

EQUALITY COMMISSION FOR NORTHERN IRELAND
Public Authority 2008 - 2009
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 2008 to 31 March 2009**. This template also includes a number of questions regarding implementation of Section 49A of the DDO from the **1 April 2008 to 31 March 2009**. 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 2009**.

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

S75: Lisa Johnston People Services Manager CCEA 29 Clarendon Road Clarendon Dock Belfast
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DDO (if different from above):

S75 Executive Summary

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

The period April 2008 to March 2009 saw continued shift in CCEA's equality agenda. While maintaining compliance with Equality obligations, CCEA continued to build good relations, through the remit of our work.

Equality work is now mainstreamed into CCEA's activities. This inclusiveness continues to be apparent in CCEA's work.

Regulation of Qualifications

During the past year, the regulatory arm of CCEA along with colleagues in England and Wales have published their requirements for organisations to operate in the Qualifications and Credit Framework as part of the UK Vocational Qualifications Reform programme. A key component of the regulations is the requirement to demonstrate support for equality and diversity in order to ensure that wherever possible all learners with the relevant skills, knowledge and understanding can have their achievements recognised in the QCF.

Curriculum, Assessment and Reporting

The year saw the continued implementation of the revised curriculum. In support of this implementation, innovative training events and guidance materials were developed. Evaluations were positive and CCEA continues to work with educational partners towards the full implementation of the revised curriculum.

During 2008/09 approximately 1,550 Year 6 teachers were trained as part of the phased implementation of InCAS. In the autumn of 2008, some 47,000 pupils (mainly across Years 5 & 6) sat the InCAS assessments. CCEA supported schools, teachers and principals through a specific InCAS & Annual Report Helpdesk facility which operated throughout the year offering daily support and guidance to schools, up-to-date website information, case studies and online resources such as remediation guidance.

CCEA also held InCAS information workshops with Educational Psychologists and Education and Library Board Officers in November / December 2008 to disseminate best practice.

In addition, Principals' Information Seminars were held in October 2008 and these covered interpretation of the InCAS outcomes, types of feedback available and possible interventions.

In 2008-09 CCEA staff worked with representatives of other bodies on the developments of the Assessment implementation programme concerning INSET on Assessment Arrangements (Cross-curricular Skills) in the Primary sector.

Review of Public Administration

The over-arching challenge for CCEA now is the pending transition to the Education and Skills Authority. CCEA is represented on many of the project teams that have been established to create the structures of the new organization and contribute to its development; these include importantly the Equality project stream.

- 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?
 - Continued mainstreaming of equality work into policy development
 - Continued work on the equality agenda with other educational bodies in the lead up to RPA.
- Please give examples of changes to policies or practices which have resulted in outcomes. If the change was a result of an EQIA please tick the appropriate box in column 3:

Please refer to Sections 6.1 – Business Activities and 7.1 – Special Arrangements for Examinations

	Outline change in policy or practice which have resulted in outcomes	Tick if result of EQIA
Persons of different	•	

religious belief		
Persons of different political opinion	•	
Persons of different racial groups	•	
Persons of different age	•	
Persons with different marital status	•	
Persons of different sexual orientation	•	
Men and women generally	•	
Persons with and without a disability	•	
Persons with and without dependants	•	

Section 1: Strategic Implementation of the Section 75 Duties

- Please outline evidence of progress made in developing and meeting equality and good relations objectives, performance indicators and targets in corporate and annual operating plans during 2008-09

1.1 Corporate and Operational Plans

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

CCEA's Corporate Plan 2006 -2009 includes six strategic themes which provide focus throughout all corporate and operational objectives. One of the six themes is outlined as:

'CCEA will meet and exceed its responsibilities in relation to equality, targeting social needs and human rights.'

CCEA had successfully met all its objectives in relation to equality by targeting social need and human rights over the 2005-2008 period.

