "Fiona McDowell".

**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 2018 and March 2019

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 2018-19, 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.

Peace IV Community Integration Programme

Community Integration is a vibrant, exciting, intercultural program led by Building Communities Resource Centre, Corrymeela and the Institute for Conflict Research on behalf of the Causeway Coast and Glens Peace IV Partnership.

The Community Integration Program aims to build positive relations where cultural diversity is celebrated and people can live, learn and socialise together, free from prejudice, hate and intolerance.

This project aims to encourage and support learning, dialogue and connection around cultural identity and heritage, to build integration and address racial and sectarian prejudice.

Throughout the year the staff and students participated in the following

- Stepping Into Diversity Workshop
- NIACRO 'Get Real' course on Hate Crime
- World Café Workshops
- Conflict Resolution International Study Visit to Croatia and Bosnia
- OCN Level 2 Good Relations and Civic Leadership residential at Corrymeela.

Digital Accessibility

From September 2018, the new Public Sector Web Accessibility Regulations came into force making it a legal requirement that any content published on websites, intranets and digital learning environments is fully accessible. To prepare for this new legislation, the College's Creative & Innovative Learning (CIL) Team added information on assistive technology to the Student Hub and the Academy for Lecturers sites and also an Accessibility Statement for the Digital Learning Environment. The College recently acquired a new Digital Learning Environment called Canvas, of which the interface meets all the accessibility requirements, and it has a built-in accessibility checker for pages created within the system. The CIL Team are planning to purchase

software which will check the external files uploaded to Canvas to ensure they are accessible and will guide staff on how to adjust files which are not fully accessible. Our current software used for teaching and training, ClickView and LinkedIn Learning, also meet accessibility requirements and include transcripts/subtitles for video content. The College has purchased five 'Swivl' devices to allow lectures to be recorded, when requested.

The College Marketing Team have redeveloped the College website to help improve navigation and the overall users' experience. The simplified structure and navigation functionality now makes information easier to locate. The accessibility menu option is positioned in the header of the website, at the top right hand side, for higher visibility and ease of access.

The College IT Team are currently working through a programme to resolve any accessibility issues that have been identified through an accessible review carried out by JISC.

Resilience Training

The Student Services department secured funding from Big Lottery to receive Train the Trainer Resilience Training. The training which was delivered by PIPS (Public Initiative for the Prevention of Suicide and Self Harm) will allow the six members of Student Services to implement in-house resilience training to students. The training will take the format of workshops which will explore what resilience is, why it is important and how to build up own resilience.

International Women's Day

For International Women's Day, the College produced a series of videos for social media to highlight some of the College's trailblazing women, who are forging careers in traditionally male-dominated sectors. The assistant Head of Engineering & Built Environment, talked about driving diversity in the industry and an IT & Computing Lecturer, talked about the long illustrious track-record women have in the computing sector and how the College is working hard to ensure more young women and girls follow in their footsteps. These presentations can be viewed at

https://www.youtube.com/watch?v=3ZoJ_dLZ0ic

Student Union

During the 2018/19 academic year, an LGBTQ+ Officer was appointed for the Newtownabbey Campus. He attended all of the NUSUSI events which the Students' Union participated and has endeavoured to raise awareness of LGBTQ+ issues. He has also been helping with the Love Equality Campaign alongside the NUSUSI LGBTQ+ Officer.

The three major campaigns which the Students' Union ran this year were 'Anti-bullying', 'Mental Health Awareness' and 'Drugs and Alcohol Awareness'. These three issues were raised by Class Reps, who were enthusiastic to organise campaigns to raise awareness about these complex areas. Whilst some of the campaigns were online, a number of external

organisations were also invited to speak to students including Start 360, Cancer Focus, Action Mental Health, AWARE, and PCSPs.

The Student Unions also promoted a number of awareness raising days including,

- World Mental Health Day – Ask, Listen, Talk
- Five Ways to Wellbeing
- Wear It Pink Day
- Anti-Bullying Week – Stop, Speak, Support Day
- National Talk Money Day
- Christmas Food Drive – Trussell Trust Foodbank
- Love Equality NI
- Sexual Health Week
- Time to Talk Day
- Alternatives to Alcohol – Dry January
- National Student Money Week
- Sexting and the Law
- 25 Years of the Rainbow Project
- National No Smoking Day
- Mental Health Awareness Week.

This year the Students' Union were pleased to launch their Student Welfare boxes which are available at reception on each of the campus sites.

Everything in the Student Welfare Boxes are free and provided by the Students' Union to enhance the welfare of its members. Items such as feminine hygiene products, toothbrushes and tooth paste, male grooming products, shampoo, deodorant and tissues are included in each box.

Anti-Bullying Week

This year to mark Anti-Bullying Week, Media students based in Trostan Avenue and Performing Arts students in Newtownabbey campus developed a video. College students have pooled their resources and talent to produce a powerful promotional video to highlight the College's commitment to creating a safe and secure learning environment for all its students. The 'Stop Speak Support' video will be presented to new students during College induction week in September, to highlight the dangers of bullying and to raise awareness of equality, diversity and other relevant issues. The intention is for this video to encourage students at the College to speak up and share their concerns with the College Safeguarding Champions, if they are being bullied or, who are perhaps aware that someone in their class is being bullied. College Safeguarding Champions are available on all campuses to support anyone affected by bullying.

