

# EQUALITY COMMISSION FOR NORTHERN IRELAND

## Public Authority 2010 – 2011 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 2010 to 31 March 2011**. This template also includes a number of questions regarding implementation of Section 49A of the DDO from the **1 April 2010 to 31 March 2011**. 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 2011**.

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 Curriculum for Examinations and Assessment

Equality Officer (Enter name and contact details below)

S75:

Lisa Johnston

People Services and Equality (PSE) Manager

CCEA

29 Clarendon Road

Belfast BT1 3BG

DDO (if different from above): Mr Sean Smart, PSE Manager  
(address as above)

**Please indicate whether you would prefer to receive correspondence from the Commission by:**

Post

Electronically

## **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?**

Equality and good relations objectives are integrated into the corporate planning processes within CCEA.

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

In summary, CCEAs progress in 2010-11 has been as follows:

### **People Services and Equality**

- An Equality Team was established to ensure equality of opportunity and good relations across the organisation;
- Reviewed Equality Scheme, completed Audit of Inequalities and developed associated Action Plan.
- During this period, an extensive review/development of HR policies was undertaken and this work remains on-going eg work life balance policies;
- CCEA has continued to make progress on its commitment to deliver Diversity and Equality awareness training to staff. Within the reporting period, 70 members of staff have attending this awareness training (including Section 75 duties/responsibilities);
- Provided specific training for team leaders eg how to conduct investigations;
- Developed a Disability Action Plan;
- Reviewed Disability Access Audit;
- Reviewed staff exit questionnaires;
- Completed Article 55 return;
- Updated monitoring form to include sexual orientation question;
- Developed wellbeing programme - included a Health and Wellbeing day for staff and a 6 month programme of events, which enabled staff to avail of support/advice for issues they may be facing inside and outside of work;
- Completed Annual Staff Survey – included the following targeted questions:

- Do you think CCEA is an Equal Opportunities Employer?
- Do you think CCEA positively promotes Diversity?
- Do you think CCEA positively promotes fairness and equality across the organisation?
- Do you think CCEA positively promotes health and wellbeing with employees?
- Provided a 12 week work placement for an individual with a learning disability and HR staff presented and promoted their experience to other employers at a Project ABLE Conference.
- HR staff received training on managing disability within the workplace.
- Section 75 duties/responsibilities have been included within job descriptions.

## **Curriculum, Assessment and Reporting**

### ***Assessment Development***

- Provision of advice to DE re assessment, including adaptation for IM and complementary systems for SEN.
- Development of assessment frameworks for SEN
  - Quest for Learning (PMLD)
  - Q Skills (SLD)

### ***Provision of Curriculum Resources re Section 75 Categories***

Work continues to provide guidance and resources to support the new areas of learning of Personal Development and Mutual Understanding (Primary) and Learning for Life and Work (Post-primary) and their infusion throughout the curriculum. Existing Citizenship resources regarding diversity, equality and inclusion have now been made available electronically on the NI Curriculum web site. A comprehensive IM support programme for curriculum and qualifications has been provided to ensure equality of provision, including translation and adaptation of existing materials and development of bespoke materials. Other resources developed in 2010/11 include:

- Religious Belief
  - Religious Education curriculum resources focussing on world religions, including thematic units, web sites etc
- Political opinion
  - EU4U Citizenship Resource

- Racial Groups
  - EU4U Citizenship Resource
- Age
  - LLW Through English Resource
- Men and Women
  - LLW Through English Resource
- Disability
  - Range of curriculum resources for SEN to promote equality of access to the curriculum
  - Video Case Studies
  - LLW Through English Resource

## **Qualification Regulation**

Qualification regulators in England/Wales/N Ireland (E/W/NI) and Scotland have been working to streamline the process of accreditation in order to move to a more strategic approach with a greater emphasis on regulation at the awarding body level. This has resulted in the term ‘recognition’ of Awarding Organisations (AOs) being introduced. This means that AOs (including CCEA AO) wishing to operate in an E/W/NI market place have to meet criteria to be recognised. Each recognised AO will then be able to place their qualifications on The Register – a ‘list’ of qualifications which are defined as ‘regulated’ qualifications. The new system is based on the principle that AOs are to be accountable for the quality and standards of their regulated qualifications. Regulatory action will therefore be based on the risk assessment of the awarding organisation systems and performance.

