

EQUALITY COMMISSION FOR NORTHERN IRELAND

Public Authority 2012 – 2013 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 2012 to 31 March 2013 (Part A)*.

This template also includes a number of questions regarding implementation of **Section 49A of the DDO** from the *1 April 2012 to 31 March 2013 (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 2013**.

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 Council for the Curriculum, Examinations and Assessment
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Equality Officer (Enter name and contact details below)

S75: Lisa McAleer 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 2012 - 2013

Executive Summary

Q1. 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?

The promotion of Equality and Good Relations are integrated into the organisations Corporate Planning and in the Strategic and Operational Business Plans within CCEA. CCEA remains committed to actively recognising equality of opportunity, good relations and human rights and it is the organisations intention that all staff and individuals who use our service be treated fairly and with dignity and respect.

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

In summary, CCEAs progress in 2012-13 has been as follows:

People Services and Equality

People Services & Equality continue to employ an Equality Team whose duties are 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.

During this period People Services and Equality continued to:

- Review CCEA's Equality Scheme, Audit of Inequalities and associated Action Plan;
- Review/develop policies in line with the Equality Scheme;
- Deliver Diversity and Equality awareness training to staff;
- Perform Equality monitoring for all staff and contract for service providers;
- Review staff exit questionnaires;
- Progress with Article 55 returns;
- Deliver an Employee Wellbeing Programme - including a 6 month programme of events, which enabled staff to avail of support/advice for welfare issues they may be facing inside and outside of work;
- Complete the 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?
- Include Section 75 duties/responsibilities within staff job descriptions
- Cover Section 75 duties at staff inductions.

During this period our Financial Services department continued to promote Equality and Good Relations by following the 12 procurement principles as laid down by the government: Accountability; competitive supply; consistency; effectiveness, efficiency, fair-dealing; integration; integrity; informed decision making; legality; responsiveness and transparency.

Curriculum, Assessment and Reporting

During this period the Curriculum, Assessment and Reporting department continued to promote Equality and Good Relations in the following areas:

Assessment Development

- Provision of advice to Department of Education (DE) in assessment, including adaptation for Irish Medium (IM) and complementary systems for Special Education Needs (SEN);
- Assessing Using ICT: Online training course for all Primary teachers, and training events for a number of Primary teachers
- Assessing Communication and Using Mathematics: completion of whole-school INSET rollout for all Primary schools, including SEN and IM sectors
- Standard Setting Events at KS3 to include provision for all schools including SEN and IM sectors
- Development of KS1+2 Guidance
- Development of Foundation Stage Guidance
- Development of KS4 Guidance
- Delivery of training in use of assessment frameworks for SEN
 - Quest for Learning (PMLD)
 - Q Skills (SLD)

Provision of Curriculum Resources re Section 75 Categories

Work continues to provide a bank of assessment tasks (Primary), assessment tasks guidance and resources (Post-primary) to support a range of Areas of Learning and their infusion throughout the curriculum. 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 2012/13 include:

- Religious Education Guidance (online resource)
- UICT website (Primary and Post-primary)
- Thinking Skills website (Primary and Post-primary)

- Migrant Workers – Food Miles
- Disability
 - Range of curriculum resources for SEN to promote equality of access to the curriculum
 - Video Case Studies – Window on Special Phase 2
 - Q Skills training materials

Computer-based Assessment (NILA and NINA)

CCEA has held meetings with BATOD and ELB advisors to discuss pupil needs and identify possible assessments for SEN and hearing impaired (HI) were agreed with the two suppliers for autumn 2013. These include different entry points to the assessments for pupils with SEN and a customised version of the NILA assessment for HI pupils. Special schools will be part of the autumn pilot 2013.

