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SOUTHERN REGIONAL COLLEGE

Public Authority Statutory Equality and Good Relations Duties

Annual Progress Report 2022-23

This is the sixteenth Equality Progress Report prepared by Southern Regional College. The report covers the period from 1 April 2022 to 31 March 2023.

This progress report has been prepared in accordance with the templates and prompts provided by the Equality obligations under Section 75 of the Northern Ireland Act 1998, to promote equality of opportunity and good relations across the College. The College has also consulted with the Equality Commission in relation to the completion of this report.

The report also records progress on the implementation of the positive duties under Section 49A of the Disability Discrimination Order 2006.

Southern Regional College remains fully committed to fulfilment of the Section 75 obligations under the 1998 Act and the achievement of measures developed to implement positive duties under DDO 2006. We believe this report is reflective of our commitment.

In relation to progress, the report reflects activities during the reporting period and has been endorsed by the Staffing Committee of the Governing Body of Southern Regional College on (date to be confirmed).

SIGNED: _____

CHAIR - STAFFING COMMITTEE

SIGNED: _____

CHIEF EXECUTIVE



**Public Authority Statutory Equality and Good Relations Duties
Annual Progress Report 2022-23**

Contact:

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

[Equality, Diversion & Inclusion | Southern Regional College \(src.ac.uk\)](https://www.src.ac.uk/equality-diversion-inclusion)

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 2022 and March 2023

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List of Abbreviations

| Abbreviation | Definition |
|---------------------|--|
| ABC | Armagh City, Banbridge & Craigavon Borough Council |
| ACE | Adverse Childhood Experiences |
| APPNI | Apprenticeships NI |
| BSI | Business Support and Innovation |
| CAFM | Computer Aided Facilities management System |
| CAO | Central Applications Office |
| CDI | Career Development Institute |
| CEIAG | Careers Education, Information, Advice and Guidance |
| CLR | Careers Learning Resources |
| CSR | Construction Skills Register |
| CV | Curriculum vita |
| DAERA | Department of Agriculture, Environment and Rural Affairs |
| DAP | Disability Action Plan |
| DfC | Department for Communities |
| DfE | Department for the Economy |
| DLUHC | Department for Levelling Up, Housing & Communities |
| ESOL | English for Speakers of Other Languages |
| FE | Further Education |
| HE | Higher Education |
| HLAs | Higher-Level Apprenticeships |
| JCQ | Joint Council for Qualifications |
| KA2 | Key Action 2 |
| LMP | Labour Market Partnerships |
| LGBTQ+ | Lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual and many other terms |
| LRC | Learning Resource Centre |
| NARIC | National Academic Recognition Information Centre |
| NEET | Not in Education, Employment or Training |
| NMDC | Newry and Mourne District Council |
| NPORS | NPORS 360 Excavator course |
| NUS USI | National Union of Students Northern Ireland |
| OCN NI | Open College Network Northern Ireland |
| PBL | Project Based Learning |
| PCSP | Policing and Community Safety Partnership |
| PEAS | Pre-Entry Advice and Guidance |
| PSNI | Police Service Northern Ireland |
| RITTB | Road Transport Industry Training Board |
| SENCO | Special Educational Needs Co-Ordinator |
| SIA | Security Industry Authority |
| SMEs | Small and medium-sized enterprise |
| SPP | School Partnership Programme |
| SRC | Southern Regional College |
| STEM | Science, technology, engineering, and mathematics |
| SU | Student Union |
| TFS | Training for Skills |

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| UCAS | University and Colleges Admissions Service |
| UK | United Kingdom |
| W3C | World Wide Web Consortium |

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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 In 2022-23, please provide examples of key policy/service delivery developments made by the public authority in this reporting period to better promote equality of opportunity and good relations; and the outcomes and improvements achieved.**

Please relate these to the implementation of your statutory equality and good relations duties and Equality Scheme where appropriate.