- **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?**

## **People Services and Equality**

- On-going review and screening of policies in line with timetable.
- Continued mainstreaming of equality work in policy development.
- Review of CCEA’s equality work to date and comprehensive plan of work going forward.

- Review of Audit of Inequalities and associated Action Plan.
- Continued involvement and participation with equality groups eg Equality Coalition.
- Section 75 awareness training for all staff.
- Ensuring all staff complete Diversity training within set timeframe.
- Monitoring of Contract for Services providers (Top Team, Professional Associates).
- Consult on and publish Disability Action Plan.
- Continue to work closely with organisations and groups representing various equality interests.
- Complete tender process for provision of alternative formats.

## ***Curriculum, Assessment and Reporting***

### ***Assessment Implementation***

- Training programme makes provision for IM and SEN, including:
  - Provision of IM online course, exemplification library etc;
  - Provision of customised training for SEN teachers (MLD);
  - Continuing development and roll out of SEN assessment for SLD and PMLD.

### ***Computer-based Assessment***

- Consideration of requirements for pupils with disabilities (e.g. hearing and visually impaired) built into specification for new computer-based assessment tool.

### ***Curriculum***

- RSE Guidance for KS3 and KS4 to be updated to reflect new Equality Legislation;
- SEN guidance and resources for SEBD and the assessment of Thinking Skills;
- IM Programme.

## Qualifications Regulation

To support the new approach to regulation, E/W/NI and Scotland have been working to develop criteria and general conditions of recognition for AOs. Ofqual in England will publish their Recognition Conditions and Criteria in May 2011 which must be met to obtain and maintain regulated AO status. In line with these publications, CCEA, as the regulator for all qualifications (except Vocational Qualifications) in Northern Ireland, will publish an amended version of both these documents for use by CCEA in Northern Ireland in August 2011. The differences from the Ofqual version are slight but take account of in particular Equality Legislation in N Ireland.

- **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:**

	Outline change in policy or practice which have resulted in outcomes	Tick if result of EQIA
Persons of different religious belief	<ul style="list-style-type: none"> <li>• Revised Early Retirement Scheme</li> <li>• Revised Terms and Conditions</li> <li>• Revised Maternity Policy</li> <li>• Revised Parental Policy</li> <li>• Revised Occupational Health</li> <li>• Revised Recruitment Policy and Promotion</li> <li>• Revised Equality Scheme</li> <li>• Revised Flexible Working Scheme</li> <li>• Revised Employee Development Scheme</li> <li>• Developed Paternity Policy</li> <li>• Developed TOIL Working Policy</li> <li>• Developed Jury Service Policy</li> <li>• Developed Home Working Policy</li> <li>• Developed Child Protection Policy</li> </ul>	
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 3: Equality Impact Assessment (EQIA)**

- **Please provide an update of policies subject to EQIA during 2010-11, stage 7 EQIA monitoring activities and an indicative EQIA timetable for 2011-12**

EQIA Timetable – April 2010 - March 2011

<b>Title of Policy EQIA</b>	<b>EQIA Stage at end March 2011 (Steps 1-6)</b>	<b>Outline adjustments to policy intended to benefit individuals, and the relevant Section 75 categories due to be affected.</b>
Forthcoming EQIA timetable pending		

- **Where the EQIA timetable for 2010-11 (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 2010- March 2011

<b>Title of EQIA subject to Stage 7 monitoring</b>	<b>Indicate if differential impacts previously identified have reduced or increased</b>	<b>Indicate if adverse impacts previously identified have reduced or increased</b>
Forthcoming EQIA timetable pending		

- **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)**

2011-12 EQIA Time-table

<b>Title of EQIAs due to be commenced during April 2011 – March 2012</b>	<b>Existing or New policy?</b>	<b>Please indicate expected timescale of Decision Making stage i.e. Stage 6</b>
Draft revised Equality Scheme	Existing	Dependent on Equality Commission’s comments. Submitted 1.8.11
Draft Audit of Inequalities and associated Action Plan	New	Reviewed following consultation.