Several training sessions have also been held as follows:

- Awareness Raising Seminars (Peripatetic Services for Pupil Sensory Impairment) – November 2012
- Awareness Raising Seminars (ELB Support Teachers) - February and March 2013
- Seminar for Special Schools - May 2013

Examinations

CCEA’s Examination Team undertook the revision of GCSE MIA and received input from the following representative groups:

Equality Commission	Quality assurance	Representative on Examinations equality panel for review GCSE MIA
RNIB	Quality assurance	Representative on Examinations equality panel for review of GCSE MIA
AFASIC	Quality assurance	Representative on Examinations equality panel for review of GCSE MIA
NICEM	Quality assurance	Representative on Examinations equality panel for review of GCSE MIA
Teachers of: <ul style="list-style-type: none"> • Disabled children • Hearing impaired children • Visually impaired children • SEN 	Quality assurance	Representative on Examinations equality panel for review of GCSE MIA

Qualification Regulation

Qualification regulators in England/Wales/N Ireland (E/W/NI) and Scotland fully implemented a strategic approach to regulation with the emphasis on regulation at the Awarding Organisation (AO) level.

This means that AOs (including CCEA AO) wishing to operate in an E/W/NI market place have to meet regulatory criteria in order 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 is therefore based on the risk assessment of the awarding organisation systems and performance.

Q2. 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?

CCEA remain committed to providing the necessary resources to ensure that the Section 75 statutory duties are complied with and will monitor and review progress on a regular basis.

The following initiatives are planned for the coming year to ensure improved outcomes in relation to equality of opportunity and good relations for the nine categories under 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 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;
- Develop and deliver Section 75 awareness training for all staff;
- Ensuring all staff complete Diversity training within set timeframe;
- Continue to work closely with organisations and groups representing various equality interests.
- Staff Survey.

Curriculum, Assessment and Reporting

Assessment Implementation

- Training programme makes provision for IM and SEN, including:
 - Provision of IM online course, assessment tasks, exemplification library
 - Provision of customised standard setting events for SEN teachers (MLD)
 - Continuing development and roll out of SEN assessment for SLD and PMLD
 - Exemptions Guidance

Curriculum

- RSE Guidance to reflect new Equality Legislation
- SEN guidance and resources for SEBD completed and awaiting publication
- Assessment of Thinking Skills for SEN pupils has been completed
- 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.
- Different entry points to the assessments for pupils with SEN.
- A customised version of the NILA assessment for HI pupils.

Qualifications Regulation

During the coming year CCEA Accreditation will be accrediting a range of new and revised qualifications for N. Ireland. The scope of this work remains unclear until announcements as to the future of qualifications in N. Ireland are made by the Minister for Education NI, and until the extent of the changes to qualifications elsewhere become clear – this is especially true for GCSEs and A levels.

CCEA Accreditation will continue to ensure that equality of opportunity for the nine groups will be considered when qualifications criteria are being devised and when qualifications are submitted to CCEA Accreditation for approval/accreditation.

The Conditions of Recognition will be reviewed and updated accordingly.

New / Revised Equality Schemes

Q3. 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 that was approved on 18th November 2011.

Section 1: Strategic Implementation of the Section 75 Duties

Q4. 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 2012-13.

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

Each member of the Senior Management Group is responsible to the CEO for ensuring that each functional services area complies fully with the Equality Scheme. The Director of Corporate Services has operational responsibility for the implementation of the Equality Scheme and an Equality Officer within the People Services & Equality Team is responsible for reporting progress of the Equality Team to the Director of Corporate Services.

A full corporate plan has been drawn up following the Minister of Education's confirmation that CCEA is not being considered as part of the new Education and Skills Authority (ESA). The draft corporate plan will run from 2013-2016. The strategic goals of the organisation is to demonstrate corporate and social values with performance indicators and states the CCEA will promote equality of opportunity and good relations in policy making, policy review and service delivery.

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?

Q5. 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.

No EQIA's were required during the 2012-13 periods.

Q6. 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:

People Services & Equality

- CCEA continues to attract a wide range of applicants from various backgrounds covering the nine S75 categories in its recruitment processes
- CCEA has successively applied its family friendly policies on a consistent basis to facilitate working arrangements for a number of employees with dependents.
- Continues equality monitoring of applicants, staff and Contract for Services groups.

