

EQUALITY COMMISSION FOR NORTHERN IRELAND

Public Authority 2009 – 2010 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 2009 to 31 March 2010**. This template also includes a number of questions regarding implementation of Section 49A of the DDO from the **1 April 2009 to 31 March 2010**. 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 2010**.

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

Equality Officer (Enter name and contact details below)

S75:

Lisa Johnston
People Services Manager
CCEA
29 Clarendon Road
Clarendon Dock
Belfast

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 2009 to March 2010 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, assessment development and annual reporting.

During April – June and in September 2009 approx. 2,200 Year 4 and Year 7 teachers were trained in using and interpreting InCAS assessments and the use of the Annual Report. In addition, approx. 380 Year 4 and Year 7 teachers opted for the online training option via a Virtual Learning Environment which CCEA provided throughout September 2009 over 9 sessions.

In the autumn of 2009, some 96,000 pupils (mainly across Years 4-7) sat the InCAS assessments. The statutory Reading and General Maths InCAS assessments are available in Irish Medium, as are the optional

assessments – Spelling, Mental Arithmetic and Attitudes. CCEA supported schools, teachers and principals through a specific InCAS Helpdesk facility which operated throughout the year offering daily support and guidance to schools, up-to-date website information, case studies and online resources.

18 half-day seminars were held at venues across the Province for Primary Principals in October 2009 providing them with up-to-date information on InCAS and the Annual Report. Approx. 720 Primary Principals attended and found these seminars to be useful and beneficial, and as part of the evaluation they indicated that InCAS training for Assessment Coordinators would promote a more coordinated approach and management of the computer-based InCAS assessments in schools. CCEA's Recording Progress and Reporting Team hopes to take this forward in the summer term of 2010.

As part of a detailed Communication Strategy to build stronger working relationships with key stakeholders across the Education Sector a detailed programme of information seminars has been provided to the Initial Teacher Educators / Training Colleges. Lecturers and students alike at Queen's University, Stranmillis, St Mary's and the University of Ulster have been able to attend these bespoke information seminars.

During March and April 2010 information seminars will also be offered to CASS Officers and Educational Psychologists.

In 2009-10 CCEA staff worked with representatives of other bodies on the development of the Assessment Implementation Programme concerning Assessment of Cross-curricular Skills in the Primary sector.

Review of Public Administration

The over-arching challenge for CCEA in the period was the pending transition to the Education and Skills Authority on 1 January 2010. CCEA was represented on many of the project teams that were established to create the structures of the new organization and contribute to its development; these include importantly the Equality project stream.

The Education and Skills Authority was not implemented as planned, however initial work has commenced on the convergence of shared services.

- 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
 - Review of CCEA’s equality work to date and comprehensive plan of work going forward
 - Continued work on the equality agenda with other educational bodies regarding convergence

- 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 and reference the title of the relevant EQIA in the space provided below:

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	•	

Title/s of EQIAs referenced:

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 2009-10

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 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 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

As the new Education and Skills Authority was not implemented in 2010, CCEA management are now revisiting corporate plans going forward.

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:

- Thinking Skills and Personal Capabilities in the Primary School
- Thematic Units for pupils with Moderate Learning Difficulties/Severe Learning Difficulties
- Pre-requisite Levels of Progression
- Money Event Guide (Financial Capability)
- Money Week Video
- Thinking Pack – Thinking Skills and Personal Capabilities resource and posters (Primary)
- Listening and Thinking – Thinking Skills and Personal Capabilities Story Books for Foundation Stage
- STEM Thematic Units (Key Stage 2)
- Faith and Light Thematic Unit (RE Primary)
- St Patrick and People of Faith Thematic Unit (RE Primary)
- ICT Accreditation Scheme Handbook
- ICT Accreditation Scheme microsite

Learning for Life and Work

- Employability resource for pupils with MLD
- Learning for Life and Work Integrated Activities
- Learning for Life and Work Reading Books (SEN)
- Our Life Times Thematic Unit (SEN)
- To be Me Thematic Unit (SEN)
- Nothing Ever Stays the Same (SEN) Thematic Unit
- Guidance for Home Economics
- Thematic units for
 - Migrant Workers,
 - Food Miles,
 - The Drugs Journey

