

# EQUALITY COMMISSION FOR NORTHERN IRELAND

## Public Authority 2011 – 2012 Annual Progress Report on:

- **Section 75 of the NI Act 1998 and**
- **Section 49A of the Disability Discrimination Order (DDO) 2006**

This report template includes a number of self-assessment questions regarding implementation of the **Section 75 statutory duties** from *1 April 2011 to 31 March 2012 (Part A)*.

This template also includes a number of questions regarding implementation of **Section 49A of the DDO** from the *1 April 2011 to 31 March 2012 (Part B)*.

Please enter information at the relevant part of each section and ensure that it is **submitted** electronically (by completing this template) and in hardcopy, with a signed cover letter from the Chief Executive or, in his / her absence, the Deputy Chief Executive to the Commission **by 31 August 2012**.

In completing this template it is essential to focus on the application of Section 75 and Section 49. This involves progressing the commitments in your equality scheme or disability action plan which should lead to outcomes and impacts in terms of measurable improvement for individuals from the equality categories. Such outcomes and impacts may include changes in public policy, in service provision and/or in any of the areas within your functional remit.

### **Name of public authority** (Enter details below)

Northern Ireland Curriculum for Examinations and Assessment

### **Equality Officer** (Enter name and contact details below)

S75:  
Lisa Johnston  
People Services and Equality (PSE) Manager  
CCEA  
29 Clarendon Road  
Belfast BT1 3BG

DDO (if different from above): Mr Sean Smart, PSE Manager  
(address as above)

# **Part A: Section 75 Annual Progress Report 2011 - 2012**

## **Executive Summary**

- **What were the key policy / service developments made by the authority during this reporting period to better promote equality of opportunity and good relations and what outcomes were achieved?**

Equality and good relations objectives are integrated into the corporate planning processes within CCEA.

During this reporting period, we have continued to demonstrate our commitment to equality and good relations through actions taken forward by our business areas.

In summary, CCEAs progress in 2011-12 has been as follows:

### **People Services and Equality**

- An Equality Team continues to operate to ensure equality of opportunity and good relations across the organisation;
- A key theme in CCEA's HR Strategy is the promotion of equality and diversity including the aim to promote equality of opportunity in all CCEA's services;
- Reviewed and received approval for the revised Equality Scheme, completed Audit of Inequalities and developed associated Action Plan.
- During this period, an extensive review/development of HR policies was undertaken and this work remains on-going e.g. work life balance policies;
- CCEA has continued to make progress on its commitment to deliver Diversity and Equality awareness training to staff. Within the reporting period, a further 154 members of staff have attended this awareness training (including Section 75 duties/responsibilities);
- Provided specific training for team leaders e.g. how to conduct investigations;
- Provided staff training on disability awareness
- Developed a Disability Action Plan;

- Reviewed Disability Access Audit;
- Equality monitoring of Contract for Services providers (Top Team, Professional Associates);
- Reviewed staff exit questionnaires;
- Completed Article 55 return;
- Continued to deliver an employee Wellbeing Programme - included two mini Health and Wellbeing days for staff and a 6 month programme of events, which enabled staff to avail of support/advice for issues they may be facing inside and outside of work;
- Completed Annual Staff Survey – included the following targeted questions:
  - Do you think CCEA is an Equal Opportunities Employer?
  - Do you think CCEA positively promotes Diversity?
  - Do you think CCEA positively promotes fairness and equality across the organisation?
  - Do you think CCEA positively promotes health and wellbeing with employees?.
- Section 75 duties/responsibilities have been included within job descriptions.

