

**The Northern Ireland Council for the
Curriculum, Examinations and Assessment (CCEA)**



**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 X (double click to open) Name: Telephone: Email:

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

www.ccea.org.uk

Signature:

Mrs L. Scott

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

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.

CCEA is a unique educational body in the UK, bringing together the three areas of curriculum, examinations and assessment.

CCEA advises Government on what should be taught in Northern Ireland's schools and monitors standards ensuring that the qualifications and examinations offered by awarding bodies in Northern Ireland are of an appropriate quality and standard.

Awarding Qualifications

As Northern Ireland's leading awarding body we offer a diverse range of qualifications, such as GCSEs, Entry Level Qualifications and vocationally related qualifications.

CCEA remains committed to actively recognising equality of opportunity, good relations and human rights and it is the organisation's 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, CCEA's progress 2017-18 has been as follows:

Human Resources Team

Human Resources continue to ensure equality of opportunity and good relations across the organisation.

A key theme in CCEA's People Strategy is the promotion of equality and diversity including the aim to promote equality inclusion and diversity as priority in all CCEA's services.

During this period, Human Resources continued to:

- Implement CCEA's Equality Scheme, Audit of Inequalities and Associated Action Plan;
- Review/develop policies in line with the Equality Scheme;
- Deliver Diversity Awareness training to staff;
- Perform Equality monitoring for all staff;
- Review staff exit questionnaires/interviews;
- Provide Article 55 returns;
- Deliver an Employee Wellbeing Programme of events, which enable staff to avail of support/advice for welfare issues they may be facing inside and outside of work.

Qualifications Team

CCEA Qualifications team has the responsibility for the design, development and delivery of qualifications. In all aspects of this work, the Qualifications team operate to ensure equality of opportunity and good relations. CCEA Qualifications team also collaborate with the CCEA Curriculum team to deliver on a number of projects which take into consideration Section 75 and the Equality Scheme. These include Shared Education, SEN Conference, and links with external agencies, such as the NI Hospice, NICCY and NICIE.

Qualifications Development

Summer 2019 is the first award of CCEA Revised GCSEs. Section 75 requirements were considered during the design of these qualifications. When revised qualifications go through their first delivery phase there can on occasion be amendments required post accreditation. The impact on all students is considered when applying the amendments.

Summer 2018 was the first award of the new Entry Level Life Skills qualification. CCEA Entry Level Life Skills has been developed for students working below and towards Level 1. The specification encourages learners to develop independent living skills and personal skills for adult life. While developing the specification, we considered the requirements of learners with special educational needs and focused on skills required to prepare learners for the transition to adult life.

There are 27 internally assessed units to choose from, giving learners the opportunity to explore a variety of different life skills. These include skills to travel independently, use social media safely, apply for jobs and take part in leisure activities. Student not only develop independent living and personal skills but also communication and number skills.

To meet the needs of the range of learners who may find this qualification suitable we have enabled different certification options. Students can gain certification for each unit they pass and can also gain a qualification certification when they have completed six units or an extended qualification when they have completed twelve.

Question Paper Production

In the design and development of live assessments CCEA senior examining teams consider issues of equality and good relations. Question papers are designed on the principles of regulatory Fair Access by Design guidance. During the development stage a number of quality checks are put in place. This includes a revisers and a scrutineer check. Both of these checks will include ensuring that the questions and the instructions are clear and unambiguous. The reviser will also consider the accessibility of the language used and ensure that papers have no bias of any kind e.g. in any stimulus used.

In addition CCEA Question Paper Reduction (QPP) team carry out a range of modifications to examination material to suit candidates and learners that have special educational needs, visual impairment and hearing difficulty.

QPP follow JCQ guidance on the appropriate considerations that are required to ensure examination materials are adapted to suit candidate needs. QPP use registered companies such as BATOD (British Association of Teachers of the Deaf) and Jordanstown School – the NI Centre of Excellence for children who are deaf or visually impaired to review examination material and make recommendations to suit candidate needs.

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The range of modifications to papers for summer 2019 include:

Level	Total requests	Total candidates
AS	219	55
A2	131	31
GC		
SE	1399	170

Braille	Pt18	Pt2	Pt2	Pt3	Mod Lan g	Tactile diagrams	transcripts	Non-electronic version of online QP	Discrete modifications
0	72	36	8	0	70	0	2	31	130
0	29	31	5	0	39	0	2	25	112
0	439	103	37	17	413	0	12	378	425

IM requests summer 2019 are:

GCSE	70
GCE	39
OLA	0
Early release	3
Total	112

Research and Statistics

All aspects of CCEA research projects are designed and implemented with the principles of good relations and equality of opportunity in mind. This includes in the design of the consultation, gathering of data and also in the analysis and use of data.