One of the students from the group won the Creativity Award at the Antrim and Newtownabbey PCSP Youth Awards. Pete Snodden, DJ from Cool FM, hosted the awards ceremony which highlighted the outstanding achievements and valuable contribution made by many of the young people within the Council Borough. The video is available at:

<https://www.youtube.com/watch?v=6k8D3X68ObM&feature=youtu.be>

Workplace Health and Wellbeing Programme

During 2018-19, the College have continued to partner with the Chest, Heart and Stroke 'Well Team at Work' initiative by implementing a targeted health and well-being action plan. Wellbeing groups are now in place on each campus and have provided a vital link between the Health and Wellbeing team and campus staff to deliver College actions.

Various activities, campaigns and awareness raising initiatives have taken place this year, such as:

- Mental Health Awareness Week
- Flu Vaccines
- Wear it Pink Day
- Free Health Checks
- Winter Wellness stands
- Time to Talk Day.

There has also been promotion of Inspire Employee Assistance Programme, National No Smoking Month, National Walking Month, Mindful Manager and Mindful Colleague Training, Darkness into Light Walk and Men's Health Week.

At the Staff Development days in February, external organisations were invited to hold information stands. During lunchtime staff were provided with information on financial wellbeing, volunteering, pensions, family benefits, health and lifestyle and counselling services.

Disability Action Plan

In January 2019, the College developed a new Disability Action Plan for 2019 – 2024 in collaboration with the other five NI FE Colleges and the Equality Commission. This Plan confirms our commitment to and proposals for fulfilling the statutory obligations in compliance with Sections 49A and 49B of the Disability Discrimination Act 1995 [as amended by the Disability Discrimination (NI) Order 2006].

AccessAble

This year, College representatives met with AccessAble, an organisation who provide an online resource which gives detailed access guides to sites in the UK to help those with disabilities to plan ahead. Discussions took place as to how to promote the service further to potential staff and students. The College website has since been enhanced by adding the AccessAble Guide logo and link to the website to the homepage as well as the education support page, where a short description outlining the aim of the AccessAble guides is also included.

A student based at Farm Lodge campus, has taken on the new role as Northern Ireland Champion for AccessAble. The student, who has spinal muscular atrophy (SMA), is completing a qualification in Computerised Bookkeeping. He has also started a weekly blog to highlight some of the issues facing people with disabilities. He has a proven track record as a campaigner to raise both disability awareness and accessibility. He is

passionate about promoting accessibility and is using his blog and social media to help break down barriers by sharing his experiences, whilst tackling attitudes and perceptions. He hopes his new role as Northern Ireland Champion for AccessAble will help him reach a wider audience and raise awareness of the challenges facing people with disabilities and the need to improve accessibility. The College produced a video to highlight his new role and to help further promote the AccessAble guides. This has been communicated via our social media channels and can be viewed at:

<https://www.youtube.com/watch?v=YDxjfiWdSqM>

Campus Redevelopment Consultation

As previously reported, Northern Regional College is embarking on an exciting new chapter in its history, commencing an ambitious redevelopment of estates. From the present, until the 2021/22 academic year, the College will take forward plans to move from six to four campuses, investing in new buildings in Ballymena and Coleraine, while continuing to modernise in Magherafelt and Newtownabbey.

This development project will not just produce new campuses, it will create innovative and flexible spaces for teaching, learning and engagement with businesses and communities, whilst ensuring the provision for students in the extensive catchment area is fit for purpose in an ever-changing environment. After completing a detailed screening exercise, the College embarked on a programme of proactive internal and external communication for the project, launched in February 2017 continuing into 2018/19. In November 2018, public consultation events took place along with staff and student information sessions.

Further consultation meetings have also taken place with relevant external stakeholders including Causeway Coast & Glens Borough Council, Mid & East Antrim Council, Department for Communities, Department for Finance, NI Roads Service, PSNI and Education Authority.

Widening Access and Participation Plan (WAPP)

The College's vision for widening participation is that any eligible individual in its catchment area should be able to gain access and succeed within higher education, irrespective of their personal or social background.

The Widening Participation Plan is consistent with the DfE 'Access to Success Strategy'. The Policy aims to ensure there is increased participation in higher education at the College from groups currently under-represented. In particular, it is a key strategic goal to ensure that students from the following groups are appropriately represented among the higher education student body:

- MDM Quintile 1
- having a disability (physical, sensory or learning)
- from low participation neighbourhoods (areas of high deprivation)
- young Protestant males (from areas of high deprivation)
- adult returners, particularly work-based learners from disadvantaged backgrounds.

The College has introduced a WAP Coordinator role which is a key development for progressing the WAP agenda within the College. It is envisaged that this role will mature and develop over the next three years and act as a focal point for WAP activity within the College and will be key to the delivery of the College's WAPP. The College will seek to further develop stakeholder engagement through outreach programmes and projects. The College views this engagement as a means to better reach the groups and individuals targeted within WAP. The College will continue to target stakeholders including community groups, councils, and schools.

Preventative Curriculum Workshop Programme

As part of the College's commitment to the care and welfare of students, a Preventative Curriculum Workshop Programme was developed for the 2018-19 academic year.

This is to support the already existing pastoral tutorial programme that occurs across all full time curriculum programmes. The workshops below were delivered by the Student Services team in collaboration with external stakeholders.

Organisation	Workshop topic	No. of workshops delivered
Start 360	Drugs and Alcohol Awareness	24
ASCERT	Life Skills	5
AMH	Mindset	23
AWARE	Mood Matters	15
NRC	Bullying Awareness	16
NRC	Resilience	4

Mental Health Charter

The College has committed to supporting those with mental ill-health by signing up to the Equality Commission's Mental Health Charter. The College recognises that many people experience mental ill health during their lives and that with the right help at the right time, they can fully recover. Signing up to this charter signifies that as an employer and service provider, the College will work to create a workplace culture that promotes equality of opportunity and respect for those with mental ill health.

