

# EQUALITY COMMISSION FOR NORTHERN IRELAND

## Public Authority 2013 – 2014 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 2013 to 31 March 2014 (Part A)*.

This template also includes a number of questions regarding implementation of **Section 49A of the DDO** from the *1 April 2013 to 31 March 2014 (Part B)*.

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 2014**.

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

S75: Lisa McAleer - People Services and Equality (PSE) Manager CCEA, 29 Clarendon Road Belfast BT1 3BG
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DDO (if different from above): Mr Sean Smart, PSE Manager (address as above)
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# **Part A: Section 75 Annual Progress Report 2013 - 2014**

## **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 promotion of Equality and Good Relations is integrated into the organisation's Corporate Planning and in the Strategic and Operational Business Plans within CCEA. CCEA remains committed to actively recognising equality of opportunity, good relations and human rights and it is the organisation's intention that all staff and individuals who use our service be treated fairly and with dignity and respect.

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

In summary, CCEA's progress in 2013-14 has been as follows:

### **People Services and Equality team**

People Services & Equality continue to employ an Equality Team whose duties are to ensure equality of opportunity and good relations across the organisation.

A key theme in CCEA's HR Strategy is the promotion of equality and diversity including the aim to promote equality of opportunity in all CCEA's services.

During this period People Services and Equality continued to:

- Review CCEA's Equality Scheme, Audit of Inequalities and associated Action Plan;
- Review/develop policies in line with the Equality Scheme;
- Deliver Diversity and Equality awareness training to staff;
- Perform Equality monitoring for all staff;
- Review staff exit questionnaires/interviews;
- Progress with Article 55 returns;
- Deliver an Employee Wellbeing Programme - including a 6 month programme of events, which enabled staff to avail of support/advice for welfare issues they may be facing inside and outside of work;
- Complete the Annual Staff Survey – included the following targeted questions:
  - Do you think CCEA displays good practice and equal opportunities in recruitment?
  - Do you think CCEA displays good practice and equal opportunities in training?

- Do you think CCEA displays good practice and equal opportunities in dealing with disputes/conflicts?
- Include Section 75 duties/responsibilities within staff job descriptions;
- Cover Section 75 duties at staff inductions.

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

During this period the Curriculum, Assessment and Reporting department continued to promote equality and good relations in the following areas:

### **Assessment Development**

- Provision of advice to Department of Education (DE) on assessment arrangements, including adaptation for Irish Medium (IM) and complementary systems for Special Education Needs (SEN);
- Assessing Communication and Using Mathematics:
  - Standard Setting Events provided for all schools, including those from SEN and IM sectors;
  - external quality assurance (external moderation) including guidance and training for all participating schools, including those from SEN and IM sectors.
- Provision of stakeholder events for Educational Support Bodies;
- Assessing UICT:
  - closing out of the ICT accreditation schemes for primary and post-primary schools;
  - online training course for all primary teachers, including those from SEN and IM sectors;
  - Standard Setting Events and support for primary and KS3 teachers, including those from SEN and IM sectors.
- Guidance and exemplification for foundation stage, KS1 to 3, and KS4 translated into Irish as required;
- Development of guidance and supporting resources, including the delivery of training, in use of the following assessment frameworks for SEN:
  - Q Skills (Severe Learning Difficulties);
  - Thinking Skills and Personal Capabilities.
- Development of guidance and supporting resources for learners with Social, Emotional and Behavioural Difficulties (SEBD);
- Modification of assessment tasks for visually impaired learners.

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

CCEA provides a bank of assessment tasks, guidance and resources for primary and post-primary teachers, to support a range of Areas of Learning throughout the curriculum. 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 for use in the IM sector.

Other resources developed in 2013/14 include:

- Religious Education Guidance (online resource);
- Using ICT website (Primary and Post-Primary including SEN);
- Thinking Skills and Personal Capabilities website (Primary and Post-Primary including SEN);
- Disability:
  - range of curriculum resources for SEN to promote equality of access to the curriculum;
  - DVD Case Studies;
  - training materials to support the use of an assessment framework (the Q Skills) for pupils with profound and multiple learning difficulties (PMLD);
  - SEBD guidance.