Research and Statistics adhere to a Research Code of Practice which includes the Key Principle:

- Research participants must be respected. The planning, conducting and reporting of research takes account of cultural, religious, racial, gender, age and other relevant differences amongst those participating in the research.

The research principles involve the following research practice:

Inclusiveness

- Consultation will encourage the participation of people affected by or interested in a policy or decision proposed by CCEA.
- Affected and interested parties will be given equal opportunity to participate in the consultation.
- Affected groups and interested parties can select their own representative to work with CCEA.
- Consultation will be sensitive to the needs of particular groups to maximise their ability to contribute.
- CCEA will actively seek out stakeholders for consultation.

In 2017/2018 CCEA carried out 14 research projects providing opportunities for stakeholders to participate.

Research activities (detailed in the table below) indicate that out of 2,100 respondents, there has been representation from all representative school types.

Type	N	%
Controlled	852	40.
Maintained	619	29.
Integrated	169	8.
Irish-Medium	38	1.
SEN	53	2.
Voluntary	254	12.
Other	54	2.
Not identified	61	2.
Total	2,100	100.

Source: CCEA Internal R&S Statistics (2017/18)

When engaging in research with external stakeholders, in particular schools, all primary and post-primary centres (depending on the focus of the research) are approached to take part; this includes all Integrated Schools in Northern Ireland. Additionally, research/evaluation/consultations ask for the demographic breakdown of respondents. It is important never to assume that one knows the demographic of respondents and therefore the addition of demographic questions can help understand differences in data.

When designing research projects demographic information is used to ensure data is representative of all education sectors. CCEA Research & Statistics Unit (R&S) includes the following common demographic questions in all research:

- Respondent type;
- Management type;
- School type; and
- School size.

Curriculum Assessment and Reporting Activity

CCEA is committed to ensuring that all pupils have access to the curriculum and aims to support CCEA's, and schools' compliance, and that of the Department of Education (DE) with associated statutory duties including:

- Special Educational Needs
- Shared Education
- Irish Medium and Ulster Scots
- Relationships and Sexuality Guidance

CCEA continues to conduct a range of activities which address matters of equality and diversity.

Special Educational Needs - Curriculum Resources

CCEA has continued to work on 2 case studies for the "Window on Special Series"

These provided guidance for teachers on:

- * Learning outside and inclusion for learners who are deaf and/or blind
- * Adapting curriculum activities for learners who are blind and deaf in the Home Economics classroom - through use of CCEA's Growing for the Future learning resource

Other recent resources/ developments have included:

- creation of exemplar Science learning activities for KS3 learners with severe learning difficulties - Science through Stories (SEN)
- creation of Minecraft in STEM (Vikings) resources for Primary learners, which won two golds at the Learning Technology awards

- Creation of exemplar Literacy learning activities for KS3 learners with severe and moderate learning difficulties - Local Literacy
- Quest and Q Skills – CCEA has rolled out software to the special schools across Northern Ireland. The software provides an assessment framework for SEN schools and CCEA is committed to optimising the functionality to better meet the needs of pupils and teachers in the future.

CCEA carried out consultation with stakeholders as part of development of a 3 year action plan for SEN. CCEA will review the curriculum for SEN and will prioritise work to ensure that the needs of children and young people with SEN are met.

Shared Education

CCEA have worked collaboratively with EA to produce a pupil progression pathway for Shared Education and supporting guidance materials. These will soon be published on the CCEA website along with the recently added curriculum resources. A suite of resources to support Shared Education can be found on CCEA's website at:

http://ccea.org.uk/shared_education/resources/curriculum_guidance

CCEA endeavours to support teachers and young people in the development of the knowledge, understanding, skills, attitudes and personal capabilities to bring about mutual understanding and reconciliation.

Through the EA Shared Education programme during the academic year 2018/19, CCEA offered five teacher professional learning modules for Primary Teachers:

- Thinking Skills and Personal Capabilities
- Personal Development and Mutual Understanding
- Computational Thinking and Coding in the Primary Classroom
- Progression in Science and Technology
- Health and Wellbeing through Science

Those modules were very well attended. CCEA will continue to explore opportunities to work collaboratively with the Education Authority and other partners to promote shared education.