Relevant objectives for the 2006-2009 period are:

- Deliver work that will have a positive impact on society
- Reflect societal change in both our staffing and the products and services we offer
- Recognise diversity and equality and demonstrate integrity at all times

- Be a customer-focused organisation recognised for its service to the Community

Specific objectives from the Corporate Plan and conveyed in Operational plans are:

- Ensure that all CCEA policy development undertaken for the Departments undergoes Equality Impact Assessment
- Ensure that CCEA's website is fully accredited under the recognised accessibility models
- Develop a CSR strategy and associated action plan
- To attract and support a diverse workforce by developing inclusive practices and policies
- To introduce the 7 Principles of Public Life to staff induction programmes from 2005/2006 onwards

1.2 Work with other Public Authorities

Various members of CCEA staff have worked on the following projects with other bodies and representative groups in the period:

- Personal Development and Mutual Understanding
- Guidance and Assessment for PMLD
- Pre-school Transition Form
- Languages in the Primary School
- Thinking Skills and Personal Capabilities in the Primary School
- Thematic Units for pupils Moderate Learning Difficulties/Severe Learning Difficulties
- ICL and Thematic Unit Development
- Pre-requisite Levels of Progression
- Financial Capability

Following on from the development of the Curriculum Box the following resources have been produced:

- DVD - Planning for Implementation
- DVD – Reporting case Studies
- Gifted and Talented Pupils: Guidelines for Teachers
- Progress in the Arts microsite
- Ecoworld microsite

- Leading Learning 1-5 Training Materials
- Guidance for Gifted and Talented pupils

Learning for Life and Work

- Click2Do – website supporting enterprise and entrepreneurship
- InSync - Personal Development pack for Year 8, 9 and 10
- Employability microsite
- Employability resource for pupils with MLD
- Local and Global Citizenship Inclusion resource pack
- 'WOW' Factor (Employability) for Years 8, 9 & 10

Currently under development:

- Guidance for Home Economics
- Thematic units for
 - Migrant Workers,
 - Eurozone,
 - Food Miles,
 - Global Dimensions,
 - The Drugs Journey

Religious Education

- REconciliation - exploring prejudice, sectarianism and reconciliation through RE

Currently under development:

- World Religions - microsite

Connected Learning

- Thematic Units for Key Stage 3

Thinking Skills and Personal Capabilities

- Thinking Skills and Personal Capabilities Progression Maps

Under Development for pupils

- Online assessment tool
- Thinking Cards

STEM

- Under Development
 - Case Studies of Connecting the Learning between Primary and post primary and KS3 and KS4

Financial Capability

- Financial Capability Microsite

- Money-Go-Round – Money Skills for Everyone
- Talk Money, Talk Maths – online Financial Capability resource

Assessment Materials

- Levels of Progression Planning for UM, Communication and UICT

Section 2: Screening

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

Education and Skills Authority Equality scheme under development during the period.

Title of policy subject to screening	Was the <u>F</u> ull Screening Report or the <u>R</u> esult of initial screening issued for consultation? <i>Please enter F or R</i>	Was initial screening decision changed following consultation? <u>Yes/No</u>	Is policy being subject to EQIA? <u>Yes/No</u> ? If yes indicate year for assessment.

Section 3: Equality Impact Assessment (EQIA)

- Please provide an update of policies subject to EQIA during 2008-09, stage 7 EQIA monitoring activities and an indicative EQIA timetable for 2009-10

Education and Skills Authority Equality scheme under development during the period.

EQIA Timetable – April 2008 - March 2009

Title of Policy EQIA	EQIA Stage at end March 09 (Steps 1-6)	Outline adjustments to policy intended to benefit individuals, and the relevant Section 75 categories due to be affected.

- Where the EQIA timetable for 2008-09 (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.

(Enter text below)

Ongoing EQIA Monitoring Activities April 2008- March 2009

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

	identified have reduced or increased	reduced or increased

2009-10 EQIA Time-table

Title of EQIAs due to be commenced during April 2009 – March 2010	Existing or New policy?	Please indicate expected timescale of Decision Making stage i.e. Stage 6

Section 4: Training

- Please outline training provision during the year associated with the Section 75 Duties/Equality Scheme requirements including types of training provision and conclusions from any training evaluations.

Organisation wide Section 75 training took place in 2003. Since that date all new staff are informed of Section 75 matters at induction.

No specific training input from Section 75 groups has been necessary to date.

CCEA's Training Officer develops the organisation's training plan to cover a 12-18 month period. This is devised from training needs analysis completed by staff and corporate objectives. The Training Officer also develops a 3 year strategy programme that is revised when necessary.

For Key Stage 3 approximately 1,550 Year 6 teachers and teaching principals attended training in the use of the InCAS computer-based assessments.

In respect of Curriculum and Assessment this year, CCEA has been committed to helping schools prepare to meet the statutory requirements for assessment and reporting. 1600+ KS3 teachers and principals attended training from Jan 2008.

Section 5: Communication

- Please outline how the authority communicated progress on delivery of the Section 75 Duties during the year and evidence of the impact/success of such activities.

A central point of CCEA Equality information is the Equality section of the CCEA website.

All documents and updates are posted and held on this site.

CCEA undergoes regular stakeholder analysis in which Equality groups are included. Currently 111 organisations with an expressed interest in equality issues are included in this stakeholder list.

Major policy changes are subject to Northern Ireland wide consultation, for example Curriculum Review and the Framework for Achievement. In order to mainstream equality issues, consultation on equality issues is made an integral part of wider consultation exercises. All respondents are invited to identify any adverse impact on equality of opportunity arising from proposals.

Equality groups are invited to launch events and sent consultation documents. Focus groups are set up for a range of stakeholders with a separate specialised focus group held for equality groups.

Section 6: Data Collection & Analysis

- Please outline any systems that were established during the year to supplement available statistical and qualitative research or any research undertaken/commissioned to obtain information on the needs and experiences of individuals from the nine categories covered by Section 75.
- Please outline any use of the Commission's Section 75 Monitoring Guide.

6.1 Business Activities

Curriculum, Assessment and Reporting

An Irish Literacy assessment tool is being developed and will be trialled in all Irish Medium Schools in the autumn term of 2009 and will be standardized with a minimum of 1500 pupils. It will then be evaluated to determine its effectiveness, diagnostic properties and feasibility in assessing Irish literacy.

The InCAS Reading and General Maths assessments were also available in Irish Medium during the autumn of 2008, as were the majority of optional assessments.

In addition, remediation guidance has also been produced specifically for Irish Medium schools.

Various members of CCEA staff have worked on the following projects with other bodies and representative groups in the period:

- Stage 1 and Stage 2 Training Materials
- ICT Accreditation Microsite
- Guidance Handbook for ICT Accreditation
- Exemplification database of standards
- Online Task Writing Tool for Task Approval Submissions

Currently under development

- E Moderation Tool for ICT Accreditation

Within Curriculum and Assessment there has been a strong emphasis on helping schools prepare to meet the statutory requirements for assessment and reporting. A notable addition this year includes 'Quest' special

educational needs guidance and assessment materials to assist teachers working with children who have profound and multiple learning difficulties.

CCEA's Research and Statistics team planned and designed research and evaluation projects for curriculum implementation, assessment and annual report. They conducted fieldwork on the projects and completed analysis and evaluation including for Key Stage 3:

- Comparability Study
- Evaluation of Stage 1 and Stage 2 Training
- Evaluation of Online Training

Regulation

During the past year, the regulatory arm of CCEA along with colleagues in England and Wales have published their requirements for organisations to operate in the Qualifications and Credit Framework as part of the UK Vocational Qualifications Reform programme. A key component of the regulations is the requirement to demonstrate support for equality and diversity in order to ensure that wherever possible all learners with the relevant skills, knowledge and understanding can have their achievements recognised in the QCF.

The key requirements of awarding organisations are

- In the performance of the regulated functions it undertakes, the recognised organisation must comply with the requirements of equalities legislation in force from time to time, and in particular have systems in place to ensure that it does not discriminate on the grounds of race, disability and gender.
- In the performance of the regulated functions it undertakes, the recognised organisation must have systems in place to give consideration to how it can ensure equality for all learners. Where it is reasonable and practical to do so, it should take steps to address identified inequalities or barriers that may arise: between people of different religions and beliefs, racial groups, ages, marital/civil partnership status and sexual orientations; between men and women generally; between disabled and non-disabled people; between persons of different political opinion; between those with dependants and those without; or on any other ground or status.
- For the regulated functions it performs, the organisation must have processes in place to consult with relevant learners and/or their

- The recognised organisation must have procedures in place to collect sufficient data to allow it to monitor and evaluate its compliance with the requirements. It must share information from this activity with the qualifications regulators on request.

In addition, awarding organisations must ensure access to qualifications and fair assessment. They are asked to demonstrate the following:

- How is diversity and equality ensured for all learners, both in setting the structure and content of the qualifications, and in the processes and arrangements for assessment and awarding? They must include details about how they will:
 - ensure they do not discriminate on the grounds of race, disability or gender
 - give consideration as to how they can ensure equality for all learners
 - take into account any equalities legislation in force from time to time
- How the needs of all potential learners and stakeholders are considered when developing units, qualifications, associated tasks and assessments to ensure that there are no barriers to entry to units and qualifications other than those directly related to the integrity of the unit or the qualification. Awarding organizations must detail the process in place to ensure the measures intended to mitigate the effect of such barriers are recorded.

In the period we have continued to grow our portfolio of general, applied, vocational and lifelong learning qualifications. A partnership agreement was developed with Edexcel so that we can now offer BTEC Firsts and Nationals to schools, helping them to meet the Entitlement Framework.

Qualification entries from colleges, training organisations and community groups also continue to increase.

This year the Vocational Qualifications Reform (VQR) was a major piece of work for our Qualifications and Skills Accreditation and Policy unit. The VQR is a UK-wide programme aimed at ensuring qualifications offered post-nineteen are in line with Government skills priorities and that they support learners to enable them to fulfill their potential and participate fully in social and economic life.

New regulations for examinations in relation to the Disability Discrimination Act continue to be developed in conjunction with the JCQ awarding bodies.

Examinations

The Question Paper Production team produced over 700 examination papers including modified and Irish medium papers.

New regulations for examinations in relation to the Disability Discrimination Act continue to be developed in conjunction with the JCQ awarding bodies.

Other

The Business Assurance unit took the lead in managing and driving CCEA's continual improvement agenda. This has included the development of a corporate and social responsibility strategy which is being deployed in partnership with War on Want (NI).

6.2 Internal Staff

CCEA's Staff Survey was relaunched in Autumn 2007. The survey continues to include a wide range of categories including work-life balance as part of CCEA's drive to become an Employer of Choice. Following the results of the survey, an action plan was put in place within 2 weeks. This included more communication with our Top Management Team, assessment of working time and workloads and providing more information on work life balance policies.

Section 7: Information Provision, Access to Information and Services

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

7.1 Special Arrangements for Examinations

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

Requests for Access Arrangements and Special Consideration continue to increase year on year. All requests during 2008/2009 were completed accurately and on time. During the 2008/2009 the uptake of adapted papers was as follows:

Modified Papers November 2007

	Enlarged	Modified Visual	Modified Hearing	Braille
GCSE	2	0	2	0
DAS/SAS	7	7	6	1
Total	9	7	8	1

Modified Papers January – March 2008

	Enlarged	Modified Visual	Modified Hearing	Braille
GCE	6	23	14	0
GCSE	6	8	13	1
DAS/SAS	5	5	14	1
ELC	5	8	8	2
ICAA	0	0	0	1
KEY SKILLS	0	0	2	0
Total	22	44	51	5

Modified Papers Summer 2008

	Enlarged	Modified Visual	Modified Hearing	Braille
GCE	26	74	26	0
GCSE	50	149	106	14
DAS/SAS	12	21	12	1
ELC	0	1	3	0
ICAA	10	13	21	1
KEY SKILLS	0	3	1	0
Total	98	261	169	16

Modified Papers 2008

	Enlarged	Modified Visual	Modified Hearing	Braille
Totals	129	312	228	22

Modified Papers November 2008

	Enlarged	Modified Visual	Modified Hearing	Braille
GCSE	5	2	1	0
DAS/SAS	4	8	4	0
Total	9	10	5	0

Modified Papers January – March 2009

	Enlarged	Modified Visual	Modified Hearing	Braille
GCE	7	10	4	0
GCSE	5	0	1	0
DAS/SAS	11	0	0	0
ELC	2	1	1	0
ICAA	0	0	0	0
KEY SKILLS	0	0	0	0
Total	25	11	6	0

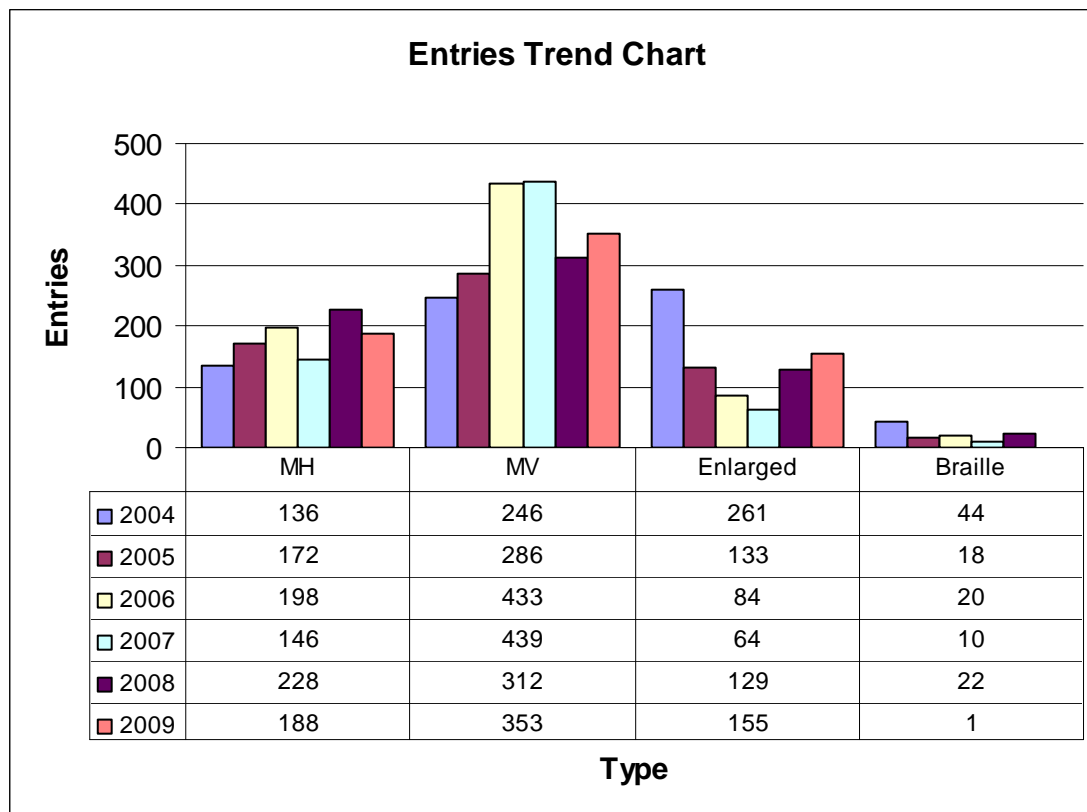
Modified Papers Summer 2009

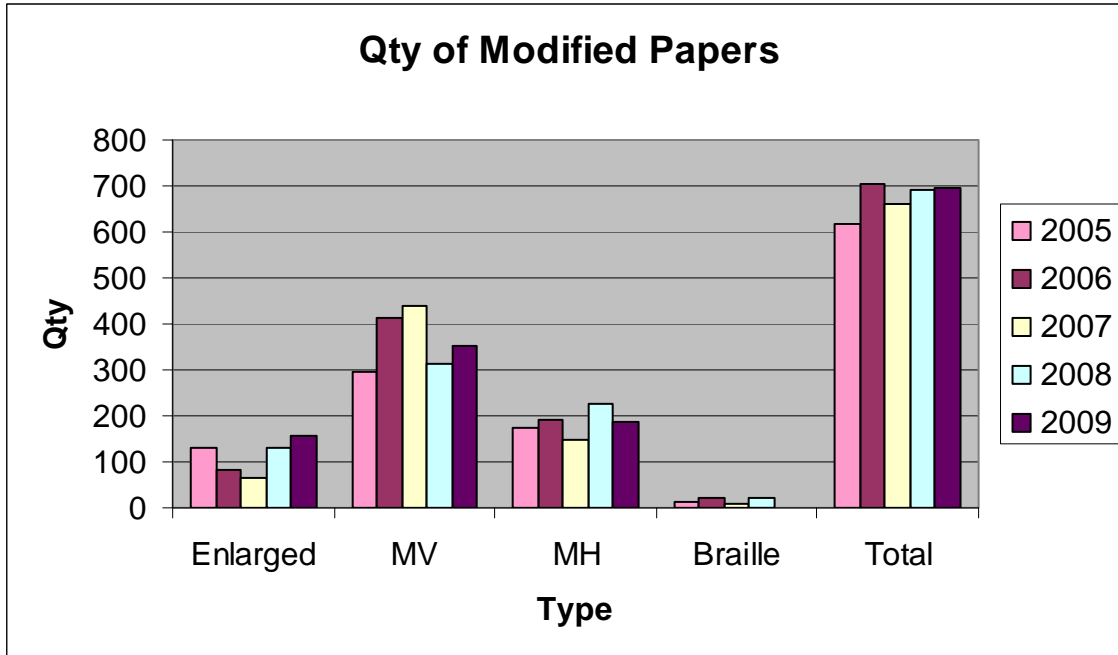
	Enlarged	Modified Visual	Modified Hearing	Braille
GCE	29	67	25	0
GCSE	65	183	132	1
DAS/SAS	14	28	12	0
ELC	1	0	0	0
ICAA	12	34	6	0
KEY SKILLS	0	20	2	0
Total	121	332	177	0

Modified Papers 2009

	Enlarged	Modified Visual	Modified Hearing	Braille
Totals	155	353	188	1

The table below shows the increased use of modified papers as this service continues to be publicised





All guidelines for special considerations for examinations are produced by an outside body (Joint Council General Qualifications) and copies of these are sent to all Examinations Centres. CCEA gives advice to centres on Special Consideration for GCE, GCSE and the Transfer Test when requested via phone and letter.

7.2 Monitoring

On a yearly basis, CCEA send staff members to visit Examinations Centres to advise on evidence required and timeframes for Special Arrangement requests. CCEA requests that all Psychologists reports are presented within the 2 year period before the examination takes place.

7.3 Access to Information

CCEA have installed a text phone and have trained staff in its use.

A Browse Aloud has been installed on the website to provide access for visitors with visual impairments or reading difficulties. Browse Aloud, the National Business and Disability Council's product of the year 2004, is a website speech enabling service which makes web content accessible to anyone with reading difficulties. It is designed to be simple for Users, requiring only a short download of the free program. Browse Aloud not only

speech enables website content, it also speech enables the menus and hyperlinks to ease navigation of the website. The user simply scrolls the mouse over the text they want read and Browse Aloud speaks the content. Users have a choice of voice, pitch and speed.