Q7. Please give examples of **outcomes or impacts on individuals** as a result of any **other Section 75 processes** e.g. consultation or monitoring:

Curriculum, Assessment and Reporting

Assessment Development

- Production of Supplementary Guidance on the Assessment Arrangements with details for the assessment of SEN pupils
- Provision of advice to DE re assessment, including adaptation for IM and complementary systems for SEN
- 'Assessing the Cross-Curricular Skills INSET' tailored and provided for teachers of pupils with statements of Moderate Learning Difficulties learning in schools that cater in general for pupils with statements of Severe Learning Difficulties
- Modification of CCEA Assessment Tasks (Primary) for pupils with visual impairments
- Development of assessment frameworks for SEN
 - Quest for Learning (PMLD)
 - Q Skills (SLD)

Qualifications Regulation

The Review of GCSEs and A levels carried out from October 2012 to June 2013 included consultation with a wide range of stakeholder groups. A stakeholder mapping exercise was carried out to ensure identification of groups impacted upon by the consultation outcomes so as to ensure communication with them to encourage their participation.

Two separate online consultations were carried out as well as a series of public consultation events and a range of bespoke face-to-face events for particular stakeholder groups. Public consultation events were held in a range of locations and included daytime and evening. All individuals had the opportunity to participate in the consultation process.

Section 3: Screening

Q8. 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:

Title of policy subject to screening	What was the <i>screening decision</i>? E.g. screened in, screened out, mitigation, EQIA...	Were any <i>concerns raised about screening by consultees</i>; including the Commission?	Is policy being subject to <i>EQIA</i>? Yes/No If yes indicate timeline for assessment.
Whistle Blowing Policy	Screened out	No	No
Risk Management Policy	Screened out	No	No

Section 4: Equality Impact Assessment (EQIA)

Please provide an update of policies subject to EQIA during 2012-13, stage 7 EQIA monitoring activities and an indicative EQIA timetable for 2013-14.

Not applicable

- EQIA Timetable: April 2012 - March 2013

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

Where the EQIA timetable for 2012-13 (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 2012- March 2013

Title of EQIA subject to Stage 7 monitoring	Indicate if differential impacts previously identified have reduced or increased	Indicate if adverse impacts previously identified have reduced or increased
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:

2013-14 EQIA Timetable

Title of EQIAs due to be commenced during April 2013 – March 2014	Revised or New policy?	Please indicate expected timescale of Decision Making stage i.e. Stage 6
Not applicable		

Section 5: Training

Q9. 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.

- 96 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, Equality Awareness training and Equality Law updates organised by the Equality Commission.
- All members of R&S staff are trained in respect of consultation with children and young people and Hard to Reach/ Engage Groups. Four staff members are accredited with the CPD in Consultation from the Consultation Institute
- All staff engaged in recruitment and promotion undergo training which includes Section 75 duties.
- All staff have equal opportunity in relation to training and career development.

Section 6: Communication

Q10. 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:

Date	Article
April 2013	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

Q11. 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.

People Services and Equality

- Article 55 return
- Audit of Inequalities
- Monitoring Equality of staff & Contract for Services providers
- Annual Staff Survey.

Curriculum, Assessment and Reporting

- Research and Evaluation of Exemplar Tasks (Post-primary) and their suitability for newcomer pupils
- Trialling and Evaluation of CCEA Assessment Tasks (Primary) and their suitability for pupils with Special Educational Needs (MLD) statements, and/or newcomer pupils
- CBA Evaluation Questionnaire with all pilot schools during Autumn 2013.

Qualification Regulation

A Review of GCSEs and A levels was carried out from October 2012 to June 2013 to gather information on issues relating to the future of these qualifications in N. Ireland and provide recommendations to DE. Research gathering included two online consultations as well as the series of public consultation events and range of bespoke face-to-face events for particular stakeholder groups. All research activities were carried out following the CCEA Research Code of Practice. Equality impact assessments were carried out on the questionnaires, and equality issues were taken into account in all aspects of the report considerations. The review reported to DE advising recommendations on the future of the qualifications therefore equality impact of future policy direction rests with DE.

Research and Statistics

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.