College Development Plan

Southern Regional College (SRC) has promoted equality of opportunity and good relations through delivery of our strategic aims as set out in the annual College Development Plan.

Aim 1: Provision of a high-quality learning experience through a relevant and meaningful curriculum

Community Engagement Strategy

Widening Access and Community Engagement

Southern Regional College's (SRC) curriculum offer aims to serve the needs of the wider communities of Armagh City, Banbridge and Craigavon Borough Council and the regions of Newry, Mourne and Down District Council.

The College's strategic aims and objectives are set in the context of the wider policy environment. These strategic aims and objectives are therefore closely aligned to our sponsor Department, the Department for the Economy (DfE), whose Public Service Agreement sets targets and commitments aligned to the Executive's draft Programme for Government and the 10X Economic Vision and Skills Strategy for Northern Ireland. In summary, the College aims to address three important areas through its curriculum offering and business support activities:

- economic development through the provision of courses designed to meet the needs of the local and regional economy particularly in priority sectors;
- personal development through opportunities for further study and learning at all levels in preparation for working life and into retirement; and
- social development, allowing people from different community backgrounds to participate on a wide range of courses at all levels.

SRC is fully committed to supporting widening access and participation at all levels and across all curricula offered across the region. The annual College Development Plan sets out the College's purpose, values, and vision for the provision of education and training and embodies the Colleges commitment to working effectively together in providing skills solutions that meet current and emerging economic demand. The plan specifically addresses the needs of 3 groups of people, those entering the workforce, those already in the workforce and those furthest away from work. In 2022-23, the College continued to deliver quality Further Education and Training, Higher Education and Higher-Level Apprenticeships (HLAs) catering for 21,176 learner enrolments. The College has an External Engagement Team who play a significant role in addressing the education needs of those

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living in areas of greatest deprivation and helping people and communities to overcome inequality and disadvantage in education and training. This team is committed to widening participation of those who face significant barriers to education and training including those economically inactive, those with learning difficulties and disabilities, those from under-represented groups in society and those not in employment or training.

The College's curriculum strategy aims to provide a relevant and fit for purpose curriculum to service the needs of the wider community across the Southern Region, which includes 15 of the top 100 most deprived areas (in Northern Ireland). The College's External Engagement outreach team has prioritised its resources on these areas of deprivation by delivering programmes aimed at supporting people and communities to overcome inequality and disadvantage through education and training. In 2022-2023, 49.6% of the College's total 2022-2023 enrolment were from students within population quintiles 1 and 2 with 53.7% of the total community outreach provision supporting learners within population quintiles 1 and 2.

Prioritising provision in areas of significant deprivation will continue to remain a focus in 2023/2024 despite the challenges to funding and the College will continue to work with the Department for Communities (DfC), Department of Economy (DfE), Department of Agriculture, Environment and Rural Affairs (DAERA) and local councils to seek opportunities for funding to provide education and training opportunities in these areas as part of the wider community planning process.

In 2022-2023, the Community Team worked in partnership with approximately 100 community and statutory organisations and groups covering over 1,500 square miles to ensure the College identified and met their needs. Many of these organisations or groups are in areas of economic disadvantage or rural isolation and the College actively utilises the space these organisations or groups have as community outreach centres enabling the College to provide education and resources at the heart of a community.

The Community team play an active role in promoting all community outreach programmes, they support those that are unemployed to reskill and find a pathway to employment and a better outcome for all families. The team, work in partnership with the Community groups and other agencies such as Jobs and Benefits and Youth Services to identify the skill needs and open pathways to employment. SRC receive funding from the Department of Communities and the Department of Agriculture and Rural Affairs to enable them to deliver a tailored response to community needs. Working alongside statutory organisations, employers and service providers, the College offers a wide and diverse portfolio of learning opportunities that connect local people with realistic employment opportunities and life improving skills. These courses range from essential skills programmes in Literacy, Numeracy and ICT, or employment focused training in transport, manufacturing, beauty, construction, catering, security, and other sectors. As well as achieving City and Guilds essential skills certificates, learners can obtain a range of vocational qualifications, such as NPORS Excavator; Category C lorry and RITTB forklift licences; SIA security licences; CSR cards; various health and safety certificates; Nail and Beauty qualifications; and RSPH Food Hygiene certificates.