CCEA continues to work with, and adapt to, changing technology. Innovations have included e-support packages such as the use of pod casts, websites and e-newsletters. Progress has also been made in on-screen marking, e-moderation and electronic question paper development. Development of e-portfolios for Essential Skills is ongoing.

Section 8: Complaints

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

8.1 Complaints Procedure

CCEA have a complaints procedure in place which is included as part of the Equality Scheme. This states that when a person believes that he/she has been directly affected by a failure of the Council to comply with this Scheme, he/she should bring their complaint to the attention of the Chief Executive. Within one month of the complaint, the Council will investigate or give the complainant reasons for not investigating it. Where a complainant claims to have been directly affected by the failure of the Council to comply with the Scheme, the complainant will be informed of his/her right to refer the matter to the Equality Commission.

- No complaints in relation to Section 75 were received in the period.

Section 9: Consultation and Engagement

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

9.1 CCEA's Approach to Equality Consultation

Major policy changes are subject to Northern Ireland wide consultation, for example curriculum review and the Framework for Achievement. In order to mainstream equality issues, consultation on equality issues is made an integral part of wider consultation exercises. All respondents are invited to identify any adverse impact on equality of opportunity arising from proposals.

Equality groups are invited to launch events and sent consultation documents. Focus groups are set up for a range of stakeholders with a separate specialised focus group held for equality groups.

Section 10: The Good Relations Duty

- Please provide details of additional steps taken to implement or progress the good relations duty during the year. Please indicate any findings or expected outcomes from this work.

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

Through its remit of providing an inclusive curriculum and methods of assessment, CCEA works with a vast number of stakeholders throughout the province and beyond.

CCEA has developed a Corporate and Social Responsibility strategy (CSR). At CCEA we recognise that the achievement of our mission required more than effective management and delivery of our core products and services. It is also about creating a balance between developing customer focused services, working with our communities and sustaining the environment in which we operate.

CCEA's CSR approach ensures that we operate our business in a socially responsible and environmental sustainable way. CCEA aims continually to do the right thing within our society by ensuring that we use our position of influence and accessibility in the business environment in which we operate and the communities in which we serve.

In the workplace we adopt fair and equitable recruitment practices and adopt non-discriminatory practices in our people policies including rewarding and promoting people in merit, helping employees to develop their professional skills and achieve work/life balance, and treating people with equal respect.

Within the community we actively seek opportunities through our core business to ensure that activities enrich and add value to the society in which we operate.

We provide opportunities for all our staff to engage with CCEA's indirect customers in ways that are supportive to our local community, for example through our volunteering scheme. This in turn enhances CCEA's understanding of the needs of those customers including young and adult

learners, employers, businesses and voluntary agencies who provide support for the vulnerable in our society. This mutual understanding is conducive to creating the conditions where CCEA's products and services can fully meet the needs of our society.

Section 11: Additional Comments

- Please provide any additional information/comments

Annual Report 1 April 2008 / 31 March 2009
'Disability Duties' Questions

Please note that due to RPA, CCEA and other educational bodies were granted an exemption from the implementing the disability duties. This was due to concentrating on equality work required for the formation of the new Education and Skills Authority. CCEA is part of the Equality forum set up by the Education and Skills Authority Implementation Team.

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



Fully
Achieved



Partially
Achieved



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			
Regional ⁴			
Local ⁵			

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

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

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

	Training Action Measures	Outputs	Outcome / Impact
1			
2			
3			
4			

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			
2			
3			
4			

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

	Encourage others Action Measures	Outputs	Outcome / Impact
1			
2			
3			
4			

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			
2			
3			

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				
2				
3				
4				

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

	Action Measures not met	Reasons
1		
2		
3		

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.

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

(b) Quantitative

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: Yes / 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 organisations annual review of the plan? If so, please outline proposed changes?