## **Computer-based Assessment (NILA and NINA)**

Since the initial introduction of NINA and NILA Computer Based Assessments (CBAs) in Autumn 2012, and in direct response to the feedback that has been sought and received, CCEA has continually considered the requirements for pupils with disabilities for example pupils with hearing or visual impairments. Some of the features of the assessments for pupils with individual needs include:

- An audio voiceover facility for NINA which can be accessed by any pupil allowing them to hear a question read to them as often as is needed. This also means that within the NINA assessment pupils can choose to listen to the questions in addition to seeing them on screen;
- Assessments which can be displayed on interactive whiteboards / projectors or magnifiers if required;
- Accessible font size and background (e.g. avoidance of bright background colours);
- Questions (except mental arithmetic items) without a fixed time for completion—thus ensuring that pupils have as much time as they need to answer;
- The ability to pause or re-start the assessments as and when necessary.

New developments for Autumn 2013 included:

- Different entry points to both assessments for pupils with SEN. The SEN Entry Point was designed for pupils who are experiencing difficulties with either numeracy or literacy. It allows pupils quicker access to easier questions and aims to deliver a more positive and potentially shorter assessment experience;
- Use of the SEN Entry Point will not be obvious to the pupil as they will just answer the first question that appears onscreen in the same way as their peers. Pupils with SEN still have access to the full range of questions as the assessment will continue to be adaptive becoming more or less difficult in response to the pupil's answers;
- A bespoke entry point built into the Literacy Assessment (NILA) for pupils with a hearing impairment. This entry point allows full access to all reading and writing questions for pupils with a hearing impairment, in line with that afforded to the rest of their peer group, but it prevents these pupils from having to work through any of the listening questions, which their teacher might feel are not appropriate for them;
- Increased number of lower ability questions in the assessments to accommodate the SEN entry points;
- Improved functionality of some questions (drag & drop / punctuation / mouse control / drag & rotate);
- Improved clarity in automated assessment voice overs which is particularly important in terms of accessibility for visually impaired pupils; local voice-over for NILA listening questions and the robotic NINA voice changed to a female 'default' voice;
- Voice over on the Assessment Demo has been slowed and can be paused at any time. Additionally a demo script is available to download from the website which can be individually read to a visually impaired pupil while looking at the demo on their own computer;
- Improved NILA Practice assessment to include pictures with easier, more colourful questions allowing the focus to be on the techniques rather than the questions;
- Improved NINA Practice area with instructions and 'correct/incorrect' response.

As Computer Based Assessments are no longer statutory for use with any pupil, this allows much greater flexibility for teachers working with pupils who have visual impairment to evaluate whether or not this form of assessment best meets the needs of their pupils.

## **Qualification Regulation team**

Qualification regulators in England/Wales/N Ireland (E/W/NI) and Scotland fully implemented a strategic approach to regulation with the emphasis on regulation at the Awarding Organisation (AO) level.

This means that AOs (including CCEA AO) wishing to operate in an E/W/NI market place have to meet regulatory criteria in order to be recognised. The regulatory system is based on the principle that AOs are accountable for the quality and standards of their regulated qualifications. Regulatory action is therefore based on the risk assessment of the awarding organisation systems and performance.

CCEA's Accreditation business unit continues to collaborate with Ofqual/WG and SQA on diversity and inclusion issues within qualifications. The work includes:

- advising the Department of Education (DE) on equality legislation; and
- ensuring awarding organisations' documentation is in line with legal requirements.

- 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?

CCEA remains committed to providing the necessary resources to ensure that the Section 75 statutory duties are complied with and will monitor and review progress on a regular basis.

The following initiatives are planned for the coming year to ensure improved outcomes in relation to equality of opportunity and good relations for the nine categories under Section 75:

### **People Services and Equality team**

- A key theme in CCEA's HR Strategy is the promotion of equality and diversity including the aim to promote equality of opportunity in all CCEA's services;
- On-going review and screening of policies;
- Continued mainstreaming of equality work in policy development;
- Review of Audit of Inequalities and updating the associated Action Plan;
- Develop and deliver Equality and Disability Awareness training in Spring 2015;
- Ensuring all new staff complete Diversity training;
- Continue to work closely with organisations and groups representing various equality interests;
- Conduct a Staff Survey;
- Review and update CCEA's Disability Action Plan in 2015;
- Review of Recruitment Policy/procedures during 2014-15, including Advanced Interview Skills training.