## **Curriculum, Assessment and Reporting**

### ***Assessment Development***

- Provision of advice to DE re assessment, including adaptation for IM and complementary systems for SEN.
- Development of assessment frameworks for SEN
  - Quest for Learning (PMLD)
  - Q Skills (SLD)

### ***Provision of Curriculum Resources re Section 75 Categories***

Work continues to provide guidance and resources to support the areas of learning of Personal Development and Mutual Understanding (Primary) and Learning for Life and Work (Post-primary) and their infusion throughout the curriculum. Existing Citizenship resources regarding diversity, equality and inclusion have now been made available electronically on the NI Curriculum web site. A comprehensive IM support programme for curriculum and qualifications has been provided to ensure equality of provision, including translation and adaptation of existing materials and development of bespoke materials.

Other resources developed in 2011/12 include:

- Religious Belief
  - Religious Education curriculum web site
- Migrant Workers – Global Dimensions
- Aspire, Aim and Achieve – resource to support Olympic and Paralympic Games
- Disability
  - Range of curriculum resources for SEN to promote equality of access to the curriculum
  - Video Case Studies – Window on Special
  - Q Skills

### **Computer-based Assessment**

Training on 'Using InCAS assessments' was provided to Classroom Assistants to ensure that pupils' specific individual needs were addressed where possible.

### **Qualification Regulation**

Qualification regulators in England/Wales/N Ireland (E/W/NI) and Scotland have implemented a more strategic approach to regulation with the emphasis on regulation at the Awarding Organisation level. This means that AOs (including CCEA AO) wishing to operate in an E/W/NI market place have to meet regulatory criteria to be recognised. The regulatory system is based on the principle that AOs are accountable for the quality and standards of their regulated qualifications. Regulatory action will therefore be based on the risk assessment of the awarding organisation systems and performance.

- What are the main initiatives planned in the coming year to ensure the authority improves outcomes in terms of equality of opportunity and good relations for individuals from the nine categories covered by Section 75?

## **People Services and Equality**

- A key theme in CCEA's HR Strategy is the promotion of equality and diversity including the aim to promote equality of opportunity in all CCEA's services.
- On-going review and screening of policies in line with timetable.
- Continued mainstreaming of equality work in policy development.
- Review of CCEA's equality work to date and comprehensive plan of work going forward.
- Review of Audit of Inequalities and associated Action Plan.
- Continued involvement and participation with equality groups e.g. Equality Coalition.
- Section 75 awareness training for all staff.
- Ensuring all staff complete Diversity training within set timeframe.
- Consult on and publish Disability Action Plan.
- Continue to work closely with organisations and groups representing various equality interests.

## **Curriculum, Assessment and Reporting**

### **Assessment Implementation**

- Training programme makes provision for IM and SEN, including:
  - Provision of IM online course, exemplification library etc;
  - Provision of customised training for SEN teachers (MLD);
  - Continuing development and roll out of SEN assessment for SLD and PMLD.

### **Curriculum**

- RSE Guidance for KS3 and KS4 has been updated to reflect new Equality Legislation;
- SEN guidance and resources for SEBD under development and the assessment of Thinking Skills for SEN pupils;
- IM Programme.

## **Computer-based Assessment**

- Consideration of requirements for pupils with disabilities (e.g. hearing and visually impaired) built into specification for new computer-based assessment tool.
- New computer-based assessments to be user-friendly for pupils with individual needs e.g.
  - headphones do not need to be worn all the time (which might be more conducive for pupils with autism);
  - assessment can be paused and/or stopped and resumed at a later stage; and
  - screens are more colourful.

## **Qualifications Regulation**

Ofqual in England published their Recognition Conditions and Criteria in May 2011 which must be met to obtain and maintain regulated AO status. In line with these publications, CCEA Accreditation, as the regulator for all qualifications (except Vocational Qualifications) in Northern Ireland, published an amended version of both these documents for those AOs it regulates in Northern Ireland in August 2011. The differences from the Ofqual version are slight but take account of particular Equality Legislation in N Ireland. AOs had to submit to CCEA Accreditation their Statement of Compliance with these Conditions by 18 May 2012. The CCEA Accreditation General Conditions of Recognition have subsequently been updated in June 2012 with the addition of a condition on Delivering Assessment. Part of this condition requires AOs to ensure that for every qualification that it makes available the assessment permits Reasonable Adjustments to be made while minimising the need for them.