And currently under development

- Eurozone
- Global Dimensions

Religious Education

- Thematic Units

Thinking Skills and Personal Capabilities

- Thinking Cards trialled (now ready for and print as pupil resource)

STEM

Under development

- Case Studies of Connecting the Learning between Primary and post primary and KS3 and KS4
- STEM Directory
- STEM Futures
- CERN Videos

Financial Capability

- Financial Capability Microsite
- Financial Education Resources – Control Your Money (Northern Bank), Money Sense (Ulster Bank), Adding Up to a Lifetime (Specialist Schools and Academies Trust)

Assessment Materials

- Assessment for Learning – A Practical Guide for Key Stages 1-3 teachers
Levels of Progressing Planning for Using Mathematics, Communication and Using ICT
- Expansion Statements

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 2009-10, 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 2009 - March 2010

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 2009-10 (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 2009- March 2010

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

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

2010-11 EQIA Time-table

Title of EQIAs due to be commenced during April 2010 – March 2011	Existing or New policy?	Please indicate expected timescale of Decision Making stage i.e. Stage 6
Regulation – Common Requirements	New	Spring 2011

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.

The ongoing work on developing materials for the Assessment of Cross-curricular Skills INSET includes the delivery of the training in English and Irish. Further course materials will be tailored to the needs of teachers of Special Educational Needs schools as appropriate.

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. This is currently under revision.

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, including the needs and experiences of people with multiple identities.
- Please outline any use of the Commission's Section 75 Monitoring Guide.

6.1 Business Activities

Curriculum, Assessment and Reporting

For Post primary schools curriculum resources have continued to be provided, these include

Learning for Life and Work Integrated Activities – covering Drugs and Society (Personal Development and Local and Global Citizenship)

Food Miles (Home Economics and Education for Employability)

Migrant Workers (Education for Employability and Local and Global Citizenship).

STEM Resources have been developed and will be live from October 2010, these include case studies of how schools are implementing STEM, 3 videos on the work of CERN, a directory of STEM related industries and scenario based projects linking schools with their local businesses.

During March a major NI Financial Education Conference was held and attended by almost 200 delegates.

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

- ICT Accreditation – Re-introduction for Key Stage 3, using the revised Levels of Progression
- Guidance Handbook for ICT Accreditation, now updated for 2010-11
- Exemplification database of standards
- Online Task Writing Tool for Task Approval Submissions which has processed in excess of 420 tasks
- Expansion of the Levels of Progression for Communication and Using Mathematics

- E Moderation Tool for ICT Accreditation, trialled in May and with planned modification for 2010-11

Currently under development

- Primary Assessment of Cross-curricular Skills INSET Materials for training modules 1-3 (online and hardcopy)
- E Moderation Tool for Cross-curricular Skills
- Preparation of teacher training for the implementation of the incoming assessment arrangements

Within Curriculum, Assessment and Reporting there has been a strong emphasis on helping schools prepare to meet the current statutory requirements for assessment and reporting. A notable addition this year includes the roll out of Online training for teachers in Effective Task Design for the assessment of Communication and Using Maths.

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 for Key Stages 1, 2 and 3 :

- Training Model for Primary Assessment of Cross-curricular Skills INSET
- STEM
- Evaluation of Online Training
- Second Implementation Year of Financial Capability

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 representatives to ensure that there are no barriers to entry to units and qualifications it develops and/or offers for disabled people, for women or men, or people from different racial groups, other than those directly related to the integrity of units or qualifications. The nature of any barriers must be stated and the inclusion of the requirements that create the barrier justified only and explicitly in terms of the integrity of unit or the qualification. Any details of how the effect of any barriers will be mitigated, including for awarding organisations by using access arrangements, including reasonable adjustments, must also be recorded.
- 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, the qualifications regulators require that awarding organisations must ensure access to their qualifications and fair assessment. As part of the accreditation process managed by the regulators, awarding organisations 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.

In the past year, the regulatory arm of CCEA along with colleagues in England and Wales has developed criteria for GCSE Science qualifications. In developing these criteria we have ensured that diversity and equality issues are fully considered and consulted upon in order that the agreed criteria do not discriminate against any learner on the grounds of race, disability or gender. The accreditation process for these science qualifications is ongoing and as stated above, awarding organisations will be asked to provide evidence of measures they have taken to ensure their qualifications do not discriminate against any type of learner and are as inclusive as possible.