Irish Medium and Ulster Scots

Resources development for IM Primary schools included:

- Two translated novels (Cúláilte and An Fáth ar Tháinig)
- Writing Frames package
- Early Reading Games (Banda 3)
- Beatha le Bua series

CCEA is currently engaged in several Irish Medium projects as follows:

- COGG: interactive maths tool to support the teaching and learning of maths in IM primary schools.

- Irish-Medium Primary Language Framework (Lines of Development). Irish Medium primary schools currently function with no specific language framework to base the teaching and learning on in a consistent manner. It has been identified as a top priority for the sector in reports to DE and work will commence subject to business case approval.
- CCEA have also committed to the development of a Key Stage 4 Irish course as a follow up to the Key Stage 3 course Snas agus Blas. This will build on Snas agus Blas and also support GCSE Gaeilge. This project is now underway.

CCEA continues to provide a translation service for Irish medium schools in relation to qualifications to ensure that the Irish medium sector is not disadvantaged.

Ulster Scots

'Woven in Ulster: Ulster-Scots and the Story of Linen' was released in 2018. CCEA continue to promote this resource across the school sector.

Relationships and Sexuality Guidance (RSE)

In 2018-2019, CCEA was commissioned by the Department of Education to conduct an audit of existing resources, to update materials as required, and to create an RSE hub to provide teachers and young people with repository of resources to support schools, parents and young people. The RSE hub is now live and can be found at on the CCEA website.

CCEA has updated resources in a number of key areas including:

- consent, what it means and its importance;
- developments in contraception;
- domestic and sexual violence and abuse;
- healthy, positive sexual expression and relationships;
- LGBTQ+ matters;
- safe use of the internet; and
- social media and its effects on relationships and self-esteem.

The resources will be progressively added to the RSE hub following a pilot in the autumn term.

Examinations and Assessment Administration

CCEA employs six staff within the Centre and Examiner Support team to manage special requirements for examinations, in line with the Joint Council for Qualifications. This ensures that all candidates are treated fairly. All candidates for examinations who have a disability are given suitable access arrangements, reasonable adjustment and/or special consideration to ensure that they can sit the exam and do not have any unnecessary barriers to accessing the qualification or aspects of it.

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- 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*).

In December 2018, the Celebrate With CCEA Award Ceremony brought together those students who attained overall top marks in each of CCEA's GCSE subjects (Top Candidates) with those students nominated by teachers and tutors in Technical Qualifications (Learners of the Year).

For the first time, the award ceremony was an inclusive award ceremony celebrating Technical Learners of the Year alongside the top students in GCSE and GCE qualifications.

Attended by more than 700 guests, 78 schools and colleges were represented at the ceremony with awards collected for 80 different CCEA qualifications.

PART A

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:

3a With regard to the change(s) made to policies, practices or procedures and/or service delivery areas, what **difference was made, or will be made, for individuals**, i.e. the impact on those according to Section 75 category?

Please provide any details and examples:

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

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

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

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

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

Other *(please specify and give details):*

Section 2: Progress on Equality Scheme commitments and action plans/measures

Arrangements for assessing compliance (Model Equality Scheme Chapter 2)

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

Standard reference in Job Description “To contribute to the effective discharge of the Section 75 duties in line with CCEA’s Equality Scheme.”

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:

Strategic Theme 1 of Corporate Plan:

Overarching outcome 2- Closing the Performance Gap, Increasing Access and Equality.

By developing and providing the advice, tools, products and services needed in the Northern Ireland education system to enable learners, including those with special education needs (SEN), to realise their full potential through curriculum and assessment.

Strategic Theme 4 of Corporate Plan:

Overarching outcome 2-Recruiting and Developing Talented People:

By securing, developing and maximising the knowledge, skills and capability of our workforce to ensure organisational success within a culture that promotes diversity, respect and equality; where required, we will develop our people or secure new talent to

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ensure that we achieve our organisational objectives and aim to develop and nurture leadership and creativity throughout the organisation.

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:

Included through work to deliver CCEA's 2016-21 Corporate Plan and as work progresses on the 2021-2026 strategy.

Equality action plans/measures

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

Actions completed:	<input type="text"/>	Actions ongoing:	<input type="text"/>	Actions to commence:	<input type="text"/>
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Please provide any details and examples *(in addition to question 2)*:

Equality Action Plan will be reviewed during 2019/20 and actions progressed accordingly.