## **New / Revised Equality Schemes**

- Please indicate whether this reporting period applies to a new or revised scheme and (if appropriate) when the scheme was approved?

This applies to a revised scheme. The scheme was approved on 18<sup>th</sup> November 2011.

## **Section 1: Strategic Implementation of the Section 75 Duties**

- Please outline evidence of progress made in developing and meeting *equality and good relations objectives*, performance indicators and targets in corporate and annual operating plans during 2011-12.

CCEA's mission is 'to enable to full potential of all learners to be achieved and recognised'.

CCEA's role is:

- advising Government;
- monitoring Standards; and
- awarding qualifications

CCEA's values are:

- integrity
- quality and excellence
- social responsibility
- leadership
- people
- customers, partners and stakeholders

A full corporate plan will be drawn up as soon as the Minister of Education confirms CCEA's future in relation to the new Education and Skills Authority (ESA).

## **Section 2: Examples of Section 75 Outcomes / Impacts**

Given the renewed focus of Section 75 aiming to achieve more tangible impacts and outcomes and addressing key inequalities; please report in this section how the authority's work has impacted on individuals across the Section 75 categories. Consider narrative in the following structure:

- *Describe* the action measure /section 75 process undertaken.
- *Who* was affected across the Section 75 categories?
- *What impact* it achieved?



- Please give examples of changes to policies or practices using **screening or EQIA**, which have resulted in **outcomes or impacts for individuals**. If the change was a result of an EQIA please indicate this and also reference the title of the relevant EQIA.

	Outline change in policy or practice which have resulted in outcomes	Tick if result of EQIA
Persons of different religious belief	<u>Screened</u> Communications Policy	
Persons of different political opinion	Social Media Policy Focus System Policy	
Persons of different racial groups	Endorsement Policy Management Investigations Policy	
Persons of different age	Voluntary Severance Scheme PRP Framework	
Persons with different marital status	Gifts and Hospitality Policy Redundancy Policy	
Persons of different sexual orientation	Travel and Accommodations Policy Expenses Policy	
Men and women generally	<u>Under review</u>	
Persons with and without a disability	Adoption Policy Emergency Evacuation Procedure	
Persons with and without dependents	Mental Wellbeing at Work Reward and Recognition Policy Agency Workers Policy Job Share Scheme Time Off for Dependents Policy Redeployment Policy Attendance Management Policy Lone Working Policy	

No EQIA's were required during the 2011-12 periods.

- Please give examples of **outcomes or impacts on individuals** as a result of any **action measures** undertaken as part of your Section 75 action plan:

**(Enter text below)**

### **People Services & Equality**

- CCEA continues to attract a wide range of applicants in its recruitment
- Commenced equality monitoring of Contract for Services groups

### **Examinations**

- New GCSE specifications are due for review once the 2 year cycle draws to a close

- Please give examples of **outcomes or impacts on individuals** as a result of any **other Section 75 processes** e.g. consultation or monitoring:

**(Enter text below)**

### **People Services & Equality**

- Voluntary Severance scheme was developed and reviewed to ensure individuals were not disadvantaged on the basis of age.

### **Curriculum, Assessment and Reporting**

#### ***Assessment Development***

- Provision of advice to DE re assessment, including adaptation for IM and complementary systems for SEN.
- Development of assessment frameworks for SEN
  - Quest for Learning (PMLD)
  - Q Skills (SLD)

### **Section 3: Screening**

- Please provide an update of new / proposed / revised *policies screened* during the year.

For those authorities that have started issuing of screening reports in year; this section may be completed in part by appending, to this annual report, a copy of all screening reports issued within the reporting period.