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).

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 2009/2010 were completed accurately and on time. During the 2009/2010 the uptake of adapted papers was as follows:

Modified Papers November 2008

	Enlarged UEP/MEP	Modified Visual	Modified Language	Braille
GCSE	0	2	1	0
DAS/SAS	2	6	4	0
Total	2	8	5	0

Modified Papers January – March 2009

	Enlarged UEP/MEP	Modified Visual	Modified Language	Braille
GCE	2	8	4	0
GCSE	1	0	1	0
DAS/SAS	0	0	0	0
ELC	2	1	1	0
ICAA	0	0	0	0
KEY SKILLS	0	0	0	0
Total	5	9	6	0

Modified Papers Summer 2009

	Enlarged UEP/MEP	Modified Visual	Modified Language	Braille
GCE	19	57	14	0
GCSE	88	175	112	0
DAS/SAS	16	21	12	0
ELC	1	0	0	0
ICAA	18	33	6	0
KEY SKILLS	4	16	2	0
Total	146	302	146	0

Modified Papers 2009

	Enlarged UEP/MEP	Modified Visual	Modified Language	Braille
Totals	153	319	157	0

Modified Papers November 2009

	Enlarged UEP/MEP	Modified Visual	Modified Language	Braille
GCSE	0	2	0	0
DAS/SAS	2	9	3	0
Total	2	11	3	0

Modified Papers January – March 2010

	Enlarged UEP/MEP	Modified Visual	Modified Language	Braille
GCE	12	12	4	0
GCSE	6	20	4	0
DAS/SAS	4	13	2	0
ELC	0	6	6	0
ICAA	0	0	0	0
KEY SKILLS	0	0	0	0
QCF GOML	0	0	0	1
Total	22	51	16	1

Modified Papers Summer 2010

	Enlarged UEP/MEP	Modified Visual	Modified Language	Braille
GCE	43	48	20	0
GCSE	124	189	56	0
DAS/SAS	13	22	11	0
ELC	0	0	0	0
ICAA	14	12	19	0
KEY SKILLS	0	0	0	0
QCF GOML	0	0	0	1
Total	194	271	106	1