- IM Resource Questionnaire
- IM and SEN representatives on Principals' Group

Public Body	Nature of Engagement	Scope of Engagement
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

CCEA conducted a number of research evaluations and consultations in 2012-13 for policies/projects related to assessment, accreditation and qualifications for students with special educational needs. Details of the research/consultation are below.

- **SEN Learning Programme Trial** -The SEN Learning Programme project ran for a second consecutive year during the 2012/13 academic year. The second year of the project involved a total of 16 participants. The majority of responses were from Special Schools (N=10), while the remaining reported teaching in a post primary school with a Learning Support Centre.

- **SEN Thinking Skills and Personal Capabilities training evaluation** - three training events were held in June 2013 and 106 questionnaires returned. A further two events are due to be held in September and October 2013 and results will then be analysed and collated.
- **Entry Level Questionnaire – October 2012** - CCEA was reviewing its Entry Level Qualification (ELQ) provision. The purpose of this consultation was to find out what stakeholders think of the current provision. Thirteen respondents from the SEN sector responded to this questionnaire.

Review of Qualifications

- **Interim Research Report Phase One (March 2013)**. Consultation on current GCE / GCSE qualifications arrangements. Questionnaire live from 19th November 2012 – 21st January 2013. Seven SEN teachers responded to this phase of the research.
- **Phase 3 – Final Options Research - Live from 9th April – 31st May 2013** - Seven SEN teachers responded to this phase of the research. Two SEN principals responded to this phase of the research.

CBA Training Questionnaires

The following questionnaires were live from 28th August – October 2012. Evaluation of the training on computer based assessments (NILA and NINA) for primary teachers.

- **Module 1 – Introduction to NILA** - 71 respondents indicated that they were from SEN schools.
- **Module 2 – NILA Administration** - 60 respondents indicated that they were from SEN schools.
- **Module 3 – NILA Reporting** - 65 respondents indicated that they were from SEN schools.
- **Module 1 – Introduction to NINA** - 69 respondents indicated that they were from SEN schools.
- **Module 2 – NINA Administration** - 60 respondents indicated that they were from SEN schools.
- **Module 3 – NINA Reporting** - 59 respondents indicated that they were from SEN schools.

CBA Implementation Report

The following questionnaires were live from 23rd November – 21st December 2012.
Evaluation of the implementation of the computer based assessments (NILA and NINA).

- **Principal Questionnaire** - There were two responses from the SEN sector in the principal questionnaire.
- **Teacher Questionnaire** - There were seven responses from the SEN sector in the teacher questionnaire.

Implementation of the Assessment Arrangements

- **Primary June Evaluation Questionnaire** – An online evaluation of the new assessment arrangements at Key Stages 1 and 2. There was two SEN respondents. Both were from special schools.
- **Post-primary March Evaluation Questionnaire** – An online evaluation of the new assessment arrangements at Key Stage 3. There were five SEN respondents. All were from special schools.
- **Post-primary June Evaluation Questionnaire** – An online evaluation of the new assessment arrangements at Key Stage 3. There were three SEN respondents. All were from special schools.

Q12. Please outline any use of the Commission's Section 75 Monitoring Guide.

This guide was used extensively 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

Q13. 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 continue to provide a full copy of its Equality Scheme on its website.

CCEA's website is designed to maximize ease of use by everyone, including people with disabilities. We aim for a consistently high level of usability for our entire audience across all of our websites and microsites, following best-practice accessibility guidelines where possible.

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 reporting period were completed accurately and on time.

Details of Modified Papers during 2013 are as follows:

	Modified Visual (MV)	Modified Language (ML)	Transcripts	Braille	Tactile diagrams
GCE	118	24	2	0	0
GCSE	326	176	7	0	0
Total	444	200	9	0	0

Section 9: Complaints

Q14. 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 received one related Section 75 complaint. This complaint was withdrawn.

Section 10: Consultation and Engagement

Q15. Please provide details of the measures taken to enhance the level of engagement with *individuals* and representative groups during the year.

Please outline any use of the Commission's guidance on consulting with and involving children and young people.