Where screening reports have not been issued, for part or all of the reporting period, please complete the table below:

<b>Title of policy subject to screening</b>	<b>What was the screening decision? E.g. screened in, screened out, mitigation, EQIA...</b>	<b>Were any concerns raised about screening by consultees; including the Commission?</b>	<b>Is policy being subject to EQIA? Yes/No If yes indicate timeline for assessment.</b>
Time Off in Lieu Policy	Screened out	No	No
Flexible Working Policy	Screened out	No	No
Communications Policy	Screened out	No	No
Social Media Policy	Screened out	No	No
Focus System Policy	Screened out	No	No
Management Investigations Policy	Screened out	No	No
Endorsement Policy	Screened out	No	No
Child Protection Policy	Screened out	No	No
Voluntary Severance Scheme	Screened out	No	No
CCEA's Performance Related Pay Framework 2010-11 and 2011-12	Screened out	No	No
Gifts and Hospitality Policy	Screened out	No	No
Terms and Conditions of Employment (Fixed Term and Seconded)	Screened out	No	No
Terms and Conditions of Employment (Administrative Assistants)	Screened out	No	No
Early Retirement Policy	Screened out	No	No
Redundancy Policy	Screened out	No	No
Maternity Policy	Screened out	No	No

Homeworking Policy	Screened out	No	No
Travel and Accommodation Policy	Screened out	No	No
Expenses Policy	Screened out	No	No

Quarterly screening reports are attached for the periods April-June 2011; July-September 2011; October-December 2011; and January-March 2012.

#### **Section 4: Equality Impact Assessment (EQIA)**

Please provide an update of policies subject to EQIA during 2011-12, stage 7 EQIA monitoring activities and an indicative EQIA timetable for 2012-13.

- EQIA Timetable: April 2011 - March 2012

<b>Title of Policy EQIA</b>	<b>EQIA Stage at end March 2012 (Steps 1-6)</b>	<b>Outline adjustments to policy intended to benefit individuals and the relevant Section 75 categories due to be affected.</b>
Not applicable		

Where the EQIA timetable for 2011-12 (as detailed in the previous annual S75 progress report to the Commission) has not been met, please provide details of the factors responsible for delay and details of the timetable for re-scheduling the EQIA/s in question.

Not applicable

- Ongoing EQIA Monitoring Activities: April 2011- March 2012

<b>Title of EQIA subject to Stage 7 monitoring</b>	<b>Indicate if differential impacts previously identified have reduced or increased</b>	<b>Indicate if adverse impacts previously identified have reduced or increased</b>
Not applicable		

Please outline any proposals, arising from the authority’s monitoring for adverse impacts, for revision of the policy to achieve better outcomes the relevant equality groups:

Not applicable

2012-13 EQIA Timetable

<b>Title of EQIAs due to be commenced during April 2012 – March 2013</b>	<b>Revised or New policy?</b>	<b>Please indicate expected timescale of Decision Making stage i.e. Stage 6</b>
Pending Disability Action Plan	New	3 month consultation followed by 1 month of decision making – April 2013 anticipated timescale

## **Section 5: Training**

- Please outline training provision during the year associated with the Section 75 Duties / Equality Scheme requirements including types of training provision and conclusions from any training evaluations.
  - 154 members of staff attended Diversity and Equality awareness training within this period. Section 75 duties/responsibilities are included within this training. Post evaluation has been very positive. In the main, staff have found the training to be very beneficial (83% satisfaction)
  - New staff are informed of Section 75 duties at induction and made aware of CCEA equality policies.
  - Members of the Equality Team have attended Section 75 awareness training organised by the Equality Commission.

## **Section 6: Communication**

- Please outline how the authority communicated progress on delivery of the Section 75 Duties during the year and evidence of the impact / success of such activities.
  - The Equality Team meets regularly to oversee the implementation of the CCEA's Equality Scheme. The team is committed to communicating progress on delivery of the statutory duties.