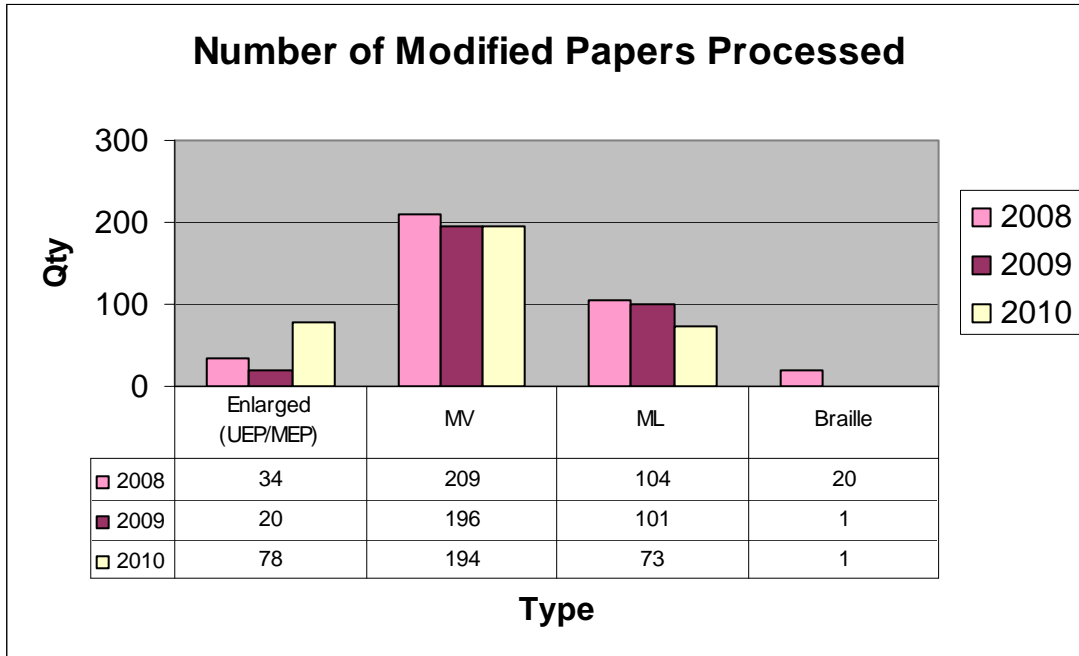
Modified Papers 2010

	Enlarged UEP/MEP	Modified Visual	Modified Language	Braille
Totals	216	322	122	2

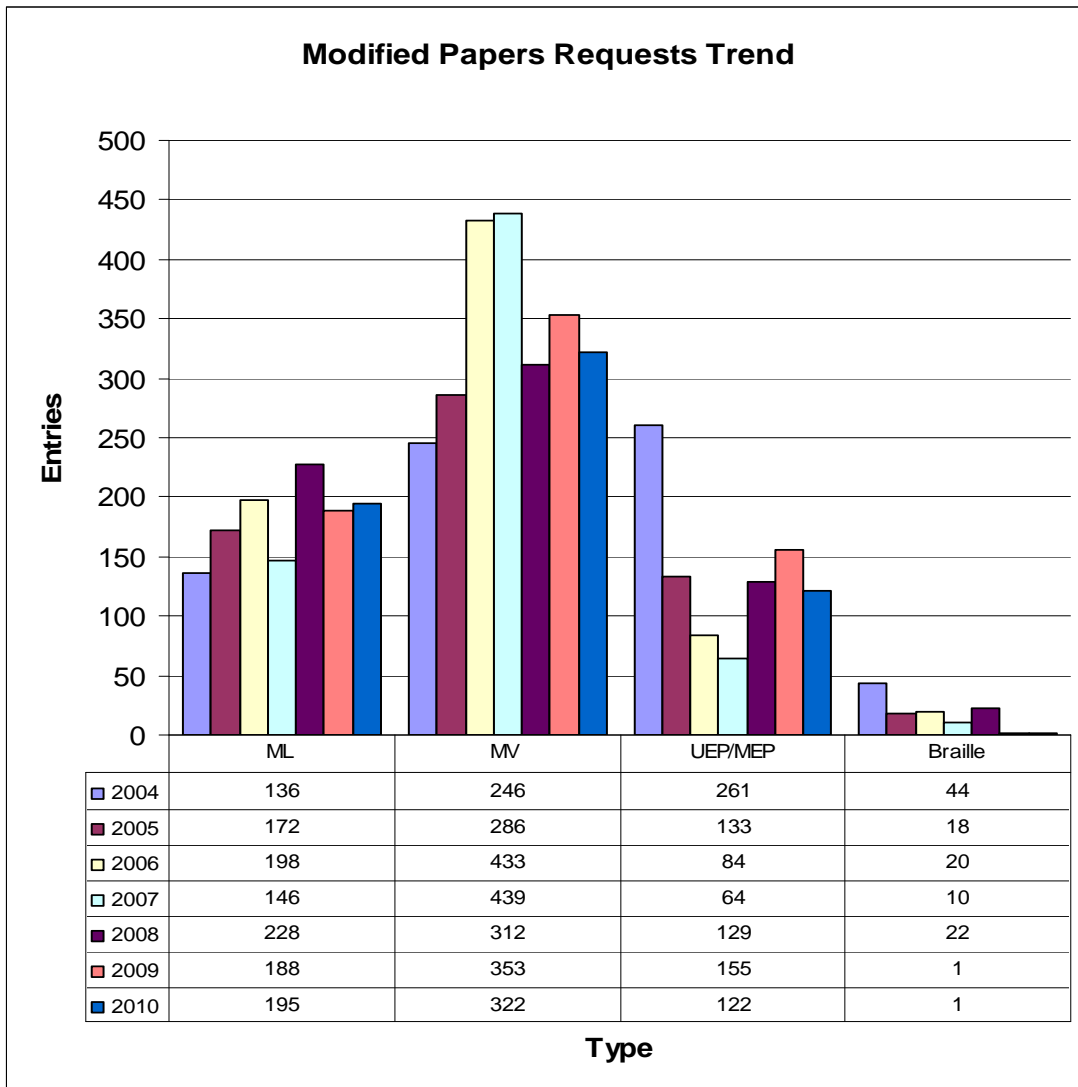
The table below shows the increased use of modified papers as this service continues to be publicized.

