



## Public Authority Statutory Equality and Good Relations Duties Annual Progress Report 2021-22

### Contact:

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Documents published relating to our Equality Scheme can be found at:

Please insert link or details here

### Signature:

**This report has been prepared using a template circulated by the Equality Commission.**

**It presents our progress in fulfilling our statutory equality and good relations duties, and implementing Equality Scheme commitments and Disability Action Plans.**

**This report reflects progress made between April 2021 and March 2022**

## **PART A – Section 75 of the Northern Ireland Act 1998 and Equality Scheme**

### **Section 1: Equality and good relations outcomes, impacts and good practice**

#### **1**

CCEA is a unique educational body in the UK, bringing together the three areas of curriculum, examinations and assessment.

CCEA advises Government on what should be taught in Northern Ireland's schools and monitors standards ensuring that the qualifications and examinations offered by awarding bodies in Northern Ireland are of an appropriate quality and standard.

As Northern Ireland's leading awarding body we offer a diverse range of qualifications, such as GCSEs, Entry Level Qualifications and vocationally related qualifications.

CCEA remains committed to actively recognising equality of opportunity, good relations and human rights and it is the organisation's intention that all staff and individuals who use our service be treated fairly and with dignity and respect.

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

1. Qualifications Development
2. Question Paper Production
3. Exams and Assessment Administration
4. Data Science, Statistics and Research
5. Curriculum and Assessment
6. Human Resources
7. Marketing and Communications and
8. CCEA Regulation.

In summary, CCEA's progress in 2021-22 has been as follows:

#### **1 Qualifications Department**

## **Summer 2021: Cancellation of Exams and Alternative Awarding Arrangements**

In Summer 2021, CCEA awarded qualification grades on the basis of teacher professional judgment, as opposed to using outcomes from public examinations. This followed an announcement on 6 January 2021, when the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for 2021.

To ensure the alternative awarding arrangements in place were fair and did not adversely impact on equality of opportunity CCEA carried out a number of activities (some of which fell slightly outside the reporting period):

(i) On 5 March 2021 CCEA published detailed guidance for schools on the process for awarding centre determined grades. This included an overview of the process, the support available for schools and how to use evidence of students' performance to inform Centre Determined Grades. One of the requirements of this process was that centres should produce a centre policy for awarding Centre Determined Grades, summer 2021 and this should include a section on Bias and Discrimination.

The CCEA guidance advised schools that each Centre Determined Grade must be an objective decision based on evidence of "a student's knowledge, understanding and skills in relation to the subject. Other factors should not affect this judgement. The law protects people from discrimination on a number of specified characteristics including age, disability, gender, gender reassignment, race, religion or belief, political opinion, or sexual orientation." The guidance also reaffirmed that where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe), the centre must make every effort to ensure that these arrangements were in place when assessments were being taken.

(ii) This guidance and message was further disseminated by CCEA through bi-monthly Principal meetings (with an average of 180 principals attending each fortnight) throughout 2021, and at an individual subject level through subject guidance documents and subject webinars made available on the CCEA website.

(iii) CCEA provided an optional support package for school leaders through Chartered Institute of Educational Assessors (CIEA) training in February and March 2021. The training incorporated modules and supporting materials including guidance on determining the validity of assessments. One relevant module focused on the idea of the validity chain and the importance of applying principles of fairness and avoiding bias, as well as other aspects of validity. It included an exploration of:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- minimising bias (how to minimise bias in questions and marking, hidden forms of bias); and
- bias in teacher assessments.

(iv) The alternative awarding process put in place for summer 2021 was also subject to an Equality Screening exercise to ascertain if it could introduce new and/or additional bias to the system of awarding to the normal trends experienced in previous typical examination series. The following questions were recorded as having no or minor impact:

- What is the likely impact on equality of opportunity for those affected by this process for each of the Section 75 equality categories? (minor/major/none)
- Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?
- To what extent is the process likely to impact on good relations between people of a different religious belief, political opinion or racial group? (minor/major/none)
- Are there opportunities to better promote good relations between people of a different religious belief, political opinion or racial group?

### **Summer 2022: Alternative Assessment Arrangements**

In February 2021, the Department of Education commissioned CCEA to provide formal advice on the assessment arrangements that should be in place in 2021/22 to support a return to public examinations but which took account of current public health requirements, lost learning time and potential further disruption, and to reduce the burden of assessment on students.

The formal advice that was shared with the Department of Education on 30 April 2021 was very much informed with work that had taken place between June and October 2020 in preparation for Summer 2021, prior to the cancellation of examinations. In that period CCEA carried out a number of activities to ensure any adaptations to qualifications were fair and did not adversely impact on equality of opportunity.

(i) During May and June 2020 early ideas for contingency planning for 2020/21 academic year were collated and presented to various stakeholder groups. These included exploring subject specific options with our Subject Advisory Groups (SAGs) The contingency plan mitigations were presented against a number of speculative scenarios. The role of SAGs is to provide advice and guidance to CCEA on subject areas. The membership consists of practising teachers, industry reps and further/higher education. The terms of reference include that the membership will have due regards for the need to promote equality of opportunity between persons of different religious belief, political opinion and racial group.

(ii) On 24 August 2020, CCEA launched a consultation on initial proposals to adapt and/or reduce the assessments students would be required to take in CCEA qualifications for summer 2021. Respondents were asked to outline any potential equality impacts which they felt that CCEA should consider. In total, 3,392 respondents (47.8%) commented on this question. On completion of the exercise,

the findings and the associated advice were subsequently shared with the Department of Education for consideration.