During the reporting period the following were communicated:

<b>Date</b>	<b>Article</b>
December 2011	Communication to all staff on the approval of the Equality Scheme
January 2012	Communication to all consultees on the approval of the Equality Scheme
April 2012	Communication of HR Strategy to all staff, includes key theme of promoting equality and diversity
Quarterly	Publication of screening reports on CCEA's external website

## **Section 7: Data Collection & Analysis**

- Please outline any systems that were established during the year to supplement available statistical and qualitative research or any research undertaken / commissioned to obtain information on the needs and experiences of individuals from the nine categories covered by Section 75, including the needs and experiences of people with multiple identities.

### **Curriculum, Assessment and Reporting**

Research and Evaluation Analyses, including:

- IM Resource Questionnaire

### **People Services and Equality**

- Article 55 return.
- Audit of Inequalities.
- Developed systems to monitor Contract for Services providers (live April 11).
- Annual Staff Survey

**The Research and Statistics team** collect and analyse data on all CCEA qualifications, including GCE and GCSE attainment. At Key Stage levels this includes analysis of gender and race.

- Please outline any use of the Commission's Section 75 Monitoring Guide.

This guide was used extensively during the revision of CCEA's Equality Scheme and for the development of the Audit of Inequalities. It was also used to communicate key messages to policy makers and continues to be used by the Equality Team.

## **Section 8: Information Provision, Access to Information and Services**

- Please provide details of any initiatives / steps taken during the year, including take up, to improve access to services; including provision of information in accessible formats.

CCEA monitor the uptake of services for Special Needs as a standard procedure for the academic year.

Requests for Access Arrangements and Special Consideration during 2011/2012 were completed accurately and on time. An example of the uptake and provision of adapted papers during the Summer 2012 series is seen below:

### **Modified Papers Summer 2012**

	Modified Visual (MV)	Modified Language (ML)	Transcripts	Braille	Tactile diagrams
GCE	116	16	4	0	0
GCSE	204	110	5	0	0
<b>Total</b>	<b>320</b>	<b>126</b>	<b>9</b>	<b>0</b>	<b>0</b>

## **Section 9: Complaints**

- Please identify the number of Section 75 related complaints:
  - received and resolved by the authority (including how this was achieved);
  - which were not resolved to the satisfaction of the complainant;
  - which were referred to the Equality Commission.

Within this period, CCEA did not receive any substantiated Section 75 related complaints.



## **Section 10: Consultation and Engagement**

- Please provide details of the measures taken to enhance the level of engagement with *individuals* and representative groups during the year.
  - IM Resource Questionnaire
  - IM and SEN representatives on Principals' Group

<b>Public Body</b>	<b>Nature of Engagement</b>	<b>Scope of Engagement</b>
British Council	Ad hoc	Input re links between BC programmes and NI Curriculum
Comhairle na Gaelscolaíochta	Consultation	
COGG	Collaboration	North/South Collaboration re provision of IM resources
Storlann	Partnership Agreement	Co-production of resource materials
NISCREEN	Education Committee	Representation on committee at Quarterly meetings
DEL, Careers Service	Ad hoc	Provision of information / Advice
Career Wales	Service Provision	Service Provision for e-Progress File
LSDA	Ad hoc	Provision of information re: InCAS
NISP		
Sentinus		
Nerve Centre	Contract	Development of IM resource, ICT resources
European Studies Project	Project Steering Group jointly run by DE and Department of Education and Science, Dublin	Twice yearly meeting
Education for Reconciliation	DE representative on advisory group	Twice yearly meeting

Equality Commission	Quality assurance	Representative on Examinations equality panel for review of 7 new Entitlement framework specifications
Human Rights Commission	Quality assurance	Representative on Examinations equality panel for review of 7 new Entitlement framework specifications
RNIB	Quality assurance	Representative on Examinations equality panel for review of 7 new Entitlement framework specifications
National Deaf Children's Society	Quality assurance	Representative on Examinations equality panel for review of 7 new Entitlement framework specifications
Disability Action	Quality assurance	Representative on Examinations equality panel for review of 7 new Entitlement framework specifications
AFASIC	Quality assurance	Representative on Examinations equality panel for review of 7 new Entitlement framework specifications
NICEM	Quality assurance	Representative on Examinations equality panel for review of 7 new Entitlement framework specifications
Teachers of: <ul style="list-style-type: none"> <li>• Disabled children</li> <li>• Hearing impaired children</li> <li>• Visually impaired children</li> <li>• SEN</li> </ul>	Quality assurance	Representative on Examinations equality panel for review of 7 new Entitlement framework specifications