CCEA conducted a number of research evaluations and consultations in 2012-13 for policies/projects related to assessment in the Irish Medium sector. Details of the research/consultation are below.

- **Irish Medium Resources 2013**
Irish Primary school teachers were invited to attend a workshop in CCEA in March 2013 during which, three new Irish-medium (IM) resources were showcased. A total of 15 teachers provided feedback on the IM resources workshop.
- **Additional Support for Languages**
All primary school principals were invited to provide feedback on the demand for additional support for Irish in primary schools. A total of 127 principals responded to the online questionnaire.
- **Customer Satisfaction Survey 2013 - Primary Customer Satisfaction Survey.**
Questionnaire live from January – March 2013 and there were four Irish medium responses.

CBA Training Questionnaires

The following questionnaires were live from 28th August – October 2012. Evaluation of the training on computer based assessments (NILA and NINA) for primary teachers.

- **Module 1 – Introduction to NILA** - 40 respondents identified themselves as from the Irish Medium sector.
- **Module 2 – NILA Administration** - 39 respondents identified themselves as from the Irish Medium sector.
- **Module 3 – NILA Reporting** - 33 respondents identified themselves as from the Irish Medium sector.
- **Module 1 – Introduction to NINA** - 26 respondents identified themselves as from the Irish Medium sector.

- **Module 2 – NINA Administration** - 28 respondents identified themselves as from the Irish Medium sector.
- **Module 3 – NINA Reporting** - 31 respondents identified themselves as from the Irish Medium sector.

CBA Implementation Report

The following questionnaires were live from 23rd November – 21st December 2012. Evaluation of the implementation of the computer based assessments (NILA and NINA).

- **Principal Questionnaire** - There were three responses from the Irish Medium sector in the principal questionnaire.
- **Teacher Questionnaire** - There were eight responses from the Irish Medium sector in the teacher questionnaire.
- **Pupil Questionnaires** - There were 14 responses to the Irish Medium NILA pupil survey. All of the respondents (n=14) were in primary 7. There were 14 responses to the Irish Medium NINA pupil survey. The majority of respondents (n=13) were in primary 7 with one primary 4 pupil responding.

Implementation of the Assessment Arrangements

- **Primary June Evaluation Questionnaire** – An online evaluation of the new assessment arrangements at Key Stages 1 and 2. There was one IM respondent.

Review of GCE and GCSE Qualifications

- **Phase 3 – Final Options Research.** Consultation on current GCE / GCSE qualification arrangements. The questionnaire was live from 9th April – 31st May 2013. There were two Irish Medium responses.

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

Section 11: The Good Relations Duty

Q16. 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 4 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 94 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
- CCEA covers Section 75 at induction
- A number of CCEA's managers completed a survey on Gender Equality within the NI Public Sector.

Q17. 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.

Part B: 'Disability Duties'
Annual Report 1 April 2012 / 31 March 2013

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

27

Fully
Achieved?

4

Partially
Achieved?

1

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 ¹	Outcomes / Impact ²
National ³	CCEA is a non-departmental public body and therefore has limited involvement in public life appointments. CCEA has no power to appoint members to its board.		
Regional ⁴	CCEA employs 2 Special Education Needs (SEN) Managers within the Curriculum and Assessment Development Department.	SEN covered in the Development of Curriculum and Assessment in schools. CCEA develops examinations which are suitable for all levels of ability, range of	SEN is considered when developing Curriculum and Assessment in schools. All candidates with disabilities and who are

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

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

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

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

	CCEA employs 6 staff within the Centre and Examiner Support Department.	<p>candidate and with different types of assessment that can be accessed by all (including SEN).</p> <p>All candidates are treated fairly and in accordance with the Ofqual Guidelines and SENDO legislation.</p>	sitting examinations are given access arrangements, reasonable adjustments and special consideration to ensure they are offered a fair exam.
Local ⁵	<p>CCEA ensures that it adheres to the regulations laid down by the Disability Discrimination (NI) Order with respect to applicants and employees.</p> <p>CCEA is an accredited member of the Employers Forum on Disability Northern Ireland (EFDNI)</p>	<p>CCEA consults with applicants, individual staff with disabilities and their line managers to ensure that reasonable adjustments are carried out.</p> <p>CCEA provides information and asked for advice where necessary.</p>	<p>Applicants can ensure a fair recruitment process where their disability does not impact on their application and current employees are facilitated to ensure they can continue to work for CCEA.</p> <p>CCEA has a network of over 400 employers within Northern Ireland to share best practice. CCEA staff</p>