(iii) These proposals were also subject to an Equality Screening exercise to ascertain if they could introduce new and/or additional bias to the system of awarding to the normal trends experienced in previous typical examination series. The following questions were recorded as having no or minor impact:

- What is the likely impact on equality of opportunity for those affected by this policy for each of the Section 75 equality categories? (minor/major/none)
- Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?
- To what extent is the policy likely to impact on good relations between people of a different religious belief, political opinion or racial group? (minor/major/none)
- Are there opportunities to better promote good relations between people of a different religious belief, political opinion or racial group?

### **Summer 2022: Contingency Arrangements**

On 21 May 2021, the Department of Education formally commissioned advice from CCEA on contingencies should examinations be cancelled in the 2021/22 academic year. Throughout 2021 disruption to teaching and learning was ongoing across all centres. It was therefore prudent that all options were considered to safely award qualification grades to candidates in Summer 2022.

The contingency options were developed based on initial discussions with Principals and with teacher unions as part of the Lessons Learned exercise carried out after alternative awarding in Summer 2021. The proposals were also subject to an Equality Screening exercise to ascertain if they could introduce new and/or additional bias to the system of awarding to the normal trends experienced in previous typical examination series. The following questions were recorded as having no or minor impact:

- What is the likely impact on equality of opportunity for those affected by this policy for each of the Section 75 equality categories? (minor/major/none)
- Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?
- To what extent is the policy likely to impact on good relations between people of a different religious belief, political opinion or racial group? (minor/major/none)
- Are there opportunities to better promote good relations between people of a different religious belief, political opinion or racial group?

## **2. Question Paper Production**

## PART A

Question Paper Production (QPP) carry out a range of modifications to examination material to suit candidates and learners that have special educational needs, visual impairment, and hearing difficulty.

QPP follow JCQ Guidance on the appropriate considerations that are required to ensure examination materials are adapted to suit candidate needs. QPP use registered companies such as BATOD (British Association of Teachers of the Deaf) and Jordanstown School – the Northern Ireland Centre of Excellence for Children who are deaf or visually impaired to review examination material and make recommendations to suit candidate's needs.

The range of modifications to examination papers for 2021-2022 included the following:

Modified Enlarged to 18pt, 24pt, 36pt, Modified Language, Braille, Transcripts Non-interactives.

**2543** individual candidate requests for a modified examination paper.

Summer 2022 Series	Number of components provided	Total number of Candidate Entries
Modified Visual A4 18pt	180	725
Modified Visual A4 24pt	60	137
Modified Visual A3 24pt	64	108
Modified Visual A3 36pt	15	26
Modified Language	59	174
Non Interactive	203	1373
MV/ML	7	7

QPP also provide translated Irish Medium versions of examination material based on previous entries or on request by Irish Language Centres.

Irish Medium – units translated for Summer 2022

GCSE	GCE
59	27

### 3. Exams and Assessment Administration

CCEA employs six staff within the Centre Support team to manage special requirements for examinations, in line with the [Joint Council for Qualifications Guidelines](#). Adherence to JCQ guidance ensures candidates across the UK taking public examinations are treated equitably. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies comply with their duties in relation to all relevant Disability & Equality legislation through making 'reasonable adjustments'.

### 4. Data Science, Statistics and Research

In 2021/22, CCEA carried out more consultations than the previous year, which had been greatly reduced due to the pandemic.

A total of twelve research projects were conducted in 2021/22, providing opportunities for stakeholders to participate with CCEA decisions and share their views. CCEA received 11607 individual responses to research consultations in 2020/21. A breakdown is included in the table below, which illustrates that feedback was obtained from a diverse range of stakeholders during the year.

Respondent type	Frequency	Percent
Student/Pupil	8317	71.6%
Teacher	1916	16.5%
College of Further Education Staff	294	2.5%
College of Further Education Student	617	5.3%
Senior Examiner	214	1.8%
Parent	160	1.4%
Principal / Vice Principal	50	0.4%
Head of Department	19	0.2%
Other	10	0.1%
Examination Officer	4	0.03%
Employer	3	0.02%
Educationalist	1	0.01%
University / Higher Education Institute Staff	1	0.01%
Civil Servant / Public Sector Staff	1	0.01%
Total	11607	100%

Source: CCEA Internal Statistics (2021/2022)

### 5. Curriculum and Assessment

The Curriculum and Assessment business unit continue to ensure good relations and equality of opportunity are considered across all workstreams.

We are committed to ensuring that all pupils have access to the curriculum and assessment arrangements. The advice we give and support we develop recognises the needs of all young people, including in relation to Special Educational Needs, Irish Medium and Shared Education.

Specifically for 2021/22 examples of core activities which demonstrate this includes:

### **Special Educational Needs**

CCEA has finalised the updates to the Quest and Q Skills software and this was rolled out to schools in August 2021. To support teachers and schools in using the updated software, a module was produced in the Q Skills online training course. A new system for recording and responding to queries on the software was also developed and implemented in November 2021.

In September 2021, CCEA carried out a literature review on assessing learners with SEN. The research discussed in the [literature review](#) will underpin the development of guidance for schools. CCEA will work with teachers and other educational colleagues to develop and collate best practice in strategies for assessment for learners with moderate and severe learning difficulties.

An action plan for developing further curriculum resources to support special schools has been developed. Colleagues in schools, the EA, DE and other bodies have been consulted and will form a key part of the quality assurance process during the development phase.