**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.**
  - 70 members of staff attended Diversity and Equality awareness training within this period. Section 75 duties/responsibilities are included within this training. Post evaluation has been very positive. In the main, Staff have found the training to be very beneficial.
  - New staff are informed of Section 75 duties at induction and made aware of CCEA equality policies.
  - Members of the Equality Team have attending Section 75 awareness training organised by the Equality Commission.

## 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.**
- The Equality Team meets regularly to oversee the implementation of the CCEA's Equality Scheme. The team has recently been established and is committed to communicating progress on delivery of the statutory duties.

During the reporting period the following was communicated:

<b>Date</b>	<b>Article</b>
January/ February 2011	Audit of Inequalities and associated Action Plan – met with senior managers and key policy makers.
March 2011	Communicated to all staff re consulting on revised Equality Scheme and Audit of Inequalities and associated Action Plan.
March 2011	Communicated results of annual staff survey which included targeted questions relating to equality and diversity. Action plan developed and communicated to staff.

- CCEA continues to promote equality of opportunity and good relations through its Corporate Business Plans and publication of progress reports.

## 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.**

### Curriculum, Assessment and Reporting

Research and Evaluation Analyses, including:

- InCAS SEN Report;
- IM Resource Questionnaire;
- Curriculum Resource Questionnaire.

### **People Services and Equality**

- Article 55 return.
  - Audit of Inequalities.
  - Developed systems to monitor Contract for Services providers (live April 11).
  - In accordance with the Employment Equality (Sexual Orientation) Regulations (NI) 2003, CCEA have added a new question on sexual orientation.
  - Annual Staff Survey.
- **Please outline any use of the Commission’s Section 75 Monitoring Guide.**

This guide was used extensively during the revision of CCEA’s Equality Scheme and for the development of the Audit of Inequalities. It was also used to communicate key messages to policy makers.

### **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.**

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 2010/2011 were completed accurately and on time, the uptake of adapted papers was as follows:

## Modified Papers November 2010

	Enlarged UEP/MEP	Modified Visual (MV)	Modified Language (ML)	MV/ML	Braille
GCSE	5	13	14	0	0
Vocational	0	0	0	0	0
<b>Total</b>	<b>5</b>	<b>13</b>	<b>14</b>	<b>0</b>	<b>0</b>

## Modified Papers January – April 2011

	Enlarged UEP/MEP	Modified Visual (MV)	Modified Language (ML)	MV/ML	Braille
GCE	11	15	13	0	0
GCSE	9	39	34	1	0
ELC	1	5	7	0	0
Vocational	55	186	44	0	0
<b>Total</b>	<b>76</b>	<b>245</b>	<b>98</b>	<b>1</b>	<b>0</b>

## Modified Papers Summer 2011

	Enlarged UEP/MEP	Modified Visual (MV)	Modified Language (ML)	MV/ML	Braille
GCE	25	81	45	2	1
GCSE	79	211	248	4	0
ELC	0	1	4	0	0
Vocational	0	0	0	0	0
<b>Total</b>	<b>104</b>	<b>293</b>	<b>297</b>	<b>6</b>	<b>1</b>

Within the reporting period CCEA appointed an additional Education Manager for Irish Medium.

### 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.**

Within this period, CCEA did not receive any Section 75 related complaints.