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.



NB For 2010 Amalgamated the UEP/MEP papers for the 1st time



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.

7.3 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.
- Please outline any use of the Commission's guidance on consulting with and involving children and young people

Edel providing

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.
- Please outline any use of the Commission's Good Relations Guide.

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 2009 / 31 March 2010
'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?

9

Fully
Achieved

2

Partially
Achieved

1

Not
Achieved

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

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

Level	Public Life Action Measures	Outputs ¹	Outcomes / Impact ²
National ³	<p>CCEA is a non departmental public body and therefore have limited involvement in public life appointments.</p> <p>CCEA has no power to appoint members to their board.</p>		

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.

<p>Regional⁴</p>	<p>CCEA employ 2 Special Education Needs (SEN) Managers within the Curriculum and Assessment Development Department.</p> <p>CCEA employ 6 staff within the Centre and Examiner Support Department.</p>	<p>SEN covered in the Development of Curriculum and Assessment in schools.</p> <p>Remit is to ensure that all candidates who require access arrangements, reasonable adjustments and special consideration are treated fairly and in accordance with the JCQ Guidelines.</p>	<p>SEN is considered when developing Curriculum and Assessment in schools.</p> <p>CCEA ensures candidates with disabilities and who are sitting CCEA examinations are given access arrangements, reasonable adjustments and special consideration to ensure that they are offered a fair examination.</p>
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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

<p>Local⁵</p>	<p>Advertise temporary positions to various disability organisations.</p> <p>CCEA consult with various applicants and staff at an individual level to ensure reasonable adjustments are made according to the disability.</p>	<p>31 disability organisations were directly contacted with job vacancies.</p> <p>CCEA consult with individual applicant and staff. This ensures that individual needs are catered for and are acceptable and fitting for the individual with the disability.</p> <p>CCEA also consult with Disability organisations for advice on reasonable adjustments.</p>	<p>CCEA received 73 applicants (total applicants 1735) 4%</p> <p>CCEA employed a total of 15 temporary staff with a disability (total employed 273) 5.5%</p> <p>CCEA ensure that adjustments are made in consultation with the relevant individual.</p>
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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	Managing Disability in the workplace	Booked through Equality Commission	2 staff attended
2	Ensuring Communications are accessible for people with disabilities	Booked through Disability Action	1 member of staff attended
3	Evacuation Chair training	Booked through McCallum Safety and Health	3 staff attended
4	DSE Assessor training	Booked through Sypol	1 member of staff attended
5	Manual Handling training	Booked through McCallum Safety and Health	25 staff attended
6	Chest Heart and Stroke Information session	Booked through Chest, Heart and Stroke	32 staff attended
7	Mental Health Information session	Booked through Julie Hill	17 staff attended
8	Back Pain Information session	Booked through Physio Works	12 staff attended
9	Men and Women's Health	Booked through Action Cancer	6 staff attended
10	Holistic treatments	Booked through Stress Busters	23 staff attended
11	Nutrition for Stress and Immune Health	Booked through Jane MClenaghan	23 staff attended
12	Diversity training for Team Leaders	Internal Course	41 staff attended

2(c) What Positive attitudes **action measures** in the area of **Communications** were achieved in this reporting period?

	Communications Action Measures	Outputs	Outcome / Impact
1	CCEA reviewed its Disability Policy.	Disability policy communicated to all staff.	All staff aware of Disability Policy.
2	CCEA conducted a Disability Audit for its permanent, FTC, temporary staff.	Staff with disabilities were able to confidentially provide CCEA with information and provided them with an opportunity to speak with the CCEA Disability Officer.	42 staff were identified as having a disability, with 13 requests for reasonable adjustments. CCEA Disability Officer met with each individual suitable adjustments were actioned.
3	CCEA Staff Survey included the following question: Do you think CCEA is an Equal Opportunities Employer?	CCEA staff were given the opportunity to state how they felt about CCEA as an Equal Opportunities Employer.	81.5% felt that CCEA was an Equal Opportunities Employer.