CCEA collaborated with the EA to provide training on current SEN issues and information for CCEA and EA staff.

This approach has expanded to ensure a joined-up approach to CCEA's educational provision for SEN.

The final Growing for the Future resources for learners with SEN have been published. This supports equality of access to CCEA curriculum resources for a wider range of learners.

There is no curriculum guidance for special schools on how best to deliver a broad and balanced curriculum for their learners. The need to create a suitable curriculum framework has been identified by CCEA and the EA and initial consultations have been completed on the structure of it. CCEA are progressing the work on this guidance during 2022/23.

### **Irish Medium**

#### ***Irish Medium Support and Translation Services***

CCEA delivers a comprehensive programme of work to support the Irish Medium sector across the key stages and qualifications. CCEA have established an Irish Medium Programme Board with representation from a wide range of stakeholders.



The Board provides assurance that CCEA has a strategic direction and ongoing engagement with them to provide the bespoke support they require.

### ***CCEA Irish Medium (IM) Projects***

The Irish Medium (IM) support programme has delivered on the development of a wide range of resources/support. These resources have been identified and prioritised through needs analysis with the IM sector including through the Programme Board. Currently the major projects are:

- ***Mol Mata***  
Mol Mata is an interactive mathematics tool to support the teaching and learning of mathematics in IM primary schools, [Gníomhaíochtaí COGG | CCEA](#). This tool is now live on the CCEA website. The work was done in collaboration with COGG in Dublin. These activities are tailored to address needs of IM settings. Teaching aids have also been produced to compliment this bank of problem-solving activities.
- ***Irish-Medium Primary Language Framework***  
Irish-Medium primary schools currently function with no specific language framework to guide language planning and promote consistency in language and literacy development throughout the sector. The need for such a structured and comprehensive approach to language planning has been consistently highlighted by schools and stakeholders. The project will be completed by July 2025.
- ***CAT for IM***  
CCEA's exploratory work in designing a Computer Adaptive Test (CAT project) for Literacy and Numeracy includes an Irish-Medium version of the assessments. The Numeracy test will be an adaptation of the English version which is currently being piloted for KS3 (Key Stage 3). An Assessment Framework is currently being developed for Irish Literacy in conjunction with schools and stakeholders which will underpin the IM Literacy CAT. This work will support the development of the Language Framework mentioned above.
- ***KS4 Gaeilge***  
The KS4 Gaeilge project is underway. The first textbook has been published and work has commenced on the second textbook.

### ***CCEA Curriculum Resources Project***

CCEA commenced the post-primary Curriculum Resources project in 2020 and the work has continued since then; the quantity of work has increased due to Covid 19 and loss of learning. The two IME (Irish Medium Education) post-primary schools have jointly provided a substantial prioritised list of resources for translation. CCEA engages directly with the schools to ascertain emerging needs and where possible to provide support and re-prioritise the translation priority list of materials.

### ***Irish Medium Covid Language Recovery Project***

CCEA were commissioned and funded to design and deliver a project, designed to provide support for Irish Medium primary schools with a specific focus on language

recovery following the disruption to schools and the subsequent loss of language and confidence in the Irish Medium sector. The initial phase of the project was to engage with teachers to better identify specific requirements and needs. The timeframe for this project is four months, and therefore CCEA identified focused deliverables. Specific activities included:

- Three consultations with teachers and stakeholders to agree priorities and share updates on work completed during February 2022.
- Development of a catalogue of Irish Medium resources for schools which specifically illustrates what they are and how they support teaching and learning with a view to raising awareness of existing support from CCEA.
- Identification, development and printing of 11 online books to support language development and include comprehension resources, activities, games, and audio books.
- Promotion of the following reading strategies and CCEA resources to support classroom practice:
  - Reciprocal Reading
  - Peer Reading
  - KS3 - Snas agus Blas-what it is and how to use it for teachers. As stated above these consultation/ support events are happening before the end of February.
- Scoping teacher support requirements for the World Around Us.

#### ***CCEA Irish Medium Translation Unit***

CCEA Irish Medium translation unit provides a range of services and support to examinations and curriculum for Irish Medium primary and post-primary education. The workload of this team is complex and has increased. The various strands of work undertaken in the last quarter are outlined below:

- ***CCEA Qualifications***  
A main priority of the translation team is the provision of examination materials for all CCEA assessments (GCSEs and GCEs) being undertaken by Irish Medium Schools.  
Due to the shortage of subject specific Irish Medium examiners and moderators, the translation team translates examination scripts and coursework to English.
- ***Additional CCEA qualifications***  
Annually the schools identify the qualifications that they will offer for the incoming cohort. This sometimes means that there will be a requirement to translate specifications, associated specimen assessment materials and support that they have not offered before.
- ***Pearson BTECs***  
To enhance the range of provision for IM schools, including to support the Entitlement Framework, CCEA has provided an annual translation service for Pearson BTECs for one of the post-primary IM schools. This includes initial translation of the specification and then ongoing translation of assessment materials and candidate scripts for marking and moderation.

- **WJEC Qualifications**  
As above to support better qualifications provision, since September 2021, CCEA have also provided a translation service for WJEC qualifications. This requires translation of specifications and Specimen Assessment Materials for these new subjects in advance of the new school year. It includes the translation of additional support materials and candidates scripts also.
- **NI Assembly Educational Website**  
CCEA currently carry out translation work for the NI Assembly Education team website, covering four age-groups: Primary; Years 8 – 10; Years 11 – 12 and Post 16.
- **Other Translations**  
CCEA have included Irish Medium versions of a range of student facing materials and messages on a range of themes including in relation to awarding arrangements, for example Summer Examinations 2022 Social Media Campaign and Student Guides in different formats.
- **CCEA support materials.**  
There is a continuous requirement to translate newly developed examinations support materials and existing and new curriculum resources.