## 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.
  - InCAS SEN Report
  - IM Resource Questionnaire
  - IM and SEN representatives on Principals' Group

Public Body	Nature of Engagement	Scope of Engagement
BBC	BBC Education Committee	Representation on committee Provision of curriculum input Representation on Sesame Tree: quality assurance of curriculum content
British Council	Ad hoc	Input re links between BC programmes and NI Curriculum
DRD	Partnership work-development of KS2 Project related to Sustainable Development	Project Management, quality assurance of resource development and work of Professional Associate
PHA	Quality Assurance	Review and edit of new resource Provision of curriculum input
NI Assembly	Partnership	Multimedia Development of Assembly web site
Comhairle na Gaelscolaiochta	Consultation	
COGG	Collaboration	North/South Collaboration re provision of IM resources
Storlann	Partnership Agreement	Co production of resource materials
NISRA	Partnership Agreement	CENSUS 2011 £10k funded project paid to CCEA by NISRA
NISCREEN	Education Committee	Representation on committee at Quarterly meetings

DEL, Careers Service	Ad hoc	Provision of information / Advice
Career Wales	Service Provision	Service Provision for e-Progress File
LSDA	Ad hoc	Provision of information re: InCAS
NISP		
Sentinus		
Nerve Centre	Contract	Development of IM resource, ICT resources
European Studies Project	Project Steering Group jointly run by DE and Department of Education and Science, Dublin	Twice yearly meeting
Education for Reconciliation	DE representative on advisory group	Twice yearly meeting
Barking Films	Advice re NI Curriculum	One off meeting

**CCEA conducted a number of research evaluations and consultations in 2010 for policies/projects related to assessment, accreditation and qualifications for students with special educational needs. Details of the research/consultation are below.**

- **SNRG Consultation.** Consultation about current and future provision in qualifications and accreditation for Learners with Special Educational Needs. Providers and Learners consulted.
- **Consultation on Q Levels** - Proposed assessment arrangements for pupils with SEN.(SLD and PMLD). Principals consulted.

- **Research on needs/specification on computer adaptive tests (Incas) for pupils with special educational need.** Teachers SEN pupils in mainstream and SEN schools consulted. Research targeted at individual SEN categories to ensure specific provision could be recommended.
- **Consultation with SEN school Principals on assessment and moderation needs.** Principals and school managers consulted.
- **Please outline any use of the Commission's guidance on consulting with and involving children and young people.**

This guide was used during the revision of CCEA's Equality Scheme and the development of its Action Plan.

The R&S Manager represented CCEA on the DE Travellers Task Force. The group had responsibility for investigating and making recommendations on methods for improving education provision for children in the travelling community.

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

### **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 supported an individual with learning difficulties from the Now Project by providing a 12 week work placement. This helped the individual to gain valuable experience to assist him in gaining employment. HR staff presented their experience to other employers at a Project ABLE Conference to encourage other employers to promote positive attitudes to disabled people and encourage them to provide work experience for people with learning difficulties.

- Provided 3 work placements for young people within this period.
- HR personnel provided expertise to a local high school regarding interview techniques to assist leavers in gaining employment.
- **Please outline any use of the Commission’s Good Relations Guide.**

This guide was used during the revision of CCEA’s Equality Scheme and the development of its Action Plan.

### **Section 11: New/Revised Equality Schemes**

- **If the Commission has notified you of its intention to request a new/revised scheme or formally requested a new/revised scheme and associated action plan, please outline below what progress has been made in this reporting period.**

On 1<sup>st</sup> February 2011, the Commission formally requested CCEA to submit a revised Equality Scheme. This began the 6 month period provided for preparation and consultation on the revised scheme, with submission to the Commission due on or before 1 August 2011. The Commission also recommended that CCEA develop an Action Plan to address inequalities experienced by people across the Section 75 categories.

To help us identify any inequalities and develop our Action Plan, in January/February 2011, we conducted an Audit of Inequalities. During this reporting period, we also revised our Equality Scheme (consultation period for all documents began on 7<sup>th</sup> April 2011.)

### **Section 12: 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. However, due to the delay in ESA, CCEA have now developed a Disability Action Plan.