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

	CCEA advertises Administrative Assistant posts with various disability organisations.	12 main disability organisations were contacted and provided with details of the trawl for advertising as appropriate.	can increase their expertise, knowledge and skills. 26 applicants who declared a disability were successful and are on the standing list for 2013.
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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	96 people trained
2	First Aid at Work course initial three day and two day refresher		6 people trained
3	Online Health and Safety training	Compulsory for all staff	180 people trained
4	Manual handling Training	Manual Handling Instructor training provided	Internal employees can advise on disability issues re manual handling – 1 person trained
5	Manual Handling	Internal course	75 people trained
	In addition to training courses CCEA also provided workshops as part of its 'Mind Yourself' Programme 2012/13 which assesses employees with a view to preventing, limiting or enabling people to manage their own disabilities including:		
6	How to take charge of your life	Sessions designed to provide info on work life balance and stress issues	12 employees attended
7	Cardiac risk factor assessments		64 employees attended
8	Nutrition	Stress buster workshop	16 employees attended
9	Physio		18 employees attended
10	Stress therapies		32 employees attended
11	Fitness workshops		16 employees attended

12	One to one consultation with fitness instructor		6 employees attended
13	Nutrition for energy		15 employees attended
14	Yoga taster session		15 employees attended
15	Body composition analysis session		31 employees attended

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	CCEA Staff Survey 2012 issued	CCEA Staff were asked 'Do you think CCEA is an Equal Opportunity 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 promotes Diversity
2	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 as appropriate eg
3	New employees are provided with a Disability Questionnaire	Reasonable adjustments can be discussed and recorded	All staff can confidentially report a disability
4	Existing employees were	Reasonable adjustments can	All staff can confidentially report a

	asked to complete a Disability Audit to capture newly acquired disabilities and changes in circumstances	be discussed and recorded	disability
5	CCEA Disability Action Plan was put out to consultation	Interested parties were asked to feedback on the Action Plan and make comments were necessary	No feedback was gained and Action Plan was finalised
6	CCEA Disability Action Plan published	Plan was published on CCEA website	All interested parties can review and read where necessary

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 compulsory for all staff	General awareness within the organisation of the requirements to ensure equality for all, including people with disabilities
2	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	
3	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 are cognizant of issues regarding equality
4	Review short term and long term absences on an ongoing 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.

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	Equality Impact Assessments carried out on policies	All policies are screened for potential issues that may affect persons with a disability	All policies are accessible and effective for people with disabilities.
2	Monitoring of all people who carry out work for CCEA	Contract for services suppliers are surveyed on application forms for disabilities that may affect them coming to interview	Reasonable adjustments are carried out as appropriate

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

	Action Measures partly achieved	Milestones ⁶ / Outputs	Outcomes/Impacts	Reasons not fully achieved
1	Disability Access Buildings Audit	CCEA continues to prioritise actions from the Audit in 2010	Improvements are made to premises.	Ongoing process of prioritising actions and working through the plan
2	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	Ongoing process – all new employees need trained
3	Opportunities for placements for disabled persons	No new placements offered		No available places that could be offered were identified
4	One to one meetings with employees who declare a disability via the employee Disability Audit	90% of those who declared a disability have met with PSE	Allows the organisation to have personal one to one contact and ensures that all issues can be discussed.	Ongoing process

⁶ **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	Monitoring of contract for services suppliers	Plan on hold as systems will change as a result of Autoenrolment issues. This will require further discussion on how to report and the systems used as suppliers are managed by several different departments.
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 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?