### **Shared Education**

The range of CCEA support materials for Shared Education is available at the following link: <https://ccea.org.uk/learning-resources/supporting-shared-education>

CCEA has developed guidance for primary and post-primary sectors which describes how the NI curriculum and CCEA qualifications can be used to support Shared Education work in schools.

CCEA have suggested Shared Education opportunities in some new resource developments, such as the lesson plans to accompany the materials developed for the Queens Platinum Jubilee.

CCEA is supporting an EA marketing and communication programme of Shared Education provision through sharing of CCEA communications expertise and promotion of CCEA content to a wider audience of stakeholders.

### **Curriculum Resources/Projects**

In line with its remit, CCEA continued to provide timely resources to support the Curriculum:

#### ***Platinum Jubilee Project***

The Platinum Jubilee Project was a Department of Education funded project to develop educational resources to support the Department of Education's plans to mark the Platinum Jubilee in June 2022. This project supported teaching and learning about the Platinum Jubilee, Queen Elizabeth II's life, reign, and impact and CCEA developed activities based on several curricular themes including SEN materials. A web resource was created that to mark the Queen's Platinum Jubilee

and build understanding of the monarchy, the Queen's role as Head of State and the Church, and as an international figure.

The resources developed for this project included animations to support the teaching and learning around the Queen's Jubilee, a series of lesson plans targeted at Key Stage 2, Key Stage 3 and SEN students which explored the life and reign of the Queen, life in the 1950's and the Queen's links to Northern Ireland and Ireland as well recognising the Queen's position across the world.

### ***Emotional Health and Wellbeing***

CCEA has updated its Wellbeing Hub including new whole-school guidance for and examples of Wellbeing practice in primary and post-primary schools. Additional guidance includes bespoke information to support pupils with special educational needs in mainstream schools. This work supports the DE Emotional Health and Wellbeing Framework.

The Wellbeing Hub structure will have clearer information for schools about the wider policy context of Emotional Health and Wellbeing in the NI education system and directions to appropriate classroom resources from CCEA and external bodies and relevant teacher training from the EA.

CCEA has worked with the EA to develop a school audit for emotional health and wellbeing. This will be used by schools to baseline their position on Wellbeing, following EA training.

### ***Relationships and Sexuality Education (RSE)***

CCEA has developed a *Relationships and Sexuality Education (RSE)* framework in response to requests from schools regarding appropriate topics and greater consistency in the delivery of RSE in schools. The framework sets out clearly what should be taught from Foundation stage to post 16. This will support the delivery of effective RSE, taught in a sensitive and inclusive manner, which will encourage children and young people to value themselves as individuals and respect others and to make responsible and well-informed decisions about their lives.

In addition, CCEA has developed resources on Consent, Teen Parenting and Domestic Violence which will continue to enrich the RSE hub and provide support for schools.

### ***CPR***

In April 2022, CCEA was commissioned by the Department of Education to provide guidance and teaching resources through Community of Lifesavers Hub which can be accessed [here](#). This work supports the Bill which has made the teaching of CPR and AED statutory at Key stage 3 from 2022. CCEA will run a series of webinars designed to help schools prepare for training and delivery of the programme to pupils. The training is planned to take place from January 2023 and will be delivered by the Northern Ireland Ambulance Service.

### ***Period Dignity***

CCEA was commissioned by DE in 2021 to develop a suite of resources to support teachers and young people in developing a better understanding of period dignity. In Northern Ireland, the Free Provision of Period Product Bill was passed. Since then, CCEA has conducted two surveys and developed a Period Dignity Guidance and Policy document for schools including a Period Dignity and Menstrual Wellbeing School Policy template.

Since then, support has been provided through webinars to both primary and post primary schools. These covered the Period Dignity Scheme, review of new resources under development and developing a 'Period Dignity and Menstrual Wellbeing School Policy'.

Total number of registered participants = 640

The bill and the support from CCEA will help to address the stigma associated with periods, the lack of knowledge about menstruation and the disadvantage associated with periods for young people.

## **6. Human Resources**

Human Resources continue to ensure equality of opportunity and good relations across the organisation.

During this period, Human Resources continued to:

- Implement CCEA's Equality Scheme, Audit of Inequalities and Associated Action Plan;
- Review/develop policies in line with the Equality Scheme;
- Perform Equality monitoring for all staff;
- Review staff exit questionnaires/interviews;
- Deliver an Employee Wellbeing Programme of events, which enable staff to avail of support/advice for welfare issues they may be facing inside and outside of work;
- Employed a Safe Resourcing Manager to deal with COVID related issues;
- Deliver training through the Equality/Diversity and Disability in the Workplace eLearning course to all staff.
- Equality and Disability forums established

## **7. Marketing and Communications**

Our learners are central to everything that we do. Therefore in March'21 when the Education Minister announced that learners were to be assessed using Centre Determined Grades, following the cancellation of exams, it was imperative that a broad communications strategy was developed and implemented. This included:

- Student Guide Assessment arrangements & contingencies

- Student and Parent guide: 2021/22 awarding arrangements
- 2022 Grading Pathways video
- Preparing for exams – student guide
- Summer 2022 Web Area
- Dedicated Student Area
- Short video on ‘How grades will be awarded in 2021/22’ (*British and Irish sign language*)
- Frequently Asked Questions (FAQs) - NEW section on Contingency Arrangements
- Case study on ‘Examples of Grading and Achieving the Higher Grade from Two Pathways’
- Mental Health and Wellbeing Section
- *Key Year Facts for 2021/22* web text
- Students and Parents section on main homepage

**Stakeholder Engagement** – As well as developing support materials for our key stakeholders (students, parents and teachers), we also sought their input to the content. This was to ensure awareness and understanding of assessment arrangements in place for Summer’21 and Summer’22. Regular meetings took place with student bodies (SSUNI & NICCY), parent bodies (Parentkind) and teachers via Principal Briefings, whereby early editions of materials were presented and feedback was taken onboard before final drafts were published.

**A Communications Survey** which ran from 28 Feb – 18 March’22, targeting students, parents and teachers and their understanding of 2021/22 assessment arrangements and their preferred method of communications. 610 stakeholders completed the survey and feedback has been taken onboard for Summer’22 communications and indeed forward planning for Summer’23.

## **8. CCEA Regulation.**

CCEA Regulation is responsible for the regulation of qualifications taken by learners in Northern Ireland (NI), as set out in the Education (Northern Ireland) Order 1998. In fulfilling this responsibility, CCEA Regulation provides advice and guidance to the Department of Education (DE) on general qualifications and to the Department for the Economy (DfE) on vocational (professional and technical) qualifications. CCEA Regulation also works with its fellow regulators in England and Wales (Ofqual and Qualifications Wales respectively) to ensure comparability of GCE A/AS level and GCSE standards across jurisdictions and to ensure portability of qualifications taken by learners in Northern Ireland.

### ***Regulatory activities relating to the equality scheme and disability action plan: 2021-2022***

- ***Recognition of awarding organisations***

CCEA Regulation is responsible for granting recognition to awarding organisations offering general and vocational qualifications in Northern Ireland. CCEA

Regulation monitors the compliance of recognised awarding organisations with criteria and conditions published in a key regulatory document: the *General Conditions of Recognition*. Conditions set out in the *General Conditions of Recognition* which relate to equality legislation include:

**Condition A1: Suitability for continuing recognition**

**A1.1** An awarding organisation must not, by means of any act or omission which has or is likely to have an Adverse Effect, render itself unsuitable to continue to be recognised for the award of a relevant qualification.

**A1.2** For the purposes of Condition A1.1 an act or omission may include in particular one which results in the awarding organisation –  
(b) being held by a court or any professional, regulatory, or government body to have breached any provision of current legislation in Northern Ireland in regard to Competition Law, Equalities Law, or Data Protection Law

**Condition B1: The role of the Responsible Officer**

**B1.3** An awarding organisation must ensure that its Responsible Officer serves as the authoritative point of contact for CCEA Regulation in relation to all activities undertaken by the awarding organisation which are of interest to CCEA Regulation in accordance with the Order, including in particular –  
(e) the accessibility of qualifications it makes available, including its compliance with Equalities Law.

**Condition C2: Arrangements with Centres**

**C2.3 (h)** require the centre to undertake the delivery of the qualification required by the awarding organisation in accordance with Equalities Law.

**Condition D2: Accessibility of qualifications**

**D2.1** An awarding organisation must ensure that it complies with the requirements of Equalities Law in relation to each of the qualifications which it makes available.

**D2.2** An awarding organisation must monitor qualifications which it makes available for any feature which could disadvantage a group of Learners who share a particular characteristic.

**D2.3** Where an awarding organisation has identified such a feature, it must –  
(a) remove any disadvantage which is unjustifiable, and  
(b) maintain a record of any disadvantage which it believes to be justifiable, setting out the reasons why in its opinion the disadvantage is justifiable.

**Condition G6: Arrangements for Reasonable Adjustments**

**G6.1** An awarding organisation must, in accordance with Equalities Law, have in place clear arrangements for making Reasonable Adjustments in relation to qualifications which it makes available.

**G6.2** An awarding organisation must publish details of its arrangements for making Reasonable Adjustments, which must include details as to –  
(a) how a Learner qualifies for a Reasonable Adjustment, and  
(b) what Reasonable Adjustment will be made.

**Accreditation**

In the period April 2021 – 2022, 326 qualifications were given an approval accreditation decision by CCEA Regulation. Of the number accredited, 129 qualifications were sampled for review by CCEA Regulation across 40 different awarding organisations. CCEA Regulation currently recognises 87 awarding

organisations to operate in Northern Ireland, with one new awarding organisation recognised in 2021-22.

CCEA Regulation undertakes a range of assurance activities to ascertain the extent of awarding organisations' compliance with CCEA Regulation's GCoR. The compliance status of 87 awarding organisations regulated by CCEA Regulation in October 2021 was as follows:

AOs Compliant	AOs Non-Compliant	Future Compliance with GCoR
75	12	87

Regulatory intelligence gathered through the Statement of Compliance (SoC) process is used to inform the award monitoring programme of work for the forthcoming academic year. In 2021, we conducted the SoC process jointly with Ofqual and Qualifications Wales. The 2021 SoC process focused on awarding organisations' compliance with GCoR **Conditions A5 and A6**, specifically on *Organisational Stability* and *IT Risk Management*. This enabled us to conduct appropriate monitoring activities during the COVID-19 pandemic, to be responsive to issues identified and to support awarding organisations during this unprecedented time. Monitoring of awarding organisations was conducted on a targeted and risk-based approach in relation to 2021/22 VTQ adaptations and compliance with revised VCRF requirements and conditions.