**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 <sup>1</sup>	Outcomes / Impact <sup>2</sup>
National <sup>3</sup>	<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>		

<sup>1</sup> **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.

<sup>2</sup> **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.

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

Regional <sup>4</sup>	<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 Ofqual Guidelines and SENDO legislation</p>	<p>SEN is considered when developing Curriculum and Assessment in schools. This is in accordance with SENDO legislation.</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>
Local <sup>5</sup>	<p>CCEA is a member of EFDNI</p> <p>CCEA provided work experience for 1 individual with a learning disability for a period of 12 weeks</p>	<p>CCEA receive advice, guidance and training on disability</p> <p>CCEA provide work placements for disabled people so CCEA staff are more knowledgeable in working with</p>	<p>CCEA staff will increase their expertise, knowledge and skills in how to deal with people with disabilities. This also represents a forum for shared learning amongst key employers in Northern Ireland.</p> <p>One CCEA member of staff presented their experience to other employers at a Project ABLE Conference to encourage other employers to promote positive attitudes to disabled people and encourage them to provide work experience for people with learning difficulties</p>

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

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

	<p>Advertise Administrative Assistant 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>people with disabilities</p> <p>31 disability organisations were directly contacted with job vacancies.</p> <p>CCEA consult with individual applicant and staff.</p> <p>CCEA also consult with Disability organisations for advice on reasonable adjustments.</p>	<table border="1" data-bbox="919 266 1881 404"> <tr> <td>Total applicants</td> <td>1292</td> <td></td> </tr> <tr> <td>Total successful applicants</td> <td>1045</td> <td>81% of all applicants were successful</td> </tr> <tr> <td>Total unsuccessful applicants</td> <td>247</td> <td>19% of all applicants were unsuccessful</td> </tr> </table> <table border="1" data-bbox="919 436 1881 639"> <tr> <td>Total applicants with disabilities</td> <td>41</td> <td>3% of total applicants declared a disability</td> </tr> <tr> <td>Total successful applicants with disabilities</td> <td>37</td> <td>90% all applicants with a disability were successful</td> </tr> <tr> <td>Total unsuccessful applicants with disabilities</td> <td>4</td> <td>10% of all applicants with a disability were unsuccessful</td> </tr> </table> <p>Note: successful means added to the standing list, not necessarily employed CCEA ensure that adjustments are made in consultation with the relevant individual.</p> <p>This ensures that individual needs are catered for and are acceptable and fitting for the individual with the disability.</p> <p>This ensures that CCEA are up to date with what is considered to be reasonable adjustments.</p>	Total applicants	1292		Total successful applicants	1045	81% of all applicants were successful	Total unsuccessful applicants	247	19% of all applicants were unsuccessful	Total applicants with disabilities	41	3% of total applicants declared a disability	Total successful applicants with disabilities	37	90% all applicants with a disability were successful	Total unsuccessful applicants with disabilities	4	10% of all applicants with a disability were unsuccessful
Total applicants	1292																				
Total successful applicants	1045	81% of all applicants were successful																			
Total unsuccessful applicants	247	19% of all applicants were unsuccessful																			
Total applicants with disabilities	41	3% of total applicants declared a disability																			
Total successful applicants with disabilities	37	90% all applicants with a disability were successful																			
Total unsuccessful applicants with disabilities	4	10% of all applicants with a disability were unsuccessful																			