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)*:

Equality Action Plan will be reviewed 2019/20 and actions progressed accordingly.

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

PART A

- 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:

Research and Statistics

During 18/19 CCEA consulted with a variety of stakeholders during our Curriculum Monitoring project. This included an online questionnaire open to all stakeholders, face to face school visits, with an average of five teachers met during each visit, regional focus groups of Principals and Area Learning Communities, and the establishment of Subject Advisory Groups. Steps were taken to ensure a breadth of stakeholder was involved e.g. from Irish Medium and SEN sectors. Feedback was also collected from parents and young people.

2 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

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Telephone consultations

Other (*please specify*):

Please provide any details or examples of the uptake of these methods of consultation in relation to the consultees' membership of particular Section 75 categories:

As per question 11

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:

Conference held in August 2018 for teachers and stakeholders in the SEN sector with the theme of the conference being Mental Health.

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)

[Insert link to any web pages where screening templates and/or other reports associated with Equality Scheme commitments are published]

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

Major work being undertaken to review policies which will include screening.

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

Policy consultations conducted with **screening** assessment presented.

Policy consultations conducted **with an equality impact assessment (EQIA)** presented.

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Please provide any details and examples:

- 22** Please provide any details or examples of where the monitoring of policies, during the 2018-19 reporting period, has shown changes to differential/adverse impacts previously assessed:

N/A

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

As detailed in section 1

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.

All members of the R&S staff are trained in respect of consultation with children and young people and Hard to Reach/Engage groups and regularly attend training. The R&S manager is accredited with Certificate of Professional Development in Consultation from the Consultation Institute and remaining members are undertaking regular training to achieve this certification. Accreditation involves

The Institute's Certificate of Professional Development recognises an individual's commitment to enhancing his/her skills and knowledge in consultation services and techniques and includes Equality Law for public engagement.

- 25** As an employer CCEA is committed to providing all staff the ability to participate in an extensive range of training opportunities and many of our core functions are intrinsically linked to ensuring equality is embedded into all our policies and practices.

CCEA maintained iIP silver status in 2019 which recognised for the continuous improvement of staff through personal and professional development. Training is delivered through a number of avenues.

Every member of staff have access to the on-line platform, CAL, which gives staff access to workshops under the Equality banner.

PART A

HR has embarked on a programme to revise and update key policies and procedures to ensure they are compliant with legislation and fair and equitable practices. Training will be delivered to all staff in 2019/20.

To date two thirds of all staff have completed Diversity training, it is expected all staff will have gone through the training by December 2019.

Additional Training which includes an equality element:

- Malpractice Training
- Investigative Interviewing
- Seminar on recruitment fairly
- Introduction to section 75 duties
- Employment Law updates
- Disability training

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**:

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

The JCQ Access Arrangements and Reasonable Adjustments Regulations; and the JCQ Guide to the Special Consideration Process are available on both the JCQ website and the CCEA website. Centres are advised by JCQ (acting on behalf of CCEA) when these are updated.

CCEA's Centre and Examiner Support Team provide advice and guidance on disability (whether temporary at the time of the examination or long term) to centres and parents/ carers enquiring on behalf of candidates. The team provide this by phone (direct lines by staff) and email:centresupport@ccea.org.uk.

Face to face updates are also provided annually at the Examination Officer roadshows held in the autumn/ winter term.

Requests for Access Arrangements and Special Consideration during the reporting period were completed accurately and on time.

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:

2

Please provide any details of each complaint raised and outcome:

The complaints are in relation to age and gender and are currently going through due process.

Section 3: Looking Forward

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

2021

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)*

The focus will be on the following:

- Equality training and awareness for employees which will be facilitated through the CAL system
- Screening of new and revised policies;
- Providing advice and support to managers

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

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

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

15

Fully achieved

0

Partially achieved

2

Not achieved

2. Please outline below details on all actions that have been fully achieved in the reporting period.

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

Level	Public Life Action Measures	Outputs ⁱ	Outcomes / Impact ⁱⁱ
National ⁱⁱⁱ	CCEA is a non-departmental public body and therefore has limited involvement in public life appointments. CCEA has no power to appoint board members to its board.		
Regional ^{iv}	CCEA employs 2 Special Education Needs (SEN) managers within the Curriculum, Assessment and Reporting teams. CCEA employs 1 Special Education Manager within Qualifications Team.	SEN is covered in the development of the curriculum and assessment in schools	SEN is incorporated into the NI Curriculum as an integral part of the curriculum and assessment arrangements. All curriculum can be accessed by learners.