During 2021, due to the COVID-19 pandemic, CCEA Regulation, in common with Ofqual and Qualifications Wales, suspended most monitoring activities to reduce the burden on awarding organisations. Monitoring activity focused primarily on awarding organisations' approaches to the alternative assessment and awarding arrangements. In this period CCEA Regulation monitored two awarding organisations as part of post-recognition monitoring.

- **Screening of CCEA policies**

During the period April 2021-2022, the education and qualifications systems were subject to changes in government policy in response to the COVID-19 pandemic. These changes to government policy required CCEA to undertake adaptations to existing CCEA policies, the creation of new CCEA policies and public consultations. Where such undertakings have been required, CCEA Regulation has conducted equalities screening exercises to assess the impact on Section 75 groups. The screening exercises conducted during the period April 2021-2022 were:

- CCEA Equality Screening Exercise Option 7 - CCEA GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements –Process for Heads of Centre
- Equality screening exercise: proposed CCEA post results framework
- Equality Screening Exercise in Relation to Summer 2021 Exams Post Results Framework– Public Feedback
- Equality screening exercise: CCEA advice to the Department of Education on 2022 awarding, including unit omissions.



The reports associated with each of these screening exercises are available at: <https://ceea.org.uk/about/policies/equality/screening-exercises#section-13342>

- ***Vocational Qualifications***

CCEA Regulation has continued to work on the options for the future supply of VTQs in Northern Ireland, as part of the Future of Vocational Qualifications project. This has included:

- a broad financial appraisal of the options available
- a scoping exercise to ensure that alternative qualifications were supplied by awarding organisations where qualifications have not been available, thus preventing market failure
- a scoping paper was prepared for DfE on the current Essential Skills ICT (ES ICT) qualifications at Level 1 and Level 2. As a result, DfE asked CCEA Regulation to carry out a full scoping of the refresh of ES ICT
- a report on findings from the analysis of data for non-completers returned by FE colleges and Private Training Organisations (summer 2021)
- advice to DfE on the development of a process to undertake deep reform of Level 2 programmes, and advice and guidance on the development of a new curriculum by the FE sector for a limited number of Level 2 qualifications.

- ***European related work***

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

- ***Irish medium education***

CCEA Regulation has engaged with awarding organisations in an ongoing effort to secure provision of vocational and technical qualifications in the medium of Irish for use by the Irish medium sector. We have worked closely with WJEC during this time to enhance the qualification offering available to the Irish medium sector at both Level 2 and Level 3. We continue to seek awarding organisations willing to participate in the provision of qualifications for the Irish medium sector.



PART A

- 2** Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2021-22 (*or append the plan with progress/examples identified*).

Please refer below

PART A

**3** Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2021-22 reporting period? *(tick one box only)*

Yes                       No (go to Q.4)                       Not applicable (go to Q.4)

Please provide any details and examples:

**3a** With regard to the change(s) made to policies, practices or procedures and/or service delivery areas, what **difference was made, or will be made, for individuals**, i.e. the impact on those according to Section 75 category?

Please provide any details and examples:

**3b** What aspect of the Equality Scheme prompted or led to the change(s)? *(tick all that apply)*

As a result of the organisation's screening of a policy *(please give details):*

As a result of what was identified through the EQIA and consultation exercise *(please give details):*

As a result of analysis from monitoring the impact *(please give details):*

As a result of changes to access to information and services *(please specify and give details):*

Other *(please specify and give details):*

## Section 2: Progress on Equality Scheme commitments and action plans/measures

### Arrangements for assessing compliance (Model Equality Scheme Chapter 2)

4 Were the Section 75 statutory duties integrated within job descriptions during the 2021-22 reporting period? (*tick one box only*)

- Yes, organisation wide
- Yes, some departments/jobs
- No, this is not an Equality Scheme commitment
- No, this is scheduled for later in the Equality Scheme, or has already been done
- Not applicable

Please provide any details and examples:

5 Were the Section 75 statutory duties integrated within performance plans during the 2021-22 reporting period? (*tick one box only*)

- Yes, organisation wide
- Yes, some departments/jobs
- No, this is not an Equality Scheme commitment
- No, this is scheduled for later in the Equality Scheme, or has already been done
- Not applicable

Please provide any details and examples:

6 In the 2021-22 reporting period were **objectives/ targets/ performance measures** relating to the Section 75 statutory duties **integrated** into corporate plans, strategic planning and/or operational business plans? (*tick all that apply*)

- Yes, through the work to prepare or develop the new corporate plan
- Yes, through organisation wide annual business planning
- Yes, in some departments/jobs

PART A

- No, these are already mainstreamed through the organisation's ongoing corporate plan
- No, the organisation's planning cycle does not coincide with this 2021-22 report
- Not applicable

Please provide any details and examples:

**Equality action plans/measures**

**7** Within the 2021-22 reporting period, please indicate the **number** of:

Actions completed:  Actions ongoing:  Actions to commence:

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

**8** Please give details of changes or amendments made to the equality action plan/measures during the 2021-22 reporting period (*points not identified in an appended plan*):

**9** In reviewing progress on the equality action plan/action measures during the 2021-22 reporting period, the following have been identified: (*tick all that apply*)