To support students with special educational needs, the Community Team, work with residential care homes and day care providers across the southern region, to address issues experienced by residents including isolation, encouraging social interaction, as well as enhancing skills and increasing their confidence and self-esteem.

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As a means of supporting diversity and social inclusion, the College helps many local people in overcoming barriers to learning by providing flexible delivery methods which enables them sample vocational learning, supported placements opportunities and gain qualifications to help them progress to the next stage in their career.

The Community Team is an active member of five Neighbourhood Renewal Partnership Boards (NRPBs) within the southern region made up of statutory organisations, resident associations, and local community groups. The Community Team, work in collaboration with the College's Business Support Team to identify the needs of local employers and to connect them with the hardest to reach in society by securing the commitment from key individuals in local communities to identify and support local under-employed individuals. The Community Team, as active members of NRPBs, implement projects (funded by the Department for Communities (DfC) that specifically target those living within the five neighbourhood renewal areas of Armagh, Brownlow, Lurgan, Newry and Portadown with free industry focused training and employment enhancing opportunities. The projects also help students overcome barriers to training by providing assistance with their CVs; transport to training; accommodation and catering (for example in Cork, Enniskillen and Belfast); and extra one-to-one mentoring support for residents when required.

Through DfC projects in 2022-2023, the Team successfully enrolled 284 residents onto training programmes, providing industry recognised qualifications or licenses to upskill and improve employability. These training courses have enabled 20% of these residents to achieve employment.

To extend provision to areas of disadvantage outside Neighbourhood Renewal Areas, the team delivered The Prosper+ programme, the Rural Economic Accelerator Programme (pilot Levelling Up funded initiative) and the Seaflag Programme in collaboration with Kilkeel Jobs and Benefit Office. The Prosper+ programme is funded by the Department of Agriculture, Environment and Rural Affairs (DAERA), for residents living in rural isolated areas of the southern region. Through this initiative, a further 130 residents availed of training and support was provided to 272 young people engaged in the Schools Partnership Programme.

In summary, the Community Team delivered 6 specialised projects that engaged with the most disadvantaged people in society. These projects make a distinctive contribution to providing local people with the knowledge, skills and qualifications required to gain employment, especially with local employers.

To enable hard to reach learners to access courses the College provides a regional wide newsletter (mail drop), advertising details of Further Education courses available in local community venues and college campuses; a community newsletter updating residents on locally focused training programmes and a direct up-to-date link to all community educational programmes and support via the College community Facebook and website.

Going forward, the continued fiscal pressures and the review of the People and Places Strategy is likely to lead to further reductions in the level of support across the community at all levels, to support delivery. The budget uncertainty has left a challenging space from April to June 2023, this coupled with the new Labour Market Partnership provision focusing on addressing the economically inactive has meant that the External Engagement team has

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had to refocus its efforts to ensure the continuation of funding to support those farthest from the labour market.

The College has successfully pursued several funding streams to support delivery for 2023/2024 which are detailed below:

- Secured £227,067.71 for 5 DfC projects for the 2023/24 academic year, to widen participation in education and training programmes for people who are economically inactive and face social exclusion. This is a decrease of £151,370 due to the DAERA, Community Renewal and Seaflag funding ending
- Secured funding from DLUHC under the UK Shared Prosperity Fund to the value of just over £3 Million to deliver a new and innovative employability project with the Clanrye Group, Women's Aid and Community Advice Newry Mourne Down to provide training, employment and wraparound support for economically inactive people aged 16 plus to reduce job related barriers, develop skills, achieve qualifications, enhance employability and quality of life with a view to progressing to employment /self-employment
- Secured £2.2 Million from Northern Ireland Office as part of New Deal Fund to provide a Skills, Training and Employment Programme. This is a collaborative six College proposal targeted at those who face barriers to fully engage in skills and education opportunities (Women Returners, those with a disability, unemployed individuals aged over 25 and young people that are NEET's). The programme will provide a support training opportunities and support for 12 – 36 weeks duration that will include job coaching, work sampling, level 1 and 2 interventions.