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

#### **Assessment Implementation**

- 2014-15 training programme makes provision for IM and SEN, including:
  - Provision of IM online course, assessment tasks, exemplification library;
  - Provision of customised standard setting events for SEN teachers (MLD).
- Continuing development and roll out of SEN assessment for SLD and PMLD;
- Modification of KS3 exemplar assessment tasks for pupils with visual impairment.

## **Curriculum**

- Relationships and Sexuality Education guidance and resources to reflect new Equality Legislation (including the lesbian, gay, bisexual and transgender (LGBT) communities);
- Guidance to support the assessment of Thinking Skills and Personal Capabilities for SEN pupils has been completed and made available to schools.

## **Computer-based Assessment**

To further improve accessibility the CBA Developments planned for implementation during Autumn 2014 include:

- A review of the techniques that schools reported as being difficult for pupils e.g. techniques requiring Ctrl or Shift and vertical addition;
- Revision of NINA practice area based on the review of techniques;
- Additional NILA Objective report which provides an option to filter for the Area of Learning and then by Skills Focus to allow easy identification of individual pupil strengths and weaknesses;
- Removal of button for setting SEN/HL entry point for entire class;
- Question numbers displayed at the bottom of the screen within the NILA Assessment to help monitor pupils' progress. This allows teachers the opportunity to manage the NILA assessment in shorter sessions as pupils can pause the assessment (e.g. if they need a comfort break) and continue by clicking on the play icon; or log out completely and then log in again at a later stage/another day with the same password.

## **Qualifications Regulation team**

During the coming year CCEA Accreditation will be accrediting a range of new and revised qualifications for Northern Ireland. The scope of this work remains unclear until announcements as to the future of qualifications in Northern Ireland are made by the Minister for Education NI, and until the extent of the changes to qualifications elsewhere become clear – this is especially true for GCSEs and A levels. The Conditions of Recognition will be reviewed and updated accordingly.

CCEA Accreditation provides advice and guidance to the Department of Education on a range of educational matters, particularly regarding qualification provision, as and when requested. One such matter is in the area of Special Educational Needs. The team has instigated four training events on 'Principles & Practice in Assessment for and Management of Access Arrangements' delivered by Patoss (Professional Association of Teachers of Students with Specific learning difficulties. These events will take place during 2014-15 year).

## **New / Revised Equality Schemes**

- Please indicate whether this reporting period applies to a new or revised scheme and (if appropriate) when the scheme was approved?

This applies to a revised scheme approved on 18<sup>th</sup> November 2011.

## **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 2013-14.

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

CCEA's role is advising government; monitoring standards; and awarding qualifications.

Each member of the Senior Management Group is responsible to the CEO for ensuring that each functional services area complies fully with the Equality Scheme. The Director of Corporate Services has operational responsibility for the implementation of the Equality Scheme and an Equality Officer within the People Services & Equality Team is responsible for reporting progress of the Equality Team to the Director of Corporate Services.

A full corporate plan is in place for 2013-15. Strategic goals include:

- shaping and supporting education policy. Within this CCEA has a set objective to contribute to the Department of Education's Corporate Goals, particularly in relation to raising standards for all and closing the performance gap, increasing access and equality; and
- demonstrating corporate and social values.

A key theme in CCEA's HR Strategy is the promotion of equality and diversity including the aim to promote equality of opportunity in all CCEA's services.

Specific examples within operational plans include:

People Services and Equality Operational Plan objectives include to:

- Run fair and effective selection processes for all positions;
- Publish a revised Equality Scheme, covering all of CCEA's services;
- Publish and act on an Audit of Inequalities, covering all of CCEA's services;
- Ensure all managers and staff are aware of CCEA's Section 75 requirements;
- Screen all CCEA policies and undertake Inequality Impact Assessments where necessary;
- Develop and implement a Disability Action Plan;
- Continue CCEA's programme of diversity training for all employees.

CCEA's Accreditation business unit continues to collaborate with Ofqual/WG and SQA on diversity and inclusion issues within qualifications. The work includes:

- Advising the Department of Education (DE) on equality legislation; and
- Ensuring awarding organisations' documentation is in line with legal requirements.

## **Section 2: Examples of Section 75 Outcomes / Impacts**

Given the renewed focus of Section 75 aiming to achieve more tangible impacts and outcomes and addressing key inequalities; please report in this section how the authority's work has impacted on individuals across the Section 75 categories. Consider narrative in the following structure:

- *Describe* the action measure /section 75 process undertaken.
  - *Who* was affected across the Section 75 categories?
  - *What impact* it achieved?
- Please give examples of changes to policies or practices using **screening or EQIA**, which have resulted in **outcomes or impacts for individuals**. If the change was a result of an EQIA please indicate this and also reference the title of the relevant EQIA.

No EQIA's were required during the 2013-14 period.

- Please give examples of **outcomes or impacts on individuals** as a result of any **action measures** undertaken as part of your Section 75 action plan:

#### **People Services & Equality team**

- CCEA continues to attract a wide range of applicants from various backgrounds covering the nine Section 75 categories in its recruitment processes
- CCEA applies its family friendly policies on a consistent basis to facilitate working arrangements for a number of employees with dependents.
- CCEA continues equality monitoring of applicants and staff.

Please give examples of **outcomes or impacts on individuals** as a result of any **other Section 75 processes** e.g. consultation or monitoring:

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

##### **Assessment Development**

- Production of Supplementary Guidance on the Assessment Arrangements with details for the assessment of SEN pupils. This provided teachers of pupils with a range of special educational needs with the information they required to implement the statutory assessment arrangements with their pupils;
- Annual Assessing the Cross-Curricular Skills in-service training events provided for teachers of pupils with statements of Moderate Learning Difficulties (MLD) learning in schools that cater in general for pupils with statements of Severe Learning Difficulties (SLD). This improved the assessment experience of MLD pupils in schools that cater in general for pupils with statements of Severe Learning Difficulties (SLD);
- CCEA Assessment Tasks (Primary) modified for pupils with visual impairments. This provided improved access to the statutory assessment arrangements for these pupils;
- Development of assessment frameworks for SEN:
  - Quest for Learning (PMLD);
  - Q Skills (SLD).

This provided access to an assessment framework outside the statutory Levels of Progression for PMLD and SLD pupils.

**Qualifications Regulation team**

CCEA Accreditation manage the provision of a learning skills tool for learners undertaking DEL sponsored Training for Success programs. During this period a significant refresh of the Progress File – Widening Horizons materials, was undertaken. This included focus group consultation with practitioners and managers to ensure that the materials were accessible for learners with a range of abilities, literacy and special educational needs.

**Section 3: Screening**

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

For those authorities that have started issuing of screening reports in year; this section may be completed in part by appending, to this annual report, a copy of all screening reports issued within the reporting period.

Where screening reports have not been issued, for part or all of the reporting period, please complete the table below:

<b>Title of policy subject to screening</b>	<b>What was the <i>screening decision</i>? E.g. screened in, screened out, mitigation, EQIA...</b>	<b>Were any <i>concerns raised about screening by consultees</i>; including the Commission?</b>	<b>Is policy being subject to EQIA? Yes/No If yes indicate timeline for assessment.</b>
Not applicable during this period			

## **Section 4: Equality Impact Assessment (EQIA)**

Please provide an update of policies subject to EQIA during 2013-14, stage 7 EQIA monitoring activities and an indicative EQIA timetable for 2014-15.

- EQIA Timetable: April 2013 - March 2014

<b>Title of Policy EQIA</b>	<b>EQIA Stage at end March 2014 (Steps 1-6)</b>	<b>Outline adjustments to policy intended to benefit individuals and the relevant Section 75 categories due to be affected.</b>
Not applicable		

Where the EQIA timetable for 2013-14 (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.

Not applicable

- Ongoing EQIA Monitoring Activities: April 2013- March 2014

<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>
Not applicable		

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:

Not applicable

## 2014-15 EQIA Timetable

<b>Title of EQIAs due to be commenced during April 2014 – March 2015</b>	<b>Revised or New policy?</b>	<b>Please indicate expected timescale of Decision Making stage i.e. Stage 6</b>
Not applicable		

## **Section 5: 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.
  - New staff are informed of Section 75 duties at induction and made aware of CCEA equality policies.
  - HR staff have attended a number of relevant training and events, including the Equality Commission's 'Building an Inclusive Workforce' Conference and 'Introduction to Section 75' seminar, as well as Employers for Disability NI events.
  - All members of the Research and Statistics team are trained in respect of consultation with children and young people and Hard to Reach/ Engage Groups and regularly attend training. Four staff members are accredited with the CPD in Consultation from the Consultation Institute, the remaining members are undertaking regular training to achieve this certification.
  - All staff engaged in recruitment and promotion undergo training which includes Section 75 duties.
  - All staff have equal opportunity in relation to training and career development.

## **Section 6: 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 is committed to communicating progress on delivery of the statutory duties.

## **Section 7: 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.

### **People Services and Equality team**

- Article 55 return;
- Audit of Inequalities;
- Monitoring Equality of staff;
- Annual Staff Survey.

### **Research and Statistics team**

The Research and Statistics team collect and analyse data on all CCEA qualifications, including GCE and GCSE attainment. At Key Stage this includes analysis of gender and Irish medium. The team are responsible for all research in CCEA and regularly engage with stakeholders.

In 2013/14 there were three advisory groups in CCEA, designed to provide advice and assist in research activities. The groups were Expert Group for GCE and GCE review, Primary Principal Group and Post Primary Principal group. There were Irish Medium and SEN Representatives on the Principals' Group who met quarterly throughout the year.

CCEA conducted a number of research evaluations and consultations in 2013-14 for policies/projects related to assessment, accreditation and qualifications for students with special educational needs. Details of the research/consultations are below.

- **SEN Thinking Skills and Personal Capabilities training evaluation** - three training events were held in June 2013 and 106 questionnaires returned. A further two events were held and evaluated in September and October 2013.
- **Entry Level Qualifications** - CCEA reviewed and revised its Entry Level Qualification (ELQ) provision. The purpose of this consultation was to find out stakeholders' views on the current provision. Thirteen respondents from the SEN sector responded to a questionnaire and attended 10 ELQ research events held in January 2014. The events comprised of representatives from special schools, post primary schools and training providers. CCEA's Research and Statistics Unit also carried out a centre visit for two of the ELQ subjects due to availability of the teaching staff.
- **Review of Qualifications**

The aim of this consultation was to gather evidence to develop a qualifications system in Northern Ireland that will meet the needs of ALL learners, reflect educational policy and meet the needs of the economy and society. Consultation was by online questionnaire and face to face meetings. Stakeholders included teachers (including Irish Medium and SEN), employers, students and representatives from the SEN sector. SEN teachers and EOTAS providers attended research meetings to discuss the needs of these sectors.

Final Options Research - Live Questionnaire from 9<sup>th</sup> April – 31<sup>st</sup> May 2013 - Seven SEN teachers responded to this phase of the research. Two SEN principals responded to this phase of the research. The following is one set of recommendations made by CCEA in response to stakeholder research. All recommendations were accepted by the Minister for Education.

<p>The Review recommends that the qualification system in N. Ireland should facilitate and encourage the engagement and motivation <b>all learners</b>. It should recognise and reward a range of achievement and provide valid information about attainment.</p>
<p>High quality non-general and vocational qualifications should be made available to all learners in N. Ireland including those for whom GCSEs and A levels do not meet their needs. <b>All students</b> should have the opportunity to develop the knowledge and skills required for further study and working life and, in line with the Entitlement Framework, should be offered qualifications which offer appropriate routes of progression.</p>
<p>A programme should be undertaken to increase the awareness of learners, parents, schools and employers as to the breadth of qualifications currently available in N. Ireland and the progression different qualifications can provide.</p>

The current qualification offer needs strengthened options for those who do not wish to take A levels.
The Department should consider the introduction of rigorous, demanding competency-model skills qualifications in Literacy, Numeracy and ICT.
The Department should examine a credit-based qualification approach to engage <b>learners working below GCSE level</b> . Currently this could consist of QCF unit-based qualifications which facilitate learners meeting the requirements of the statutory curriculum. Consideration should be given to the National Levels 1-4 model being introduced in Scotland.

During the research SEN teachers and EOTAS education providers indicated that GCSEs are not suitable for their learners. A small percentage of mainstream learners also leave school without achieving GCSE qualifications. Stakeholders working with lower achieving and disengaged learners believe different qualification types with alternative learning and assessment routes would better recognise the challenges being faced by their learners and would allow their differing achievements to be rewarded appropriately. Qualifications that allow an accumulation of credit as the learner progresses and which will reward learners for the work they have done should they not be in position to complete the whole qualification, were felt to be valuable for their learners.

Also valued were competence-based, pass/fail models of qualifications that allow candidates to be rewarded when they are proficient in the skills being assessed. It was felt such qualifications motivate learners and allow them the best opportunity to progress without having to repeat learning when they progress in education or training. Similar considerations have influenced discussions in Scotland regarding qualifications for those working below the equivalent of Level 2.

Work is currently underway on an SEN project which is encouraging the delivery of Qualifications Credit Framework (QCF) qualifications in Special Schools and Learning Support units to ensure learners are receiving recognition for units of learning completed and helping facilitate progression to employment and further education and training courses.

- **Curriculum and Assessment Arrangements – SEN**

In order to accommodate those teachers from SEN schools who have pupils with a statement of MLD, CCEA developed a specific training programme which outlines the requirements of statutory assessment in relation to MLD pupils. Six teachers from SLD schools attended a training day in CCEA. Following the training, a member of the Research & Statistics Unit carried out an evaluation of the training.

A Window on Special is a collection of short videos from schools and educational establishments in Northern Ireland. The videos provide a snapshot of educational experiences of children and young people within the sector of special education needs (SEN) – within both special and mainstream settings. R&S conducted research on these videos with stakeholders from SEN and mainstream schools.

CCEA conducted an evaluation of two events which were held to provide training related to the new CCEA guidance "Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties (SEBD)". 72 questionnaire responses were received.

- **Primary: June Evaluation Questionnaire** – An online evaluation of the new assessment arrangements at Key Stages 1 and 2. There were two SEN respondents. Both were from special schools.
- **Post-Primary: March Evaluation Questionnaire** – An online evaluation of the new assessment arrangements at Key Stage 3. There were five SEN respondents. All were from special schools.
- **Post-Primary: June Evaluation Questionnaire** – An online evaluation of the new assessment arrangements at Key Stage 3. There were three SEN respondents. All were from special schools.
- Please outline any use of the Commission's Section 75 Monitoring Guide.

This guide continues to be used by the Equality Team.

## **Section 8: 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 continues to provide a full copy of its Equality Scheme on its website.

CCEA's website is designed to maximize ease of use by everyone, including people with disabilities. We aim for a consistently high level of usability for our entire audience across all of our websites and microsites, following best-practice accessibility guidelines where possible.

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

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

### **Details of Modified Papers during 2014 are as follows:**

	Modified Visual (MV 18pt)	Modified Visual (A3 MV 24pt)	Modified Language (ML)	Transcripts
Vocational	4	0	0	0
GCE	90	24	22	8
GCSE	236	117	253	12
<b>Total</b>	<b>326</b>	<b>141</b>	<b>275</b>	<b>20</b>

	Braille	Tactile diagrams	Standard Paper Requested on White	Non-interactive electronic question paper
Vocational	4	0	0	0
GCE	0	0	3	7
GCSE	1	0	0	15
<b>Total</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>22</b>

## **Section 9: 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 received no related complaints.

## **Section 10: 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.

CCEA's Research and Statistics team conducted a number of research evaluations and consultations in 2013-14 for policies/projects related to SEN curriculum and qualification provision and assessment in the Irish Medium sector:

- **Irish Medium Resources 2013**  
Irish Primary school teachers were invited to attend a workshop in CCEA in March 2013 during which, three new Irish-medium (IM) resources were showcased. A total of 15 teachers provided feedback on the IM resources workshop.
- **Additional Support for Languages**  
All primary school principals were invited to provide feedback on the demand for additional support for Irish in primary schools. A total of 127 principals responded to the online questionnaire.

CCEA Research and Statistics adhere to a Research Code of Practice, Consultation Strategy and a Policy on Providing Advice and Consultations. All CCEA research will be pursued in a way that ensures:

- Rigorous and appropriate methodology is adopted to ensure that research data analyses, findings and conclusions are fair, accurate, valid and reliable;
- The planning, conducting and reporting of research takes account of cultural, religious, racial, gender, age and other relevant differences amongst those participating in the research;
- Sensitive and helpful approaches are adopted towards those from whom data is being collected.

- The confidentiality and security of collected data are ensured;
- Research findings are published and disseminated in keeping with CCEA's remit and with regard for the benefit of education and training in society;
- Clear procedures are in place for the effective management of projects and their financial probity, in keeping with CCEA's remit; and
- Adherence to research principles is maintained through effective monitoring procedures.

During this period the Curriculum, Assessment and Reporting department consulted with Education Support Bodies, focus groups and teacher unions generally and specifically with representative groups in the development of resources, for example with Steering Groups for Relationships and Sexuality Education Guidance, Drugs Guidance.

### **Section 11: 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.

It was confirmed by the Equality Commission that this area would not be applicable to CCEA, based on the nature of the organisation.

- 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 12: Additional Comments**

- Please provide any additional information/comments.

**Part B: 'Disability Duties'**  
**Annual Report 1 April 2013 / 31 March 2014**

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

38

Fully  
Achieved?



3

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 <sup>1</sup>	Outcomes / Impact <sup>2</sup>
National <sup>3</sup>	CCEA is a non-departmental public body and therefore has limited involvement in public life appointments. CCEA has no power to appoint members to its board.		
Regional <sup>4</sup>	CCEA employs 2 Special Education Needs (SEN) Managers within the Curriculum and Assessment Development Department.	SEN is covered in the Development of Curriculum and Assessment in schools.  CCEA develops examinations which are suitable for all levels of ability, range of candidate	SEN is considered when developing Curriculum and Assessment in schools.  CCEA has revised its Entry Level Qualifications to ensure that all learners can achieve a qualification.

<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

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

	CCEA employs 6 staff within the Centre and Examiner Support Department.	and with different types of assessment that can be accessed by all (including SEN).  All candidates are treated fairly and in accordance with the Ofqual/CCEA Regulator Guidelines and SENDO legislation.	All candidates with disabilities who are sitting examinations are given access arrangements, reasonable adjustments and special consideration to ensure they are offered a fair exam.
Local <sup>5</sup>	CCEA ensures that it adheres to the regulations laid down by the Disability Discrimination (NI) Order with respect to applicants and employees.  CCEA is an accredited member of the Employers Forum on Disability Northern Ireland (EFDNI)  CCEA advertises Administrative Assistant posts with various disability organisations.	CCEA consults with applicants, individual staff with disabilities and their line managers to ensure that reasonable adjustments are carried out.  CCEA provides information and asks for advice where necessary.  12 main disability organisations were contacted and provided with details of the posts to be advertised as appropriate.	Applicants can ensure a fair recruitment process where their disability does not impact on their application and current employees are facilitated to ensure they can continue to work for CCEA.  CCEA has a network of over 400 employers within Northern Ireland to share best practice. CCEA staff can increase their expertise, knowledge and skills.  40 applicants who declared a disability were successful and are on this standing list for 2014.

<sup>5</sup> **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	Absence and Disability	Internal – advise other staff on absence and disability issues	2 members of staff trained
2	First Aid at Work course	Ensure that CCEA maintains adequate quotas of First Aid trained employees	3 people trained
3	First Aid at Work Refresher	Ensure that First Aiders are kept up to date with recent developments	7 people trained
4	Automatic External Defibrillator (AED) training	CCEA installed AED's at each site and provided training for First Aiders in their use. This measure was implemented to continually improve First Aid provision and awareness within the organisation.	14 people trained
5	NEBOSH Health and Safety Certificate	Ensure CCEA has suitably trained staff to deal with all Health and Safety issues	3 people trained
6	Manual Handling	Internal course	41 people trained
7	Evacuation Officers Briefing	Evacuation Officers briefed on their duties, particularly on PEEPs and issues with people who may require assistance in the event of an emergency	4 people trained
	In addition to training courses CCEA also provided workshops as part of its 'Mind Yourself' Programme 2013/14 which assesses employees with a view to preventing, limiting or enabling people to manage their own disabilities including:		
1	Flu vaccinations	Staff provided with flu vaccinations in order to limit the spread of the virus to others in the organisation – especially those who could be put at risk through disability	40 attended
2	Cancer Prevention Health Checks	Sessions were designed to provide advice on health issues and practical assessment of body fat, exercise etc.	65 attended

3	Minimising stress	Information to provide advice on stress and work life balance	19 attended
4	Nutrition for Immunity	Sessions designed to provide awareness of health issues around food and providing immunity	20 attended
5	Festive Food	Sessions designed to provide awareness of health issues around food during the holiday season	11 attended
6	Chest, Heart and Stroke	Sessions designed to provide advice on health issues and practical assessment e.g. cholesterol checks	31 attended
7	Stress Busters	Sessions designed to help relieve stress and provide info on how to achieve this	14 attended
8	Smoking Cessation	Sessions designed to provide advice and support to quit smoking	2 attended
9	Mini Nutrition Consultations	Sessions designed to provide awareness of health issues around food and provides specific nutritional advice	15 attended
10	Stress Awareness for Managers	Sessions designed to provide info on work life balance and stress issues	8 attended
11	Men's Health	Sessions designed to provide advice on health issues and prevention	8 attended
12	Fitness Tasters	Sessions designed to provide info and demonstration of fitness techniques to improve health	17 attended
13	Women's Health	Sessions designed to provide advice on health issues and prevention	8 attended
14	Pilates taster sessions	Sessions designed to provide info and demonstration of fitness techniques to improve health	18 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 Staff Survey 2013 issued	CCEA Staff were asked 'Do you think CCEA displays good practice and equal' opportunities in recruitment?' and 'Do you think CCEA displays good practice and equal opportunities in training?'	37% of respondents said that CCEA was an Equal Opportunity Employer and 74% of the respondents felt that CCEA displayed Equal Opportunities in training.  CCEA is currently reviewing its Recruitment Code of Practice.
2	CCEA consulted with applicants to determine if any reasonable adjustments are required throughout the recruitment process	Individual measures are taken to ensure that candidates were able to take part in the recruitment process	Reasonable adjustments were carried out as appropriate e.g. extra time provided to candidates with dyslexia, car parking close to the building for candidates with mobility issues
3	New employees are provided with a Disability Questionnaire	Reasonable adjustments can be discussed and recorded	All staff can confidentially report a disability
4	CCEA Disability Action Plan	Plan is available to read on the CCEA website	All interested parties can review and read where necessary

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

	Encourage others Action Measures	Outputs	Outcome / Impact
1	Diversity Training provided	This training is compulsory for all staff.	General awareness within the organisation of the requirements to ensure equality for all, including people with disabilities.
2	CCEA staff that are required to sit on panels must undergo training to include equal opportunities and more specifically disability discrimination is covered.	Recruitment panels are trained in Equal Opportunities.	
3	All staff are briefed on CCEA equality policies and procedures.	New employees are made aware of the culture of the organisation from the day they start.	New employees in their working environment are cognizant of issues regarding equality.
4	Review short term and long term absences on an ongoing basis.	Review conducted as and when appropriate.	Staff with long term and short term illnesses or who develop disabilities are offered flexible working, reasonable adjustment, completion of PEEP and Occupational Health referrals. CCEA also offers Carecall confidentially to all employees.
5	Opportunities for placements for disabled persons.	One placement was provided to a student with hearing loss in the Multimedia department as a result of the Work hear initiative.	Multimedia employees had an opportunity to interact with a person with hearing loss and the placement student gained valuable workplace experience to build his confidence.

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	Screening or Equality Impact Assessments have been carried out on existing policies	All policies are screened for potential issues that may affect persons with a disability.	All policies are accessible and effective for people with disabilities.
2	Monitoring of all employees	CCEA can respond effectively to employees' needs.	Reasonable adjustments are carried out as appropriate.
3	Monitoring of all candidates who apply to work for CCEA	Prospective employees and contract for services suppliers are surveyed on application forms for disabilities that may affect them coming to interview.	Reasonable adjustments are carried out as appropriate.

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	Disability Access Buildings Audit	CCEA continues to prioritise actions from the Audit in 2010.		Ongoing process of prioritising actions and working through the plan.
2	Diversity Training	CCEA continues to deliver diversity training with a view to all staff completing the course.	Staff will be knowledgeable in issues regarding diversity.	Ongoing process – all new employees need trained.

<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.

3	One to one meetings with employees who declare a disability via the employee Disability Audit.	90% of those who declared a disability have met with PSE.	Allows the organisation to have personal one to one contact and ensures that all issues can be discussed.	Ongoing process
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**4. Please outline what action measures have not been achieved and the reasons why?**

	Action Measures not met	Reasons
1	Monitoring of current contract for services suppliers	Scoping exercise to be carried out through 2014
2		
3		

**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

- Annual Staff Survey
- Bi annual staff disability audit
- Individual consultations with disabled applicants/employees in order to make reasonable adjustments
- Disability questionnaire

(b) Quantitative

- Equal Opportunities Monitoring Forms
- Bi annual Staff Disability Audit
- Permanent, FTC and temporary staff exit interviews
- Training evaluations

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: 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 organisation’s annual review of the plan? If so, please outline proposed changes?

Beginning work on next plan as current plan expires in 2015 – to be confirmed