- Continuing action(s), to progress the next stage addressing the known inequality
- Action(s) to address the known inequality in a different way
- Action(s) to address newly identified inequalities/recently prioritised inequalities
- Measures to address a prioritised inequality have been completed

**Arrangements for consulting (Model Equality Scheme Chapter 3)**

**10** Following the initial notification of consultations, a targeted approach was taken – and consultation with those for whom the issue was of particular relevance: (*tick one box only*)

- All the time
- Sometimes
- Never

PART A

- 11** Please provide any **details and examples of good practice** in consultation during the 2021-22 reporting period, on matters relevant (e.g. the development of a policy that has been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations:

During the initial stages of consultations completed during this timeframe, careful planning went into the research questions and how these would be asked in a neutral way. The target audience was identified and every effort was made to ensure that they were aware of the consultation. Consultations were promoted on the CCEA web, with emails sent out to stakeholders. If the consultation required comment on a specific document this was provided along with the consultation.

- 12** In the 2021-22 reporting period, given the consultation methods offered, which consultation methods were **most frequently used by consultees**: (*tick all that apply*)

- Face to face meetings
- Focus groups
- Written documents with the opportunity to comment in writing
- Questionnaires
- Information/notification by email with an opportunity to opt in/out of the consultation
- Internet discussions
- Telephone consultations
- Other (*please specify*):

Please provide any details or examples of the uptake of these methods of consultation in relation to the consultees' membership of particular Section 75 categories:

- 13** Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2021-22 reporting period? (*tick one box only*)

- Yes       No       Not applicable

Please provide any details and examples:

Consultations were published on the CCEA web when appropriate.

PART A

14 Was the consultation list reviewed during the 2021-22 reporting period? (*tick one box only*)

- Yes       No       Not applicable – no commitment to review

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

[Insert link to any web pages where screening templates and/or other reports associated with Equality Scheme commitments are published]

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

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

2
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16 Please provide the **number of assessments** that were consulted upon during 2021-22:

7	Policy consultations conducted with <b>screening</b> assessment presented.
	Policy consultations conducted <b>with an equality impact assessment</b> (EQIA) presented.
	Consultations for an <b>EQIA</b> alone.

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

N/A

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

- Yes       No concerns were raised       No       Not applicable

Please provide any details and examples:

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



PART A

**19** Following decisions on a policy, were the results of any EQIAs published during the 2021-22 reporting period? *(tick one box only)*

Yes  No  Not applicable

Please provide any details and examples:

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

**20** From the Equality Scheme monitoring arrangements, was there an audit of existing information systems during the 2021-22 reporting period? *(tick one box only)*

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

Please provide any details:

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

Yes  No  N/A Not applicable

Please provide any details and examples:

**22** Please provide any details or examples of where the monitoring of policies, during the 2021-22 reporting period, has shown changes to differential/adverse impacts previously assessed:

**23** Please provide any details or examples of monitoring that has contributed to the availability of equality and good relations information/data for service delivery planning or policy development:

N/A

### Staff Training (Model Equality Scheme Chapter 5)

**24** Please report on the activities from the training plan/programme (section 5.4 of the Model Equality Scheme) undertaken during 2021-22, and the extent to which they met the training objectives in the Equality Scheme.

- Overview of CCEAs obligations in relation to Equality & Inclusion delivered by EC to the 16 members of the Equality Forum
- Unconscious bias session delivered to Equality Forum (16 staff)
- Disability Awareness Workshop delivered by EFDNI to the 14 members of the Disability Forum
- Hidden Disability Awareness session delivered to the Disability Forum (14 staff)
- Interview skills training delivered to circa 100 staff which included equality and inclusion.

**25** Please provide **any examples** of relevant training shown to have worked well, in that participants have achieved the necessary skills and knowledge to achieve the stated objectives:

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

**26** Please list **any examples** of where monitoring during 2021-22, across all functions, has resulted in action and improvement in relation **to access to information and services**:

CCEA monitors the uptake of services for candidates with Disabilities or Special Educational Needs as a standard procedure each academic year.

The JCQ Guidance: [Access Arrangements and Reasonable Adjustments](#); and the JCQ [Guide to the Special Consideration Process](#) are available on both the JCQ website and the CCEA website. These are updated annually following consultation with a number of disability stakeholder groups and Schools are informed by JCQ (acting on behalf of CCEA) of the updated publications.

CCEA's Centre Support Team provide advice and guidance on disability (whether temporary at the time of the examination or long term) to centres. The team provide this by phone (direct lines by staff) and email: [centresupport@ccea.org.uk](mailto:centresupport@ccea.org.uk).

Face to face updates are also provided annually at the Examination Officer Conferences held in the autumn/ winter term.

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

### Complaints (Model Equality Scheme Chapter 8)

**27** How many complaints **in relation to the Equality Scheme** have been received during 2021-22?

PART A

Insert number here:

0
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Please provide any details of each complaint raised and outcome:

### Section 3: Looking Forward

28 Please indicate when the Equality Scheme is due for review:

2023

29 Are there areas of the Equality Scheme arrangements (screening/consultation/training) your organisation anticipates will be focused upon in the next reporting period? *(please provide details)*