During 2018-19 year, the College has taken various proactive steps towards supporting all staff including:

- Initiatives to increase the physical activity levels, e.g. lunchtime walks
- The continuation of the Mental Health Champion service across all campus sites
- Promotion of various support organisations including Inspire Employee Assistance Programme and Occupational Health online advice pages

- Promotion of Mental Health Awareness week - this year Mindfulness classes and 'Finding the balance' talks were delivered
- 'Becoming a Mindful Manager' and 'Becoming a Mindful Colleague' training was delivered across all campuses
- Colleagues were encouraged to start the conversation and break down the stigma of mental health during 'Time to Talk' day.

Progression for Special Educational Needs (SEN) students

During 2018/19, the College Careers Advisors and staff from the Inclusive Learning department have been working with a number of charities and organisations who can provide support for students in the transition period when they complete their College courses, to help bridge the gap from College to work or further skills training.

An inaugural Inclusive Learning Careers Fair was held at Ballymoney campus and its success could lead it to becoming an annual event. The event was tailored to meet the needs of students with learning difficulties by facilitating one-to-one meetings between students, their parents and support organisations to identify other College courses or potential career paths.

Young people with SEN are faced with a number of challenges and disadvantages when they are transitioning from college to work. Amongst them are the prejudice and expectations of employers, as well as the challenges of competing for jobs in a rapidly changing labour market and economy. The Inclusive Learning Careers Fair was designed to help students and their parents make informed decisions about life beyond college, and to connect them with organisations that could help with this transition by providing information on employment opportunities, training courses, work based learning, volunteering and sources of support.

Organisations represented at the Inclusive Learning Careers Fair at the Ballymoney campus included, The Cedar Foundation, Disability Action, Mencap, USEL, THE Now Group, Triangle, Careers Advisors from Jobs and Benefits and Compass Advocacy Network (CAN).

Every Customer Counts Initiative

As a student focused College, it is essential we ensure compliance with high standards of accessibility to our premises and services. Last year, the College signed up to the Every Customer Counts Initiative. This initiative was designed by the Equality Commission to encourage organisations and businesses across Northern Ireland to consider if they can improve the service they offer to clients and customers with a disability. Our campuses should be safe, welcoming and accessible environments where people of all ages, backgrounds and abilities can enjoy a wide range of services with support and encouragement from all staff. Using the free self-assessment checklist tool all our campuses were audited and have considered how open our services currently are to disabled people. Further to these audits, an Accessible Business Action Plan was developed, which was taken forward in

2018/19. Actions included, repainting of accessible parking bays, adjustments to accessible toilets and review of hearing induction loops.

Empower Project

The Empower project is a five-year lottery funded initiative to support young people under 12, with Autism, Dyslexia or Dyspraxia, their parents and the wider family circle.

The project works in partnership with local organisations to address needs that they identify to support parents and children in their local area. The project is led by Local community group (DADS) Dyslexia and Dyspraxia Support who are the lead partner, who are supported by a project steering group which incorporates: Northern Regional College, Magherafelt Learning Partnership, Mid Ulster District Council, CWSAN (Cookstown & Western Shores Area Network), Autism NI Mid Ulster Branch Stars - Autism support group, Education Authority, Magherafelt & Cookstown Volunteer Centre, CYPSP (Children & Young People's Strategic Partnership).

The Empower project is its fourth year and to date, the project has provided 613 activities to 6753 participants.

Examples of activities:

- Workshops identified by parents: Pathological Demand Avoidance, ADHD, Nutrition training, ASD and Anger, ASD & Anxiety, sensory skills, Play therapy etc.
- Workshops on Dyslexia strategies
- Awareness raising workshops to organisations/ groups on autism friendly strategies
- School breaks-Summer scheme activities for young people with additional needs to develop social skills and reduce stress in families outside school term
- Creation of a quarterly movie day for Families with Autism in partnership with Mid Ulster Council, promoting integration of families in their local community
- Support for parents at coffee mornings, pamper sessions, mindfulness training, promoting good mental health
- Empower is continuing to support the emotional wellbeing of families, piloting a counselling service for young people on the verge of school refusal
- Supporting schools with training as requested, e.g. dyslexia training for staff
- Provision of emotional Regulation training for Northern Trust...18 young people referred from Trust waiting lists
- Provision of training for Education welfare Officers
- Provision of training to nursery schools clusters.

Wear it Pink Day

Once again the College participated in the 'Wear it Pink Day' event to raise awareness and fundraise for Cancer Focus NI. Many of our staff and students have either direct or indirect knowledge of someone who has been

affected by breast cancer. This event provided us with the opportunity to help, by fundraising, but in a fun and engaging way which would help educate our workforce and our students. This event raised £2604 for Cancer Focus NI.

Strengthening International Links

During 2018-19, the College continued to have significant role in Europe, acting as lead coordinator and partner in three Erasmus+ Strategic Partnerships. They were:

- RACE21 - staff and students from the College Engineering department and staff from the international office participated in a training Event in Urbino, Italy during November 2018. Also in relation to RACE21, there was a student mobility Event in Aveiro, Portugal during April 2019, a staff training event in Ballymena, hosted by UKNI and a wrap-up transnational meeting hosted by ProEduca in Prague during June 2019
- Enterprise is VITAL – staff and students from the Business and Creative Media departments collaborated to develop new enterprises and participate in an international business planning competition in Jyväskylä, Finland during March 2019 and three staff members participated in a related event in Valencia, Spain during May 2019
- A 'Women in STEM' project was hosted by University of Salamanca, with one College staff member in attendance to develop plans for 2019-20.

Erasmus+ Key Action - Staff and Student Mobility

- Staff - Nine curriculum and support staff availed of the international travel bursary and completed a four-day study visit to enhance learning and develop new working practices in drone technology, sports science, dementia care, careers advice, employer engagement
- Students - Two Higher Education Business students participated in an international business trade workshop in the Netherlands and an additional four undertook a two month work-placement in Valencia
- The College also hosted four students and two staff for work-placements or job-shadowing from the EU.

European Alliance for Apprenticeships (EAfA)

- The College has maintained its membership with EAfA and has submitted an application for the EAfA Apprentice of the Year Award (awaiting outcome). The award ceremony will take place in Helsinki, Finland in November 2019.

The college continues to develop international relationships and projects outside Europe and was successful in securing funding from the British Council to undertake two International Skills Partnerships (ISPs) and a Leadership Exchange Programme (LEP). In addition, the following also took place:

- ISP Advanced (Vuselela and Taletso College, Klerksdorp) Business and Tourism focused – College staff members and students had the opportunity to visit respective colleges and local hospitality businesses and explore self-employment opportunities in hospitality sector

- ISP Foundation (Sekhukhune College, Groblersdal) Carpentry and Joinery focused – staff and student had the opportunity to travel to Birmingham in the UK and Durban, South Africa to see respective WorldSkills competitions as well as to visit college and local companies
- LEP (NRC and Vuselela College) – College staff had the opportunity to visit respective colleges and review management structures and develop a process for integrating international activity
- The College remains committed to the MoA signed with Northlink College, Cape Town in 2016 to strengthen partnership working. In February 2018 an Engineering staff member was joined by a HLA student on a one-week study visit to Northlink College.

Entitlement Framework

The College has established excellent working relationships with 35 post-primary schools (including special schools) within the ten Learning Communities. The provision available in the College is comprehensive and includes an excellent range of academic, applied and practical courses. Much progress has been made by the College in making an important contribution to social cohesion in the community, through the integrated approach taken to the delivery of the Entitlement Framework provision. Most Entitlement Framework classes are truly integrated. Some classes have students from up to 11 different schools forming one class. The students normally work in these groups for two years with a possible progression to post-16 encompassing a further two years. Many of the post-16 age classes are comprised of students who attend from different ability schools.

Sector Committees

The College is a member of the FE Equality Coordinators Forum which consists of Belfast Metropolitan College, South Eastern Regional College, Southern Regional College, South West College and North West Regional College. This forum meets four times per year to develop and promote a best practice and consistent approach to the implementation of Section 75 within FE in Northern Ireland.

During 2018/19 the forum considered student and staff monitoring forms, dignity at work, student surveys, AccessAble, Disability action plans and breastfeeding requests.

Embedding equality and diversity into the curriculum

During 2018/19, various curriculum initiatives have taken place to help increase student's awareness and promote equality of opportunity. Some examples are:

- The College's under-19 football team were victorious in the Copa Costa Brava elite youth football championship. The international tournament, hosted in Lloret De Mar, Spain, attracts the world's best in young footballing talent. The cultural and learning experiences which the trip offers to them are enormous and the team took full advantage of the opportunity. It is by participating in these elite competitions that our players get recognised for scholarships and we currently have two players with full scholarships to US colleges. The College also have

international rugby and netball students who have secured scholarships to America on the basis of their education and sporting ability.

- College apprentice, Abigail Reilly, was the top plumbing apprentice at the College's annual intercampus competition hosted by the College in partnership with SkillbuildNI. Abigail was the only female apprentice across all disciplines to take part in the intercampus skills competition. This achievement is an inspiration to females who wish to enter into this male dominated industry and there are many opportunities for young women in this Technical profession.
- Care and Access students and staff at the College nominated Assistance Dogs Northern Ireland (ADNI) as their 2018-19 departmental charity. ADNI trains and provides assistance dogs to a range of service users, including families of children on the autistic spectrum, the NI Children's Hospice and NI Court Service. College students were keen to learn about ADNI's work with children with additional needs, and have also learned how assistance dogs can be trained to do simple tasks around the house to assist those with limited mobility.
- In January 2019, four students from the Business department travelled to Reims, France, to participate in a two-week International workshop hosted by the Universit e de Reims, Avize Viticampus. College students participated alongside students from Spain, Germany, Holland and France, attending workshops on marketing, negotiation, communication, French and Spanish language classes, enterprise and entrepreneurship as well cultural visits and educational trips around Reims. At the end of the programme, students took part in a formal presentation exercise, culminating in an award ceremony.
- Several external speakers were used in classrooms including the Rainbow Project, Wave Trauma Centre, NICCY, Extern, Alzheimer's Society, NISCC, CaraFriend, Disability Action, ACET, Women's Aid, Age Concern, Education Authority, Special Needs Schools, NSPCC and NEXUS.

2 Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2018-19 (*or append the plan with progress/examples identified*).

Action	Timescale	Responsible person/ Department	Equality Category	Progress as at March 2019
Keep staff equality monitoring data up to date	From November 2015	HR and Equality	All	Staff regularly using HR portal to update personal details.
Increase exploitation of student equality data for planning, policy development and market intelligence	Reviewed annually	Curriculum, Student Experience, MIS and Marketing	All	Curriculum teams report on the promotion of equality in Self Evaluation Reviews (SERS). Head of Sections are presented with retention and achievement data by equality category.
Further embedding of Equality & Diversity into the curriculum	Reviewed annually	Curriculum, Quality, Equality and Student Experience	All	Clear examples given in SERs. Identified in the new Preventative Curriculum Programme. Online E&D module for students.
Adopt ECNI Every Customer Counts recommendations including carrying out accessible business checklist/audits on all campuses	June 2018	Equality, Student Services and Estates	Disability	Completed audits of all campuses. New accessible action plan developed and progressed including repainting accessible parking spaces, upgrading accessible toilets and reviewing hearing loop systems.
Increased promotion, education and awareness raising of Equality & Diversity groups/issues i.e. Fresher's, Student talks, Guest speakers, Awareness days/weeks	Ongoing	Equality and Student Services	All	Equality and Diversity promoted during fresher's fairs, class talks, anti-bullying week, guest speakers, staff development and awareness days/weeks.
Inclusion of positive publicity images in College documentation	Annually	Marketing and communications	All	The College has developed a bank of images to be used in printed and online communications. These include learners of all ages, nationalities and those with disabilities.

PART A

Representative Officers on Student Unions with clear roles and responsibilities i.e. LGBT+ Officer, Disabled Student Officer and Women's Officer	Annually	Student Services	Sexual Orientation Disability Gender	Established officers in Student Union elected annually. New constitution implemented in 2017/18. Improved communication/consultation with student body.
Continue roll out of Mandatory Equality & Diversity and Safeguarding and SENDO online training modules.	Ongoing as part of induction programme for new staff.	Learning & Development	All	During 2018/19 107 staff completed the Equality and Diversity module. 103 staff completed the Safeguarding and SENDO module.
Fulfil commitments of ECNI Mental Health Charter	June 2018 and ongoing	HR and Equality	Disability	H&WB action plan - MH Awareness Week, Becoming a Mindful Manager & Becoming a Mindful Colleague training, Time to Talk day, Mindfulness sessions and Finding the balance talks.
Implementation of Transgender equality statement and procedure	September 2018	HR, Equality and Student Services	Gender	Sector Transgender Equality Statement developed and approved. Internal procedure for staff developed. Leaflet for transgender students developed.
Widening Access and Participation Plan (WAPP)	Annually	Head of Science & Service Industries	Groups under-represented in higher education	WAPP being progressed and new plan submitted for 2020/21.
Ensure Equality and Diversity features in College Development Plan and Operational Plans	Annually	SLT	All	Included in College Development Plan, Annual Report, SERs and HR/CPD Operational plan.
Monitor, Evaluate and Review Equality Improvement Plan	Annually in June	Equality Officer	All	Plan reviewed in June 2019.

3 Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2018-19 reporting period? (*tick one box only*)

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

Please provide any details and examples:

NA

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:

NA

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*):

Feedback from political representatives

Arrangements for assessing compliance (Model Equality Scheme Chapter 2)

4 Were the Section 75 statutory duties integrated within job descriptions during the 2018-19 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:

This requirement was fulfilled in year 1 of the Equality Scheme. All new job descriptions for internal and external posts include the reference “All staff have an obligation to comply with the statutory duties relating to section 75 of the Northern Ireland Act 1998 and will be required to contribute to the implementation of the College’s Equality Scheme drawn up in accordance with this legislation.”

5 Were the Section 75 statutory duties integrated within performance plans during the 2018-19 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:

A question regarding equality duties was included in the Self Evaluation Reviews during year 1 of the Equality Scheme.

6 In the 2018-19 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 2018-19 report
- Not applicable

Please provide any details and examples:

Equality is referenced in the College Development Plan and is embedded throughout the College's strategic aims, vision and values. Specific targets in relation to Section 75 are integrated into the annual HR/CPD operational plan.

Equality action plans/measures

7 Within the 2018-19 reporting period, please indicate the **number** of:

Actions completed:	2	Actions ongoing:	11	Actions to commence:	
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Please provide any details and examples (*in addition to question 2*):

Please see Equality Improvement Plan at question 2.

8 Please give details of changes or amendments made to the equality action plan/measures during the 2018-19 reporting period (*points not identified in an appended plan*):

NA

9 In reviewing progress on the equality action plan/action measures during the 2018-19 reporting period, the following have been identified: (*tick all that apply*)

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

Arrangements for consulting (Model Equality Scheme Chapter 3)

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

All the time Sometimes Never

11 Please provide any **details and examples of good practice** in consultation during the 2018-19 reporting period, on matters relevant (e.g. the development of a policy that has been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations:

- The College continues to ensure all policies which may have an impact on equality of opportunity are subject to relevant consultation and that consultations are timely, open, inclusive and meaningful. During 2018/19 there was regular internal consultation with staff and trade unions with regards the review of policies and procedures
- As reported in Section One, the College continues to progress in the implementation of its Estates Strategy and is working with internal and external stakeholders to achieve this aim
- Curriculum teams have developed and progressed a model of staff/ student Consultative meetings. These meetings offer a platform for the student voice and promote an ethos of mutual respect
- A consultation guidance document is available to all managers. It aims to provide clear assistance to managers who are consulting on new policies, strategies, plans or codes of practice
- Various surveys have taken place with students and staff as detailed in Q.23 of this report
- The College has a joint Lecturing Support Staff Consultative Forum. These groups are made up of Union and Management representatives and meet as and when required. The forum met three times during 2018-19 and discussed areas such as the academic planner, redundancies, occupational health, staff roles, timetabling, harassment and bullying and Learning & Development
- The College's Student Union continues to develop and is consulted on a regular basis. During 2017-18 the College moved to localised campus Class Rep meetings following student feedback and this continued into 2018-19. The purpose of this was to enable Class Reps the opportunity to discuss issues specific to their campus. The Students' Union has worked with the Estates team during this 2018-19, bringing a number of campus based issues to their attention. The Students' Union has also participated in the following focus groups thought the year: Campus 21 Student Consultation, The Clinic development plans, Canvas and College marketing materials and student profiles
- All staff who leave the College are requested to complete a Staff Exit Questionnaire
- Over a number of years, the number of external committees the College is represented on has increased. The College has good engagement with a variety of statutory, private, community and voluntary groups.

Examples of groups that the College engage with are, DfE, ECNI, local schools, other schools, local councils, businesses/employers, neighbourhood renewal partnerships, community organisations, NHSC, PSNI, Age Concern and Autism NI

- The College's Equality Officer continues to be a member of agencies supporting ethnic communities and sits on the Causeway Coast & Glens Borough Council Equality Forum. These groups include representatives from various statutory, community and voluntary organisations representing the nine equality groups.
- The College's Business Development team continues to be a member of various external committees including local council, economic development and funding groups, local business education partnerships, health trust groups, workforce development forum and various business and community networks and forums.

12 In the 2018-19 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*):

13 Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2018-19 reporting period? (*tick one box only*)

- Yes No Not applicable

Please provide any details and examples:

14 Was the consultation list reviewed during the 2018-19 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)

Quarterly screening reports are published on our website as can be viewed at <http://www.nrc.ac.uk/nrc/equality/>

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

9

16 Please provide the **number of assessments** that were consulted upon during 2018-19:

0	Policy consultations conducted with screening assessment presented.
0	Policy consultations conducted with an equality impact assessment (EQIA) presented.
0	Consultations for an EQIA 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:

All policies screened during 2017/18 were screened out and listed on our website as part of the College’s commitment to publish a quarterly screening report.

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

Yes No concerns were raised No Not applicable

Please provide any details and examples:

NA

23 Please provide any details or examples of monitoring that has contributed to the availability of equality and good relations information/data for service delivery planning or policy development:

- The use of student data to inform policy development and planning, and to determine the needs of the students has been identified as an action in the Equality Improvement Plan.
- The College integrates the use and reporting of Student Equality Data into the Self Evaluation Review (SER) process, an integral element of the College planning process. To progress further use of student monitoring data for planning purposes various meetings have been held with the College's Management Information System department.
- The promotion of equality is monitored through the College's Self-Evaluation Review (SER) process. Curriculum teams are asked to report on how well the course team promote equality, diversity and good relations with their learners. Support teams are also required to explain and evaluate how well they promoted equality, diversity and good relationships with each other, with other staff, with learners and with external stakeholders. These responses are monitored by the Equality Officer on an annual basis.
- As a result of monitoring sickness absence statistics and carrying out the H&WB staff survey the College has developed a Health and Well Being action plan.
- The College carries out the following annual surveys with students: Induction evaluation, Mid-term feedback and end of year evaluation. These surveys capture information about learning support, access to information, policies, student services, respect in the College, quality of teaching, facilities, accessibility and much more.
- Various data has also been gathered during 2018/19 such as Infofest survey, training exit interviews, staff development surveys, graduation surveys, employer open days, community education feedback, digital learning survey, class rep feedback and staff meetings with students.
- The College regularly reviews its complaints procedure to ensure it is user friendly. This procedure is for anyone who is unhappy about the service or facilities provided by the College. This could be a learner/trainee or potential learner/trainee, service provider, supplier, employer, member of the public or other external stakeholders.
- The College continues to implement its customer comments/ suggestions/ questions form to allow us to make improvements and therefore reduce complaints. This form has also been made available electronically on the staff and student intranets.
- The College continuously monitors the uptake of all its courses and monitors retention, achievement and success of all students.
- Student and Staff monitoring data is reported on yearly. The information is then analysed for screening policies
- Staff exit questionnaires are monitored. These include an assessment of equality, leaver's experiences and seek to establish the reasons why staff have decided to leave.
- Applicants for jobs continue to be monitored and reported on through completion of annual Fair Employment Monitoring Return.

- Grievance and harassment complaints made by staff are processed through the appropriate policy and monitoring data collected.
- Monitoring of any complaints received through the Section 75 non-compliance policy.

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 2018-19, and the extent to which they met the training objectives in the Equality Scheme.

One of the key elements of the work of the College's Equality Unit is to ensure the College is an organisation that recognises and respects diversity. Training has been developed to provide information on the College's legal duties and what this means in practice. Training ensures that staff are equipped with the necessary knowledge and expertise to work effectively with each other and all those who need services.

In December 2015, the College purchased new online training modules on 'Equality and Diversity' and 'Safeguarding and SENDO' from Legal-island. This was rolled out to staff during 2016/17 as part of a mandatory training programme with 690 staff completing the training. In 2018/19, there were 107 new staff who completed the online module.

Throughout the year awareness raising of various equality related issues is raised through the staff and student intranets, emails, staff newsletters and social media.

Information on the College's equality scheme and annual progress reports are available on the Colleges website and the staff intranet.

- 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:

Staff across the College have been offered the opportunity to engage in a range of training and development activities to enhance and develop their knowledge and skills in respect of supporting an inclusive College environment. Staff have attended the following equality related training during 2018/2019:

Title	Number of Participants
Approaches to Mindfulness	13
Well Talk: Finding the balance	34
Autism and Dyslexia	24
Autism and ADHD	12
ASD and Girls	2

Becoming a Mindful Colleague	13
Becoming a Mindful Manager	48
Braille Equipment training	6
Alzhiemers/Dementia	3
Digital Accessibility	44
Equality & Diversity online Module	107
Intercultural Awareness	3
Mental Health at Work	2
Makaton	5
Mental Health First Aid	1
Mental Health: Working with young people	19
Recruitment and Selection Training	14
Suicide Prevention	2
Transgender Awareness	33
Wellbeing and Mindfulness Day	10

Education support staff have attended various bespoke external training courses throughout the year such as:

- Brain in Hand App training
- Reasonable adjustments
- Access arrangements
- Inspire Student Wellbeing conference

The Equality Officer takes part in a broad range of events organised by the Equality Commission, Labour Relations Agency, Section 75 groups, or organisations working on their behalf. Some of the events/training attended during 2018/19 were:

- Community Development and Health Network Event
- Making Links in Workplace Health – Chest, Heart and Stroke
- Family Friendly Employment – Employers for Childcare
- Designated Safeguarding refresher training - EA
- Interagency Hate Crime Workshop – Peace IV
- Dealing with difficult conversations – Labour Relations Agency
- Let's talk about mental health at work - Chest, Heart and Stroke
- Self-care course - Zest

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

- 26** Please list **any examples** of where monitoring during 2018-19, across all functions, has resulted in action and improvement in relation **to access to information and services**:

Reasonable adjustments for staff

The College continues to monitor and implement reasonable adjustments for staff, requirements for these are highlighted through recruitment/induction processes, Occupational health or welfare meetings. Examples of adjustments made in 18/19 were phased return to work after absence, specialist IT equipment, restricted/ lighter duties and limited travel.

Learning support

The College continues to monitor students with disabilities, these students have opportunities to advise the College of their support needs at interview, enrolment and throughout their course. The College offers support, advice and information for students with disabilities and/or Specific Learning Difficulties such as dyslexia or dyspraxia, in order to ensure that students are enabled to participate as fully as possible in the academic and social life of the College. The student intranet has been updated and various leaflets have been produced to make students aware of the support and services available to them.

During this period 733 (an increase of 10% from 2017/18) students were supported by the Education Support Department. 211 of these were referred to an educational psychologist for assessment.

The following is a breakdown of the students main disability/need:

- 2% had mobility problems/physical conditions
- 6% medical conditions
- 5% sensory impairments
- 58% learning difficulty (dyslexia/dyscalculia/dyspraxia/MLD,GLD)
- 9% mental health problems
- 15% on the autistic spectrum
- 4% ADHD
- 1% neurological condition

These students received extra support either on a one-to-one basis, as part of a small group or classroom support or with a variety of adjustments in the classroom.

Learning Support Equipment

During 2018/19, there were a number of laptops purchased to help students with additional needs. Various other pieces of equipment and software were provided to improve students accessibility such as: a braille printer, roger pens, audio shoes, dictaphones, dragon software, JAWS software update, Read and Write Gold, Video Spark, Trello, Dolphin SaySo software, livescribe pens, fidget toys, desk clamps, laptops, coloured reading rulers, coloured overlays, specialist chair, footrest, supernova software, ace software, adjustable tables, large keyboards, earphones, rollerball mice, scribe pens, portable magnifiers, laptop stand, PC headsets, FM hearing systems, reading slopes and writing slopes.

Examination Support

The College has provided examination support to 480 students during 2018/19 (an increase of 13% from 2017/18). This support includes extra time, separate rooms, rest breaks, use of laptops, coloured overlay/glasses, word processing facility, use of scribes, readers and prompters, enlarged papers and electronic papers.

Complaints (Model Equality Scheme Chapter 8)

- 27 How many complaints **in relation to the Equality Scheme** have been received during 2018-19?

Insert number here:

0

Please provide any details of each complaint raised and outcome:

NA

Section 3: Looking Forward

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

The Equality Scheme was reviewed in January 2017 therefore a review will be due again in 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*)

- Policy screening – further emphasis will be placed on the importance equality screening with policy authors, this will include increased and more effective use of data. An online module will be developed for managers explaining Section 75 with an emphasis on equality screening.
- Policy development and review –Policies on special leave, parental/carers/dependants leave, new and expectant mothers, working from home and supporting charities have all been developed/reviewed during 2018/19. These will be approved and communicated to staff in 2019/20.
- Training – development of a new bespoke online induction module for equality & diversity. Online Becoming a Mindful Colleague training will be implemented to staff. Training on supporting students with disabilities in the classroom will be offered to curriculum staff. Training from the Equality Commission on DDA and reasonable adjustments will be sought for HR staff. Online modules from external organisations on suicide prevention, mental health and bullying in the classroom will be offered to all staff.
- Marketing – increased collaboration with the Marketing department to promote the Colleges commitment to equality of opportunity and further promote AccessAble.

PART A

- Awareness raising with students – explore further Peace IV opportunities and make new links with councils and voluntary agencies.
- Disability – further implementation of the Every Customer Counts Accessible Business Action Plan in conjunction with the Estates department. Roll out of the new 5 year Disability Action Plan.
- Student Monitoring Data – further use of data during the Self Evaluation and Review (SER) process and equality screening process.
- Further development and promotion of Dignity at Work Advisers, Trusted Colleagues and Mental Health Champions.
- Health and Wellbeing – implementation of the 2019/20 Health and Wellbeing Action plan for staff.
- Student Enrichment – increase in collaboration between the Equality Officer and Student Council in relation to Equality awareness, Health and Wellbeing and student forums e.g. LGBT and disability forums.

30 In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2018-19) reporting period?
(please tick any that apply)

- Employment
- Goods, facilities and services
- Legislative changes
- Organisational changes/ new functions
- Nothing specific, more of the same
- Other (please state):

PART B - Section 49A of the Disability Discrimination Act 1995 (as amended) and Disability Action Plans
Disability Action Plan 2013-2018 as at March 2019

1. Public Life Measures

ACTION MEASURES	Timescales	Performance indicators / intended outcome	Progress as at March 2019
1. The Colleges will endeavour to influence DEL to ensure participation of disabled people on the Governing Body of the Colleges.	When vacancies exist and on an on-going basis.	Governing Body will include members with disabilities.	<ul style="list-style-type: none"> • Affirmative action statement included in advertisement in Jan 15. • Difficulty with achievement of this measure due to appointments being made externally.
2. Continue to encourage and support the participation of disabled people on committees and groups across the College.	Reviewed annually Year 1 – Year 5.	Membership of committees / groups to demonstrate increased participation of those with disabilities.	<ul style="list-style-type: none"> • During 2018/19 there has been an increase of level 1 students represented on the Student Union. • Student Union Disability officers elected. • Efforts have been made to establish a student disability forum however there was no uptake.
3. Encourage students with a disability to participate more fully in College life.	Annually as part of induction and on-going throughout the year. Year 1 – Year 5.	Increased participation in student focus groups, student surveys, Student Union Membership and where applicable non-curricular activities such as students union and sporting activities.	<ul style="list-style-type: none"> • Various student focus groups have taken place over the year. Students with disabilities are encouraged to attend these. • Students with disabilities have been elected onto Student Union. • Equality Officer meets with Student Union to help ensure any activities planned are accessible to all.

PART B

ACTION MEASURES	Timescales	Performance indicators / intended outcome	Progress as at March 2019
4. Continue to implement reasonable adjustments for students and staff with a disability.	Ongoing.	Increased retention of students and staff with disabilities.	<ul style="list-style-type: none"> • Education Support Coordinators continue to make various adjustments according to student's needs both in the classroom and at exam time. • A variety of reasonable adjustments have been implemented for staff. • Disability Audits of all campuses completed internally in 2017/18 and further review surveys carried out by DisabledGo in November 2017 - disability works plan developed and being progressed across all NRC campus sites during 2018/19.
5. Promote the use of Disabled Go website to encourage participation of prospective students.	Annually and ongoing Year 1 – Year 5.	Benchmark usage of Disabled Go webpage.	<ul style="list-style-type: none"> • Link to Disabled Go on front page of College's website. • Promoted to both staff and students. • Training provided by DisabledGo in January 2018 • Literature placed at campus receptions • Rebranded to Accessable in 2019, meeting held and further promotion of guides implemented
6. Review appropriate allocation and usage of designated car parking for people with disabilities on all College campuses.	Year 1 – Year 5.	Appropriate allocation and usage of car parking spaces for use by students and staff.	<ul style="list-style-type: none"> • Reviewed as part of access audits on all campuses. • Close monitoring of use of accessible parking spaces continues with any breaches dealt with promptly.

2. Positive Attitudes

PART B

ACTION MEASURES	Timescales	Performance indicators / intended outcome	Progress as at March 2019
7. Ensure staff receive anti-discrimination and SENDO training as part of induction	Ongoing	Monitoring and review of records annually to demonstrate all new staff have received this training.	<ul style="list-style-type: none"> • SENDO and Equality part of the Induction programme. • Extensive SENDO training carried out in 12/13 and further training delivered in 14/15. Safeguarding and SENDO online training rolled out in 15/16. • Equality and Diversity training is mandatory for all staff. • 107 staff completed the Legal-island E&D training and 103 completed Safeguarding and SENDO in 18/19.
8. Provision of bespoke training to staff to address specific needs of students with a disability	Ongoing	Based on identified need reviewing the provision of training to relevant staff.	<ul style="list-style-type: none"> • Various disability related training delivered on staff development days including: SENDO, Action on Hearing Loss, Mental Health First Aid, Evacuation Chairs, Epilepsy, Disability Customer Care, Dyslexia, ADHD and Autism awareness. • Library staff received bespoke training from student support. • Individual teaching staff given specific training depending on student needs. • Frontline staff received Disability and Customer Care training in 2016/17
9. Disability awareness is provided to all full time students.	Annually September Year 2 – Year 5.	Disability awareness information is incorporated into induction and tutorial materials.	<ul style="list-style-type: none"> • New equality animated video produced for student induction in September 2017. • Disability awareness is part of the Equality and Diversity tutorial session. A new online programme was developed and launched 15/16. • Induction signposts students to Education support services and relevant policies. • Various community and voluntary groups who represent those with disabilities attend Fresher's week. • Equality Officer delivers Equality and Good Relations talks to classes as and when required.

PART B

ACTION MEASURES	Timescales	Performance indicators / intended outcome	Progress as at March 2019
			<ul style="list-style-type: none"> • ECNI, Disability Action and AMH deliver workshops with student groups.
10. Provision of disability awareness training to staff.	Annual provision in Staff Development Plan Year 1 – Year 5.	Evaluation of training to include evidence of impact training had on attitude towards people with a disability.	<ul style="list-style-type: none"> • Mandatory Equality online training for staff includes Disability Awareness. • SENDO is delivered to staff on a needs basis and as part of Induction. • Disability Customer Care training delivered in 16/17. • Disability specific training delivered i.e. ADHD, ASD and mental health.
11. Further development of partnerships with the disability sector.	Annually Year 1 – Year 5	Increased engagement with representative groups from disability sector.	<ul style="list-style-type: none"> • Good relationships built with Action Mental Health and Aware since 2017/18 • College member of the FE Sector SLDD Forum. • College is a member of the Northern Area Adult Autism Service Forum, and a member of the Regional ASD Forum with NHSCT. • Strong links with various other disability groups e.g. RNIB, action on hearing loss, MENCAP, Cedar Foundation and Audiology Departments. • NRC staff exhibited at two Disability Fairs in Ballymoney and Antrim. • SEN careers fair held in 18/19 on Ballymoney campus.
12. Monitor and review the progress of the Disability Action Plan.	Annually August Year 1 – Year 5	Provision of update contained within Progress Report.	<ul style="list-style-type: none"> • This action plan is reviewed annually. • New plan was developed in Jan 2019 for roll out from April 2019 – March 2024