4	CCEA consult with various applicants and staff at an individual level to ensure reasonable adjustments are made according to the disability.	CCEA consult with individual applicant and staff. This ensures that specific measures are put in place that is acceptable and fitting for the individual with the disability. CCEA also consult with Disability organisations for advise on reasonable adjustments	CCEA have received no complaints in relation to reasonable adjustments and ensure that adjustments are made in consultation with the relevant individual.
5	Advertise temporary positions to various disability organisations	31 Disability Organisations contacted	CCEA received 73 applicants (total applicants 1735) 4% CCEA employed a total of 15 temporary staff with a disability (total employed 273) 5.5%
6	Recruitment and Selection documents reviewed.	Review to ensure that it does not discriminate against people with disabilities.	Appropriate changes made to job specifications in relation to the re being no longer a requirement for specific jobs to have a car but can use alternative forms of transport. Applicants asked if they have a disability and what CCEA can do to ensure they receive a fair selection/interview. CCEA's Disability Officer ensures all reasonable adjustments are in place.

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

	Encourage others Action Measures	Outputs	Outcome / Impact
1	Team Leaders received diversity training.	Focus was on understanding the benefits of diversity and ensuring they treat people with respect and equality.	41 staff attended.
2	2 members of HR staff received training in managing Disability in the workplace.	Training provider was the Equality Commission.	2 staff attended and have created an action plan for the organisation.
3	1 member of HR staff received training in ensuring communication is accessible for people with disabilities.	Training provider was the Disability Action.	1 member of staff attended and is developing an action plan for the organisation.
4	CCEA conducted a Disability Access Audit.	Recommendations were made to CCEA Facilities Management	CCEA Facilities Management team are motivated to action recommendations and an action plan with timescales has been implemented.

5	CCEA staff that are required to sit on recruitment panels must undergo training to include equal opportunities and more specifically disability discrimination is covered.	Recruitment panels are trained in Equal Opportunities.	3 staff received training.
6	All staff at induction are briefed on CCEA equality policies and procedures.	All staff briefed in CCEA equality policies and procedures.	All staff briefed.
7	Review CCEA disability policy and Dignity at Work Policy.	Review conducted.	Consider whether the policy discourages disabled people from participating in public life and fails to promote positive attitudes towards disabled people and amendments made.
8	Review CCEA short term and long term absences on an ongoing basis.	Review conducted on an ongoing basis.	Staff with short term and long term illnesses or who developed disabilities have been offered flexible working such as phased return, part time working, working from home and completion off a Personal Egress Evacuation Plan (PEEP) and Occupational Health referrals and CCEA also offers a Carecall service for all staff.

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	Training and information sessions were provided to include information sessions on men and women's cancers, information on how to prevent back problems, Heart Disease, reduce stress through nutrition and holistic treatments.	Preventative action and information sessions on disability related subjects.	184 staff in total attended.

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	Training of all staff in diversity to include dealing with people with disabilities.	All staff to receive training in disability by 31 March 2011.	Staff will be knowledgeable in disability discrimination, access requirements, reasonable adjustments.	Due to large numbers of staff this training was initially given to team leaders. The remainder of staff will be trained by 31 March 2011.
2	Disability Access Action Plan.	Actions to be complete by 31 March 2011. Immediate actions complete Less priority actions will be dealt with by 31 March 2011.	CCEA buildings will be more accessible to people with disabilities	There were a number of actions required some not as high a priority as others. Immediate actions were dealt with within 2 weeks, medium priority actions within 3 months and longer term actions will be complete by 31 March 2012.

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

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

	Action Measures not met	Reasons
1	Public Life Action Measures at National Level	<p>CCEA is a non departmental public body and therefore have limited involvement in public life appointments.</p> <p>CCEA has no power to appoint members to their board.</p>

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

- Disability Access Audit complete with recommendations
- Consultations with individuals with disabilities in order to make appropriate reasonable adjustments.

(b) Quantitative

- Staff survey
- Permanent, FTC and temporary staff Exit Interviews
- Work Experience Students Exit Questionnaire
- Training evaluations
- Disability Audit for all staff.

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

If yes please outline below:

	Revised/Additional Action Measures	Performance Indicator	Timescale
1	Initially team leaders were trained in Diversity. This has been revised and will be rolled out to all staff and in particular front line staff.	All staff to be trained in Diversity to include disability.	31 March 2011.

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?

Yes, promote vacancies within CCEA to people with disabilities and in particular offer work placements. In addition, HR staff to attend Mental Health Awareness training and disseminate this information to all staff.