30 In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next reporting period? *(please tick any that apply)*

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

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

**1. Number of action measures for this reporting period that have been:**

**15**

Fully achieved

Partially achieved

**2**

Not achieved

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

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

Level	Public Life Action Measures	Outputs <sup>i</sup>	Outcomes / Impact <sup>ii</sup>
National <sup>iii</sup>	CCEA is a non-departmental public body and therefore has limited involvement in public life appointments.  CCEA has no power to appoint board members to its board.	SEN is covered in the development of the curriculum and assessment in schools	SEN is incorporated into the NI Curriculum as an integral part of the curriculum and assessment arrangements. All curriculum can be accessed by learners.
Regional <sup>iv</sup>	CCEA employs 2 Special Education Needs (SEN) managers within the Curriculum, Assessment and Reporting teams.  CCEA employs 1 Special Education	CCEA develop examinations which are suitable for all levels of ability, range of candidate and with different types of assessment that can be accessed by all (including SEN candidates).	All learners can achieve a qualification. All candidates for examinations who have a disability are given suitable access arrangements, reasonable

PART B

		All candidates are treated fairly and in accordance with the CCEA Regulator Guideline and JCQ and SENDO regulations.	adjustment and/or special consideration to ensure that they can sit the exam and are not put at a disadvantage.
Local <sup>v</sup>	<p>CCEA adheres to the regulations laid down by the Disability Discrimination (NI) Order with respect to applicants and employees.</p> <p>CCEA continues to be a member of the Employers for Disability.</p>	<p>CCEA consults with applicants, individual employees with disabilities and their line managers to ensure that the appropriate reasonable adjustments are carried out.</p> <p>CCEA provides information and asks for advice where necessary.</p>	<p>Recruitment processes will be fair and applicants with a disability will not be at a disadvantage; current employees are facilitated to ensure they can continue to work for CCEA. CCEA has a professional network of over 400 employers within NI to share and receive ideas on best practice as well as gain access to training and advice. CCEA staff can increase their expertise, knowledge and skills.</p>

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

	Training Action Measures	Outputs	Outcome / Impact
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PART B

1	Refer Section A 24		
2			

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

	Communications Action Measures	Outputs	Outcome / Impact
1	CCEA consults with applicants to determine if any reasonable adjustments are required through the recruitment process	Individual measures are taken to ensure that candidates can take part in the recruitment process on a case by case basis.	Reasonable adjustments are carried out as appropriate and to ensure candidates could participate in the application and interview process.
2	New employees provided with a Disability Questionnaire	Reasonable adjustments can be discussed and recorded and action taken to facilitate as appropriate. Pre-employment OH questionnaire with new employee provides advice on reasonable adjustments required	All staff can confidentially report a disability which can be catered for to allow them to carry out the duties of the post in an equitable way to a person with no disability and that staff
	CCEA Disability Action Plan and Policy-reviewed and supported by the EC.	Available to read on CCEA website	All interested parties can review and read as necessary.

PART B

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

	Encourage others Action Measures	Outputs	Outcome / Impact
1	CCEA staff that are required to sit on panels must undergo training to include equal opportunities and disability discrimination is covered	All staff who are trained interviewers had undergo a refresher training programme (Circa 100 staff)	Minimise the risk of unfair treatment.
2	All staff briefed on CCEA equality procedures and policies.	New employees are made aware of equality and inclusion of the organisation from the day they start.	New employees in their working environment are aware of issues regarding equality
3	Review short and long term absences.	Absence reported on a monthly basis. Return to work and absence review meetings with staff are conducted in line with policy.	Staff with long term and short term illnesses who develop disabilities are offered flexible working, reasonable adjustments, completion of PEEPs and Occupational Health referrals. CCEA also offers Inspire confidentiality to all employees
4	Opportunities for work for disabled persons.	Several admin assistants carried out short term temporary posts.	Greater awareness in the organisation and employees gained confidence and experience

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

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
1	Monitoring of all employees	CCEA can respond effectively to employees' needs.	Reasonable adjustments are carried out as appropriate

PART B

2	Monitoring of all applicants	Prospective employees are surveyed from application forms for disabilities that may require reasonable adjustment at interview	Reasonable adjustments are carried out as appropriate
3	Wellbeing Programme developed and rolled out in 2019/20 with plans underway for 2020/21.		Fully achieved.
4	Disability Forum created CCEA can respond effectively to employees' needs.	CCEA can respond effectively to employees' needs.	Ongoing

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

	Action Measures partly achieved	Milestones/ Outputs	Outcomes/Impacts	Reasons not fully achieved
1				
2				



PART B

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

	Action Measures not met	Reasons
1	Facilitation of 2 placements for work experience for people with disabilities.	No requests received. However, would have been unable to facilitate due to hybrid working arrangements due to the pandemic.
2	Inclusion in staff survey	Survey to be undertaken in 2023

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

Individual consultations with disabled applicants/employees in order to make reasonable adjustments.

(b) Quantitative

Equal Opportunities Monitoring Form

Permanent FTC and Temporary staff exit interviews

Training evaluations

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

- made any **revisions** to your plan during the reporting period or

PART B

- taken any **additional steps** to meet the disability duties which were **not outlined in your original** disability action plan / any other changes?

Please select

If yes please outline below:

	Revised/Additional Action Measures	Performance Indicator	Timescale
1			
2			
3			
4			
5			

7. Do you intend to make any further **revisions to your plan** in light of your organisation's annual review of the plan? If so, please outline proposed changes?

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<sup>i</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.

## PART B

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ii **Outcome / Impact** – what specifically and tangibly has changed in making progress towards the duties? What impact can directly be attributed to taking this action?

Indicate the results of undertaking this action e.g. Evaluation indicating a tangible shift in attitudes before and after training.

iii **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments

iv **Regional**: Situations where people can influence policy decision making at a middle impact level

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