PART B

	<p>CCEA employs 6 staff within the Centre and Examiner Support Department to deal with Special requirements for examinations.</p>	<p>CCEA develop 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 candidates).</p> <p>All candidates are treated fairly and in accordance with the CCEA Regulator Guideline and JCQ and SENDO regulations.</p>	<p>All learners can achieve a qualification.</p> <p>All candidates for examinations who have a disability are given suitable access arrangements, reasonable adjustment and/or special consideration to ensure that they can sit the exam and are not put at a disadvantage.</p>
Local ^v	<p>CCEA adheres to the regulations laid down by the Disability Discrimination (NI) Order with respect to applicants and employees.</p> <p>CCEA continues to be a member of the Employers For Disability.</p>	<p>CCEA consults with applicants, individual employees with disabilities and their line managers to ensure that the appropriate reasonable adjustments are carried out.</p> <p>CCEA provides information and asks for advice where necessary.</p>	<p>Recruitment processes will be fair and applicants with a disability will not be at a disadvantage; current employees are facilitated to ensure they can continue to work for CCEA.</p> <p>CCEA has a professional network of over 400 employers within NI to share and receive ideas on best practice as well as gain access to training and advice. CCEA staff can increase their expertise, knowledge and skills.</p>

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

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	Training Action Measures	Outputs	Outcome / Impact
1	Refer Section A		
2			

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 consults with applicants to determine if any reasonable adjustments are required through the recruitment process	Individual measures are taken to ensure that candidates can take part in the recruitment process on a case by case basis.	Reasonable adjustments are carried out as appropriate and to ensure candidates could participate in the application and interview process.
2	New employees provided with a Disability Questionnaire	Reasonable adjustments can be discussed and recorded and action taken to facilitate as appropriate.	All staff can confidentially report a disability which can be catered for to allow them to carry out the duties of the post in an equitable way to a person with no disability and that staff
3	CCEA Disability Action Plan and Policy-reviewed and supported by the EC.	Available to read on CCEA website	All interested parties can review and read as necessary.

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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. Currently under review for relaunch in 2019/20	General requirements throughout 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 disability discrimination is covered.	Recruitment panels are trained in Equal Opportunities.	Minimise the risk of unfair treatment.
3	All staff briefed on CCEA equality procedures and policies.	New employees are aware of the culture of the organisation from the day they start.	New employees in their working environment are aware of issues regarding equality.
4	Review short and long term absences.	Absence reported on a monthly basis. Reviews with staff are conducted as and when necessary.	Staff with long term and short term illnesses who develop disabilities are offered flexible working, reasonable adjustments, completion of PEEPs and Occupational Health referrals. CCEA also offers Inspire confidentiality to all employees.
5	Opportunities for work for disabled persons.	Several admin assistants carried out short term temporary posts.	Greater awareness in the organisation and employees gained confidence and experience

PART B

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
6	Monitoring of all employees	CCEA can respond effectively to employees' needs.	Reasonable adjustments are carried out as appropriate
7	Monitoring of all applicants	Prospective employees are surveyed from application forms for disabilities that may require reasonable adjustment at interview	Reasonable adjustments are carried out as appropriate
8	Wellbeing Programme developed and rolled out in 2018/19 with plans underway for 2019/20.		Fully achieved.

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

	Action Measures partly achieved	Milestones/ Outputs	Outcomes/Impacts	Reasons not fully achieved
1				
2				

PART B

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

	Action Measures not met	Reasons
1	Facilitation of 2 placements for work experience for people with disabilities.	No requests received.
2	Disability Forum created	Change in staffing due to VES.

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

Staff survey

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

Disability questionnaire.

(b) Quantitative

Equal Opportunities Monitoring Form

Permanent FTC and Temporary staff exit interviews

Training evaluations

PART B

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 select

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?

PART B

- ⁱ **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.
- ⁱⁱ **Outcome / Impact** – what specifically and tangibly has changed in making progress towards the duties? What impact can directly be attributed to taking this action? Indicate the results of undertaking this action e.g. Evaluation indicating a tangible shift in attitudes before and after training.
- ⁱⁱⁱ **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments
- ^{iv} **Regional**: Situations where people can influence policy decision making at a middle impact level
- ^v **Local** : Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora.