

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



**Public Authority Statutory Equality and Good Relations Duties
Annual Progress Report 2019-20**

Contact:

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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 2019 and March 2020

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 2019-20, 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 2019-20 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;
- 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

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 with all stakeholders. CCEA Qualifications team also collaborates 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

For Summer 2020 all examinations were suspended due to the Covid -19 Public Health emergency. CCEA Qualifications Team will ensure that all grades awarded in Summer 2020 will be accurate and fair for all candidates. There were no new qualifications offered in Summer 2020.

Summer 2019 was 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.

Question Paper Production

In the design and development of live assessments CCEA Senior Examining Team consider issues of equality and good relations. Question Papers are designed on the basis of regulatory Fair Access by Design guidance. During the development phase 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 and the scrutineer will also check the accessibility of the language used and ensure that the papers have no bias of any kind. Further checks are carried out by the Education Manager, Chief Examiner and Chair of Examining Team. QPP follow JCQ guidance on the appropriate considerations that are required to ensure examination materials are adapted to suit candidate needs.

Registered companies such as the British Association of the Deaf and the Jordanstown School are used. The Jordanstown School is the NI centre of excellence for children who are deaf or visually impaired to review examination material and make recommendations to suit candidate needs.

The Summer 2020 examination series was cancelled due to the ongoing Covid-19 public health emergency. Therefore, the figures for the Summer 2018 examination series have been included as an indicator of the range of modifications required. However, it is worth noting that the demand for modified papers continues to increase steadily year on year. This is highlighted in the table below:

Series	2015	2016	2017	2018	2019
Total for Year	1656	1706	1849	2037	2416

The range of modifications to papers for summer 2018 include:

PART A

Modified 18pt (MV18), Modified Language (ML), Tactile Diagrams, Braille, Transcripts, MV/ML, Modified Enlarged Paper (MEP –A3), Non-interactive PDFs
Summer 2018 Statistics below for requests for Modified examination material:

Qual	Tot no of requests	Tot no of candidates	No of Braille	No of mod 18pt	No of mod 24pt	No of mod lang	No of tactile	No of transcripts	No of interactive	Other formats
AS	248	49	0	87	38	92	0	5	23	3
A2	128	31	0	62	9	37	0	2	18	0
GCS E	922	150	0	224	83	365	5	15	210	10

QPP also provide translated Irish Medium versions of examination material as requested by Irish Language Centres.

Summer 2018 Irish Medium Question Papers (and related materials) requests are detailed below:

- 74 GCSE Question Papers
- 34 GCE Question Papers
- 2 OLA Question Papers
- 2 Early Release Question Papers
- **Total 112 requests**

Research & 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.

The Research & Statistics (R&S) Unit 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.

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.

CCEA R&S Unit therefore includes the following common demographic questions (where appropriate) in all research to ensure data is representative:

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

In 2019/20, CCEA carried out 13 research projects providing opportunities for stakeholders to participate, with 2,209 individual responses provided. A breakdown of this is included in the table below, which illustrates that feedback has been obtained from a diverse range of stakeholders.

Respondent Type	Frequency	Percentage
Pre-School Teacher	3	0.1
Primary Teacher	30	1.4
Post-Primary Teacher	550	24.9
Head of Department	231	10.5
Principal/Vice Principal	74	3.3
Civil Service/Public Sector Staff	310	14
Further Education College Staff	5	0.2
SEN Teacher	28	1.3
Parent	232	10.5
Student	554	25.1
Employer/Organisation	94	4.3
Examinations Officer	7	0.3
Other	33	1.5

Missing/Not Provided	58	2.6
Total	2,209	100

Source: CCEA Internal R&S Statistics (2019/20)

Furthermore, research activities (detailed in the table below) also indicate that for

research that has specifically involved school responses; there has been representation from all representative school types.

Centre Type	Frequency	Percentage
Controlled	65	29
Maintained	42	18.8
Integrated	18	8
Irish-Medium	1	0.4
SEN	44	19.6
Voluntary	21	9.4
Other	1	0.4
Not identified	32	14.3
Total	224	100

Source: CCEA Internal R&S Statistics (2019/20)

Curriculum and Assessment Activities

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 (SEN)
- Shared Education
- Ulster Scots
- Irish Medium
- Relationships and Sexuality Education (RSE)
- Active Citizenship

Special Educational Needs

CCEA carried out initial work on supporting the Functional Curriculum for pupils with severe learning difficulties and the Sensory Curriculum for learners with profound and multiple learning difficulties.

Curriculum resources were developed for pupils with severe learning difficulties in Road Safety; numeracy at key stage 3; Growing for the Future; and the World Around Us: STEM in Minecraft. Initial work was also carried out on the development of a Life Symbols learning resource.

A review of the Quest and Q Skills assessment frameworks was carried out. Views of school leaders and classroom teachers were sought on the strengths and areas for development. A report on the findings has been produced and will be shared with relevant stakeholders at a later date.

Shared Education

CCEA worked collaboratively with Education Authority (EA) to produce a pupil progression pathway for Shared Education and supporting guidance materials which can

be found on the CCEA website with relevant curriculum resources.

<https://ccea.org.uk/learning-resources/supporting-shared-education>

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 2019/20, CCEA offered three teacher professional learning modules for Primary Teachers:

- embedding shared education through The World Around Us (two two-day sessions); and
- digital Art and Design to support shared education (one two-day session).

Those modules were very well attended and feedback was extremely positive.

Another module called 'Digital Music and Sound' to support shared education was also developed but due to Covid 19 restrictions, could not be delivered.

In addition, CCEA officers delivered two separate workshop to teachers attending EA training modules on Community Relations, Equality and Diversity in Education which focused on how CCEA resources can support this area of working.

CCEA published two online video stories (one primary and one post-primary) during the year to showcase how the Northern Ireland curriculum is being delivered through shared partnerships and the effect this has on learners. A further two stories were planned but filming had to be cancelled due to Covid 19 school closures.

Ulster Scots

CCEA continues to promote this Ulster Scots cross-curricular resource 'Woven in Ulster: Ulster-Scots and the Story of Linen' across the primary school sector, particularly to schools in shared education partnerships and to local community education officers and organisations that support them.

Irish Medium

In line with its statutory remit, CCEA provides guidance, support and resources for teachers in Northern Ireland in relation to the implementation of the statutory Northern Ireland Curriculum and its Assessment and Reporting arrangements. Development work also contributes to advice provided to the Department of Education in relation to its Curriculum and Assessment policy development.

In addition to translating and adapting CCEA's curricular resources for use in IM schools, the Irish Medium programme also develops more bespoke curricular resources for specific purposes, based on needs analysis with the sector and to address identified gaps in curricular provision such as literacy and numeracy; this includes print, online and interactive resources. CCEA also provides support for the programme 'Primary Irish and Aspects of a Shared Cultural Heritage'.

Education Managers are also responsible for the operation and support for statutory key stage assessment arrangements. This includes standard setting, moderation, school

support and the development or translation of assessment materials such as tasks, guidance and exemplification. It has also included the development of Irish Medium versions of computer-based adaptive assessments for literacy and numeracy.

CCEA has done the preparatory work for the development of a Key Stage 4 Irish course as a follow-up to the Key Stage 3 literacy course Snas agus Blas. This will build on Snas agus Blas and also support GCSE Gaeilge. The project is still awaiting approval from DE to proceed.

CCEA provided electronic version of some textbooks and signposted other online resources to aid schools when pupils and teachers were at home with Covid 19.

Relationships and Sexuality Education

Year 2 Project Aim (September 2019-March 2020)

The aim of this project is to develop guidance and resources to support Relationships and Sexuality Education.

The work focused on the completion and piloting of resources in priority areas identified by DE including Consent, LGBTQ+, developments in contraception, healthy relationships, safer internet, social media and its impact on self-esteem, domestic and sexual violence and abuse. In addition work has been carried out in developing resources and guidance on teen parenting and for SEN, in the development of a non-statutory RSE framework from foundation stage to post-16, updating current RSE Guidance for primary and post-primary schools, updating CCEA resources for primary (Living. Learning. Together) and post-primary (InSync) sectors, and updating the CCEA RSE Hub.

Active Citizenship

This year CCEA has once again been working on a suite of resources to support teachers in delivery of Active Citizenship. This year the project focused on embedding the use of the CCEA Active Citizenship films, animations and resources developed in 2018-19 in post-primary schools.

We also built on the work of year one with a second film and set of resources for KS3 LGC and PD.

In 2019-20:

Twenty new post-primary schools adapted and delivered the resources to their Key Stage 3 classes. Fifteen teachers from these schools also received support and training from CCEA in using film and drama as a stimulus to teach controversial issues.

Cinemagic/CCEA produced a second film and accompanying resources on a new theme linked to promoting lawfulness. The film "Pushed" was launched in March 2020 and looks at the impact of peer pressure, reporting crime and drugs on young people and the community they live in. The resources include lesson plans and activities on peer pressure, being a friend, justice, Crimestoppers and a joint community project for Shared Education.

CCEA held a launch event for the film “Pushed” and accompanying resources on Thursday 5th March 2020 at Space at SERC Bangor Campus for KS3 pupils from 5 post-primary schools and stakeholders from DoJ DE and NIO. Pupils from Bangor Academy also performed their version of the CCEA “ A Stone’s Throw” play.

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.

Regulation

CCEA Regulation is responsible for the regulation of qualifications taken by learners in Northern Ireland (NI), as set out in the Education (Northern Ireland) Order 1998. CCEA Regulation works independently from the Awarding Organisation side of CCEA.

CCEA Regulation provides advice and guidance to the Department of Education (DE) in relation to general qualifications; and to the Department for the Economy (DfE) in relation to vocational (professional and technical) qualifications.

CCEA Regulation works with other regulators in England and Wales (Ofqual and Qualifications Wales respectively) to ensure maintenance of standards through the comparability of GCE A/AS level and GCSE outcomes and ensure portability of qualifications taken by NI learners.

Regulatory activities include the recognition of Awarding Organisations (AOs) offering general and vocational qualifications in NI, and the monitoring of AO compliance against published criteria and conditions: the General Conditions of Recognition.

In this way, CCEA Regulation monitors the delivery and assessment of qualifications in NI to ensure that:

- AOs have procedures in place to ensure equality of treatment for all learners taking qualifications including service delivery; and that
- AOs are held accountable for the quality and standards of their regulated qualifications.

European qualifications development work is undertaken by CCEA Regulation on behalf of DfE. CCEA Regulation is the designated NI National Co-ordination Point (NCP) for the implementation of several related European initiatives to support lifelong learning and mobility. Work in this area is undertaken jointly with designated NCPs in England, Scotland and Wales.

MarComms

Celebrate with CCEA is an inclusive Award Ceremony, bringing together top achievers in CCEA's GCE and GCSE subjects (Top Candidates) and learners nominated by teachers and tutors in CCEA's Technical Qualifications (Learners of the Year). Held in December 2019, the event was attended by over 700 guests. During the ceremony:

- 112 awards were presented, covering 88 subjects at GCE and GCSE Level and 8 Technical Qualifications;
- There were 61 GCSE Top Candidates; 39 GCE Top Candidates and 12 Technical Learners of the Year;
- A range of Northern Ireland educational establishments were represented at the 2019 Celebrate with CCEA Awards Ceremony. 55 centres in the GCSE and GCE Categories; 13 centres/colleges in the Technical Qualifications Category.

PART A

- 2** Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2019-20 (*or append the plan with progress/examples identified*).

Refer appendix

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 2019-20 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 2019-20 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 2019-20 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:

Job descriptions are generic up to executive officer grade. From executive officer grade and above job descriptions are specific to the requirements of the role and responsibilities at individual and corporate level.

- 6 In the 2019-20 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

PART A

- 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 2019-20 report
- 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 ensure that we achieve our organisational objectives and aim to develop and nurture leadership and creativity throughout the organisation.

Equality action plans/measures

7 Within the 2019-20 reporting period, please indicate the **number** of:

Actions completed:

Actions ongoing:

Actions to commence:

Please provide any details and examples (*in addition to question 2*):

Equality Action Plan –review currently in progress and actions being progressed accordingly

8 Please give details of changes or amendments made to the equality action plan/measures during the 2019-20 reporting period (*points not identified in an appended plan*):

9 In reviewing progress on the equality action plan/action measures during the 2019-20 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 2019-20 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 19/20, CCEA consulted with a variety of stakeholders across a range of different research projects and consultations to assist in the development of the organisation’s products and services. This included a review and update of the GCE Life & Health Sciences specification, as well as public consultations on CCEA’s Draft Corporate Plan, and their redesigned website. The projects in question used a mixed-methods methodology, utilising online questionnaires and face-to-face focus groups.

Further to this, as a result of the coronavirus (COVID-19) pandemic affecting CCEA’s normal operations, the Research & Statistics Unit carried out two large scale consultations to assist in the continued functioning of awarding and assessment. These were online questionnaires focusing on the development of an alternative appeals process, and amendments/adjustments to assessment for the 2021 examinations series (accounting for lost teaching time).

In total, over 5,800 stakeholders provided feedback on the above projects/consultations. Demographics indicated that a wide range of organisations and individuals were consulted, including teachers, parents, students, civil service/public sector representatives, HE/FE representatives and employers

12 In the 2019-20 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

PART A

- Questionnaires
- Information/notification by email with an opportunity to opt in/out of the consultation
- Internet discussions
- 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 2019-20 reporting period? (*tick one box only*)

- Yes No Not applicable

Please provide any details and examples:

A series of teacher consultation meetings were held in February and March to hear their views on Q Skills and Quest assessment frameworks.

14 Was the consultation list reviewed during the 2019-20 reporting period? (*tick one box only*)

- Yes No Not applicable Pending Review

Arrangements for assessing and consulting on the likely impact of policies (Model Equality Scheme Chapter 4)

<https://ceea.org.uk/about/policies/equality/screening-exercises>

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

19

16 Please provide the **number of assessments** that were consulted upon during 2019-20:

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

PART A

0

Consultations for an **EQIA** alone.

17 Please provide details of the **main consultations** conducted on an assessment (as described above) or other matters relevant to the Section 75 duties:

N/A

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

- Yes No concerns were raised No Not applicable

Please provide any details and examples:

Arrangements for publishing the results of assessments (Model Equality Scheme Chapter 4)

19 Following decisions on a policy, were the results of any EQIAs published during the 2019-20 reporting period? (*tick one box only*)

- Yes No Not applicable

Please provide any details and examples:

Arrangements for monitoring and publishing the results of monitoring (Model Equality Scheme Chapter 4)

20 From the Equality Scheme monitoring arrangements, was there an audit of existing information systems during the 2019-20 reporting period? (*tick one box only*)

- Yes No, already taken place
 No, scheduled to take place at a later date Not applicable

Please provide any details:

21 In analysing monitoring information gathered, was any action taken to change/review any policies? (*tick one box only*)

- Yes No Not applicable

PART A

Please provide any details and examples:

- 22** Please provide any details or examples of where the monitoring of policies, during the 2019-20 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 2019-20, and the extent to which they met the training objectives in the Equality Scheme.

Please report on the activities from the training plan/programme (section 5.4 of the Model Equality Scheme) undertaken during 2019-20, 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** Please provide **any examples** of relevant training shown to have worked well, in that participants have achieved the necessary skills and knowledge to achieve the stated objectives:

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.

All staff diversity training will commence in Nov 2020 using the e learning platform.

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

- 26** Please list **any examples** of where monitoring during 2019-20, 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 2019-20?

Insert number here:

2

Please provide any details of each complaint raised and outcome:

The complaints are in relation to sex and disability 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)*

PART A

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 (2019-20) reporting period? *(please tick any that apply)*

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

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

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.	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 1 Special Education Manager within Qualifications Team</p> <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>
<p>Local^v</p>	<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>

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

	Training Action Measures	Outputs	Outcome / Impact
1	Refer Section A 24 & 25		
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. Pre-employment OH questionnaire with new employee provides advice on reasonable adjustments required	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 November 2020 through CAL e-learning.	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. Return to work and absence review meetings with staff are conducted in line with policy.	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

2 (e) Please outline **any additional action measures** that were fully achieved other than those listed in the tables above:

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	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 2019/20 with plans underway for 2020/21.		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				

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

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	Action Measures not met	Reasons
1	Facilitation of 2 placements for work experience for people with disabilities.	No requests received.
2	Disability Forum created	Due to VES and further changes in staffing within last year.

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

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

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- 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?

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.

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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.