CCEA conducted a number of research evaluations and consultations in 2011-12 for policies/projects related to assessment, accreditation and qualifications for students with special educational needs. Details of the research/consultation are below.

- **Trial of the Q Skills** – Trialing of the Q Skills (assessment arrangements for pupils below a Level 1) with 19 special schools.
- **SEN KS3 Managing the Statutory Requirements for Assessment** – training delivered to the SEN post primary schools regarding the new statutory assessment arrangements. 94 responses from teachers from both special schools and post primary schools with a special unit attached
- **InSET Training: Module 3 – Peripatetic teachers only** – Training on the incoming statutory assessment delivered to primary schools. 58 Peripatetic teachers responded for this specific report.
- **SEN Learning Programmes Trial** - the trial of Learning Programmes for 14 – 19 years old with Special Educational Needs. Participants were drawn from Special Schools (n = 6), with one coming from a post primary school with a Learning Support Centre. Total of seven respondents.
- **SEN Qualification Consultation** – consultation on qualifications provision for learners with SEN. 42 representatives from special schools, post primary schools and training providers
- **SEN e-Progress File Report** - CCEA consulted with 10 representatives from the special educational needs sector to prioritise and identify which features are required by pupils with SEN from an eProgress File.

CCEA also conducted a number of research evaluations and consultations in 2011-12 for policies/projects related to assessment in the Irish Medium sector. Details of the research/consultation are below.

- **Irish Medium Resources evaluation** – evaluation of new Irish Medium resources developed by CCEA. 29 attendees from Irish Medium Primary Schools completed the questionnaires.

- **Training of Irish Medium Trainers** - Training specific to Irish Medium trainers was facilitated regarding the new assessment arrangements for a sample of teachers who in turn would train their colleagues as part of the training. Feedback was received from three attendees.
- **KS3 Irish Medium training on assessment** – training for post-primary teachers from the Irish Medium sector on the new statutory assessment arrangements. 17 attendees completed an evaluation questionnaire over two events.
- **Computer Based Assessment: Training and Trial** - 19 Irish Medium primary schools participated in training and trial of the computer-based assessments, NINA and NILA.

All members of R&S staff are trained in consultation with children and young people and Hard to Reach/ Engage Groups. Five staff members are accredited with the CPD in Consultation from the Consultation Institute.

## **Section 11: The Good Relations Duty**

- Please provide details of additional steps taken to implement or progress the good relations duty during the year. Please indicate any findings or expected outcomes from this work.
  - CCEA provided 9 work placements for young people within this period.
  - CCEA has continued to make progress on its commitment to deliver Diversity and Equality awareness training to staff. Within the reporting period, a further 154 members of staff have attending this awareness training (including Section 75 duties/responsibilities).
  - The Examinations Equality Panel includes representatives of various groups for review of 7 new Entitlement framework specifications.
  
- Please outline any use of the Commission's Good Relations Guide.

This guide was used during the revision of CCEA's Equality Scheme and the development of its Action Plan and continues to be used by the Equality Team.

## **Section 12: Additional Comments**

- Please provide any additional information/comments.

**Part B: 'Disability Duties'**  
**Annual Report 1 April 2011 / 31 March 2012**

**1. How many action measures for this reporting period have been**

22

Fully  
Achieved?

4

Partially  
Achieved?

0

Not  
Achieved?