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

	Training Action Measures	Outputs	Outcome / Impact
1	CCEA organised a Health and Work day. This included stands from Action Cancer, Action Mental Health, Alzheimers Society, Carecall, Chest, Heart and Stroke, Citizens Advice Bureau, FASA, Vital Nutrition, Aware Defeat Depression, Parents Advice Centre, PhysioWorks NI	Give staff a better understanding of Health issues, importance of work life balance, understanding of different disabilities and also support that is available if someone does have a health problem or disability	269 staff attended the Health at work day
2	Diabetes Risk Awareness	Diabetes NI	27 staff attended
3	Disability Awareness	Training through Equality Commission	1 staff attended
4	DSE Assessor Training	Sypol	1 staff attended
5	Ensuring Communications are accessible for people with disabilities	Disability Action	1 staff attended
6	Evacuation Chair Training	McCallum Health and Safety	3 staff attended
7	First Aid training	McCallum Health and Safety	8 staff attended
8	Managing Disability in the Workplace	Equality Commission	2 staff attended
9	Manual Handling Instructors Course	Health and Safety Services	1 staff attended
10	Mental Health Information session		17 staff attended
11	Skin Scanner	Ulster Cancer Foundation	27 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 review its Disability Policy on a yearly basis	Disability policy communicated to all staff	All staff aware of Disability Policy
2	CCEA conduct a Disability Questionnaire for all new staff or staff who have recently acquired a disability	Staff with disabilities were able to confidentially provide CCEA with information and provided them with an opportunity to speak with the CCEA Disability Officer	All new and existing staff can report a disability confidentially to CCEA
3	<p>CCEA Staff Survey included the following question:</p> <p>Do you think CCEA is an Equal Opportunities Employer?</p> <p>Do you think CCEA positively promotes Diversity?</p> <p>Do you think CCEA positively promotes fairness and equality across the organisation?</p> <p>Do you think CCEA positively promotes health and well being with employees?</p>	CCEA staff were given the opportunity to state how they felt about CCEA promotes Equal Opportunities, diversity, fairness, equality, health and well being	<p>87.7% felt that CCEA was an Equal Opportunities Employer</p> <p>81.5% felt that CCEA positively promotes Diversity</p> <p>54.5% felt that CCEA positively promotes fairness and equality across the organisation</p> <p>83.6% felt that CCEA positively promotes health and well being amongst its employees.</p> <p>Results from the staff survey undertaken in 2010 are being taken forward.</p>
4	CCEA consult with various applicants, staff and contract for services staff at an individual level to ensure reasonable adjustments are made according to the disability.	<p>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.</p> <p>CCEA also consult with Disability organisations for advise on reasonable adjustments</p>	CCEA have received no complaints in relation to reasonable adjustments and ensure that adjustments are made in consultation with the relevant individual.

5	Advertise administrative assistant positions to various disability organisations	31 Disability Organisations contacted	CCEA received 1292 applicants. 3% of applicants declared a disability  90% of applicants with a disability were successful
6	Recruitment and Selection documents reviewed	Review to ensure that it does not discriminate against people with disabilities	Appropriate changes made to job specifications  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	All staff to receive diversity training which includes disability as an element	Focus was on understanding the benefits of diversity and ensuring they treat people with respect and equality	138 staff attended to date
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 reviewed Disability Access Audit	Recommendations were made to CCEA Facilities Management	CCEA Facilities Management team have actioned recommendations
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	CCEA organised a Health and Work day. This included stands from Action Cancer, Action Mental Health, Alzheimers Society, Carecall, Chest, Heart and Stroke, Citizens Advice Bureau, FASA, Vital Nutrition, Aware Defeat Depression, Parents Advice Centre, PhysioWorks NI	Preventative action and information sessions on disability related subjects	269 staff in total attended

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

	Action Measures partly achieved	Milestones <sup>6</sup> / 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 2012	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 2012  To date the number trained are:
2	Disability Access Action Plan	Actions to be complete  Immediate actions complete Less priority actions will be dealt with by 31 March 2013	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 2013.

<sup>6</sup> **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	CCEA is a non departmental public body and therefore have limited involvement in public life appointments.  CCEA has no power to appoint members to their board.

**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**

- 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 Questionnaire 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	Diversity training for all staff this includes disability as an element	Staff will be knowledgeable in disability discrimination, access requirements, reasonable adjustments	Was to be complete by March 2011. Due to large numbers of staff and lack of availability this will now be complete in March 2012

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, ensure that all contract for service suppliers receive a disability questionnaire and all adjustments required are actioned.  
Disability training to be made available for all staff.