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

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

Level	Public Life Action Measures	Outputs <sup>1</sup>	Outcomes / Impact <sup>2</sup>
National <sup>3</sup>	<p>CCEA is a non-departmental public body and therefore has limited involvement in public life appointments.</p> <p>CCEA has no power to appoint members to its board.</p>		
Regional <sup>4</sup>	CCEA employs 2 Special Education Needs (SEN) Managers within the Curriculum and Assessment	SEN covered in the Development of Curriculum and Assessment in schools.	SEN is considered when developing Curriculum and Assessment in schools.

<sup>1</sup> **Outputs** – defined as act of producing, amount of something produced over a period, processes undertaken to implement the action measure e.g. Undertook 10 training sessions with 100 people at customer service level.

<sup>2</sup> **Outcome / Impact** – what specifically and tangibly has changed in making progress towards the duties? What impact can directly be attributed to taking this action? Indicate the results of undertaking this action e.g. Evaluation indicating a tangible shift in attitudes before and after training.

<sup>3</sup> **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments

<sup>4</sup> **Regional**: Situations where people can influence policy decision making at a middle impact level

	<p>Development Department.</p> <p>CCEA employs 6 staff within the Centre and Examiner Support Department.</p>	<p>CCEA develops examinations which are suitable for all levels of ability, range of candidate and with different types of assessment that can be accessed by all (including SEN).</p> <p>All candidates for are treated fairly and in accordance with the Ofqual Guidelines and SENDO legislation.</p>	<p>CCEA has developed Entry Level Qualifications, QCF Level 1 and 2 and has a contract with BTEC Double Award with 100% internal assessment.</p> <p>All candidates with disabilities and who are sitting CCEA examinations are given access arrangements, reasonable adjustments and special consideration to ensure they are offered a fair exam.</p>
Local <sup>5</sup>	<p>CCEA ensures that it adheres to the regulations laid down by the Disability Discrimination (NI) Order with respect to applicants and</p>	<p>CCEA consults with applicants, individual staff with disabilities and their line managers to ensure that reasonable</p>	<p>Applicants can ensure a fair recruitment process where their disability does not impact on their application and current employees are</p>

<sup>5</sup> **Local:** Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora.



	<p>employees.</p> <p>CCEA is a member of the Employers Forum for Disability Northern Ireland (EFDNI)</p> <p>CCEA advertises Administrative Assistant posts with various disability organisations</p>	<p>adjustments are carried out.</p> <p>CCEA provides information and asks for advice where necessary.</p> <p>8 main disability organisations were contacted and provided with details of the trawl for advertising as appropriate</p>	<p>facilitated to ensure they can continue to work for CCEA.</p> <p>CCEA has a network to over 400 employers within Northern Ireland to share best practice. CCEA staff can increase their expertise, knowledge and skills.</p> <p>7 applicants were successful and are on the AA standing list for 2012</p>
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2(b) What **training action measures** were achieved in this reporting period?

	Training Action Measures	Outputs	Outcome / Impact
1	Diversity Training provided	Internal course - compulsory training for all staff	154 people trained during the period
2	Disability Awareness training provided	Pilot course – internal	9 people trained
3	First Aid at Work course initial three day and two day refresher		10 people in total trained
4	Online Health and Safety Training	Compulsory for all staff	232 people trained
5	Manual Handling Training	Manual Handling Instructor Training provided	Internal employees can advise on disability issues re manual handling 1 person trained
6	Manual Handling	Internal course	40 people trained
	In addition to training courses provided, CCEA also provided workshops as part of its Mind Yourself Programme for 2011/12 which assessed people with a view to preventing, limiting or enabling people to manage their disabilities including:		
8	How to take charge of your life session	Sessions designed to mitigate against stress	13 employees attended
9	Cardiac Risk Factor Assessments		64 employees attended
10	1-1 Nutritionist Advice Sessions		16 employees attended
11	Physio Advice Sessions		16 employees attended

	Body Composition analysis session		31 employees attended
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2(c) What Positive attitudes **action measures** in the area of **Communications** were achieved in this reporting period?

	Communications Action Measures	Outputs	Outcome / Impact
1	Disability Policy reviewed January 2012	Reviewed policy placed on staff intranet	Accessible and available to all staff
2	CCEA Staff Survey 2012 issued	CCEA staff were asked 'Do you think CCEA is an Equal Opportunities Employer?' And 'Do you think CCEA positively promotes Diversity?'	81.3% of respondents said that CCEA was an Equal Opportunity Employer and 79.6% of those who responded to the Staff Survey felt that CCEA positively promoted Diversity.
3	CCEA consulted with applicants to determine if any reasonable adjustments are required throughout the recruitment process	Individual measures are taken to ensure that candidates were able to take part in the recruitment process	Reasonable adjustments were carried out where necessary e.g. two candidates with dyslexia, candidates with mobility problems provided with accessible car parking
4	New employees are provided with a Disability Questionnaire	Reasonable adjustments can be discussed and recorded	All staff can confidentially report a disability

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

	Encourage others Action Measures	Outputs	Outcome / Impact
1	Diversity training provided	This training is now compulsory for all staff	General awareness within the organisation of the requirements to ensure equality for all, including disabled people
2	Disability Awareness training provided	Designed and delivered by CCEA – this course was offered through the L&D programme	Staff attending learned the issues and stigmas around disability and the positive stories about achievement
3	CCEA staff that are required to sit on panels must undergo training to include equal opportunities and more specifically disability discrimination is covered	Recruitment panels are trained in Equal Opportunities	
4	All staff are briefed on CCEA equality policies and procedures	New employees are made aware of the culture of the organisation from the day they start	New employees in their working environment will be cognizant of issues regarding equality
5	Review short term and long term absences on an on-going basis	Review conducted as and when appropriate	Staff with long term and short term illnesses or who develop disabilities are offered flexible working, reasonable adjustment, completion of

			PEEP and Occupational Health referrals. CCEA also offers Carecall confidentially to all employees.
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2 (e) Please outline **any additional action measures** that were fully achieved other than those listed in the tables above:

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
1	Screening carried out on policies, with Equality Impact Assessments where required	All policies are screened for potential issues that may affect a person with disabilities	All policies are accessible and effective for people with disabilities
2	Equal Opportunities monitoring for all people who carry out work for CCEA	All contract for services suppliers were asked to complete a monitoring form asking about any disabilities	Reasonable adjustments are carried out on a case by case basis

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

	Action Measures partly achieved	Milestones <sup>6</sup> / Outputs	Outcomes/Impacts	Reasons not fully achieved
1	Staff Disability Audit designed to be launched to all staff	Audit ready to be sent to all staff		Designed but did not get sent out until the 2012/13 financial year
2	Disability Access Buildings Audit	CCEA continues to prioritise actions from the Audit in 2010		On-going process of prioritising actions and working through the plan
3	Diversity Training	CCEA continues to deliver diversity training with a view to all staff completing the course	Staff will be knowledgeable in issues regarding diversity	On-going process – all new employees need trained
4	Opportunities for placements for disabled persons	One placement was extended into the 2010/11 financial year but no new placements were offered		No available places that could be offered were identified.

<sup>6</sup> **Milestones** – Please outline what part progress has been made towards the particular measures; even if full output or outcomes/ impact have not been achieved.

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

	Action Measures not met	Reasons
1		
2		
3		

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

(a) Qualitative

Annual Staff Survey

Bi-annual Staff Disability Audit

Individual consultations with disabled applicants/employees in order to make appropriate reasonable adjustments

Disability Questionnaire

(b) Quantitative

Equal Opportunities Monitoring forms

Bi-annual Staff Disability Audit

Permanent, FTC and temporary staff Exit Interviews

Training Evaluations

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

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

Please delete: No



If yes please outline below:

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

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

Disability Action Plan to go out for consultation end 2012.