Careers Education, Information, Advice and Guidance

The Careers Team at Southern Regional College support learners through a range of activities such as Induction, Central Registration, Higher Education applications (UCAS and CAO), Pre-Entry Advice and Guidance (PEAS) interviews and HE presentations. These activities enable students to develop their knowledge, understanding, skills and experience of the extensive range of career opportunities. It allows students to manage their career development, making informed choices, with successful transition into education, training, and employment.

Feedback on the advice provided by SRC Careers Service:

“As always xxx, a huge thank you for your time and commitment to supporting our Access Year 1 group with your excellent presentation on careers and how the students can proceed. Great teamwork and I truly value your great work throughout the year in terms of support to the students and myself!” Feedback from an SRC Lecturer.

“Just to let you know xxx and xxxx were successful in their interview this morning with Graham Construction. Great news-all helped by your session yesterday.” Feedback from an SRC Lecturer.

“Many thanks for today, the careers talks were well received. You were brilliant in giving the pupils an insight to all SRC has to offer.” Feedback from a Schools Partnership Co-ordinator.

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“Can I say a big thank you for your time and support you gave to my Level 2 class. It was a great exercise for them, and they all left the meeting really motivated and focused on where they wanted to go.” Feedback from an SRC Lecturer.

“Thank you for this information. It is extremely helpful. I also wanted to thank you for the advice you gave to xxx at our meeting. She had no clue what she could do and you managed to work it for her, pointing her in the right direction. You were brilliant.” Feedback from the parent of a pre-entry client.

The SRC Careers Team supports learners in developing their knowledge, understanding, skills and experience providing them with opportunities to manage their career development and make informed choices. Through continued engagement with Disability Action, there is a partnership model through the Job Match project. This project, coordinated by Disability Action, supports SRC students in accessing supported employment on completion of their course. Students are also assisted in transferring to supported programmes which cater for students’ individual abilities. This work assists students in overcoming barriers to progression and transition.

Pre-entry guidance facilitated by the SRC Careers Service is available to all individuals considering studying at the College. Prospective students can access the Careers Service through a variety of sources including the College Prospectus, Open Days/Evenings, and on the relevant section on the SRC website. Potential students can make an appointment with the Careers Service to receive guidance on their course options, including courses available, entry requirements and progression routes.

The team adapt a flexible and adaptable approach to the delivery of Careers Education, Information, Advice and Guidance (CEIAG) tailored to the individual needs of each client including through e-mail, face-to-face, telephone and through Microsoft Teams. While face-to-face delivery has resumed, there is an increasing demand for virtual guidance. This range of delivery methods gives clients options and provides enhanced accessibility for service users.

The SRC Careers Service has Affiliate membership of the Career Development Institute and works to the Career Development Institute (CDI) Code of Principles and adheres to the standards of professional behavior as set out in their principles:

- Duty of Care – to Clients, Colleagues, Organisations and Self Members have a duty of care and are expected always to act in the best interests of their clients.
- Equality - Members actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping, and discrimination. Members must treat clients equally regardless of their gender, age, race, ethnicity, disability, religious beliefs, or sexual orientation.

The Careers Service, therefore, actively promotes equality of opportunity and works towards the removal of personal achievement resulting from prejudice, stereotyping, and discrimination.

As a result, professional judgement is objective and takes precedence over any external pressures or factors that may compromise the impartiality of careers guidance offered to

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users. When providing career guidance, members ensure that advice is based solely on the best interests of and potential benefits to the user. The SRC Careers team have the full support of Senior Management in providing impartial information, advice, and guidance. At the start of the career's guidance interview the Careers Officer outlines to the user what the service hopes to offer them and that if required referral to other agencies/services might be required. Where appropriate users are made aware of and signposted to other opportunities and organisations relevant to their needs and this agreed between the careers service and the individual. All staff understand their role and their limitations in terms of giving advice and information. Their networks allow them to be aware of the services that they can signpost or refer users to. Appropriate support can come from team members, other colleagues, and external agencies such as Inspire or Student Finance NI

The Careers Team works with users equally regardless of their gender, age, race, disability, religious beliefs, or sexual orientation. Users are made aware of the practical steps the service can take such as providing literature in a format that meets the needs of the user for example larger text. This is highlighted in a statement at the bottom of literature as a footnote.

Through online training all the Careers Team are aware of the requirements to implement and promote equality, impartiality, confidentiality and professional integrity. At the start of the guidance interview the Careers Officers make the confidentiality statement to users. Students starting the College are also made aware of the appropriate policies and how to access them if required. Users are made aware of the practical steps the service can take such as providing literature in a format that meets the needs of the user for example larger text. All SRC documentation emphasises the confidential and diverse nature of the service delivery.

The SRC Careers Service considers the realistic interpretation of relevant statutory legislation when making users aware of the career options available to them. For example, a user with a career aspiration such as electrician or air traffic controller who present with a significant disability such as colour blindness. To determine the suitability of the users in this instance the careers advisor will work through a multi-disciplinary team approach to clarify the Health & Safety implications of this career pathway. A user who presents with a criminal conviction that is on the child protection register and who wishes to pursue a career in working with children or vulnerable adults. In this case there is a need to comply with legislation therefore the careers officer will use a multi-disciplinary approach when giving advice to this user.

One of the aims of the SRC Careers Service is Widening Participation, including the implementation CEIAG Strategies to widen the educational participation of those most marginalised in society including those from socially disadvantaged backgrounds and individuals who are vulnerable to social exclusion through signposting individuals to NEET initiatives such as College Connect, the Princes Trust and Adult Apprenticeships.

The SRC Careers Service subscribes to the UK NARIC Database which enables international students presenting with qualification to have their qualifications equated to United Kingdom standard, enabling the Careers team to advise clients on the most suitable pathway.

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The Careers Team on an ongoing basis continue to facilitate pre-entry advice and guidance to foreign nationals who have relocated to Northern Ireland. This included providing statement of equivalency for their native qualifications and signposting them to learning opportunities here at Southern Regional College including ESOL courses to improve their English where appropriate. At the start of the 2022-2023 academic year, the Careers Team facilitated information, advice and guidance at the Ukrainian Information events hosted by Southern Regional College.

| Careers Team Engagement April 2022 – March 2023 | Individual Interview | Query | Telephone Calls | Email |
|---|----------------------|-------|-----------------|-------|
| | 1380 | 207 | 1491 | 1993 |

Learning Resource Centres (LRCs)

LRCs support teaching and learning across all subject areas in the College. Staff and students are provided with access to a wide range of learning resources through Moodle, the College virtual learning environment. This includes:

- A comprehensive study skills programme
- A strong learner development programme including collaboration with partner HE institutions
- A comprehensive collection of e-resources to support teaching and learning.

LRC staff ensure that all users can easily access learning resources, both electronic and non-electronic, by providing 24/7 access to resources through the College's Virtual Learning Environment. LRC staff have established and continue to sustain national and international links with strategic information resources, which facilitate research and learning techniques. The use of e-books continues to evolve with the College again ranked highly as one of the top users of e-books in the Further and Higher Education Sector in the United Kingdom.

The continued development of electronic resources, particularly e-books and the purchase of additional online database enhances embedded learning and contributes to the College's ILT strategy commitment of providing co-ordinated management of Learning Resources.

Further procurement of e-resources within the LRCs include the Mintel resource, for our Higher-Level Business Accounting and Finance students. Mintel is the expert in what consumers want and why. As the world's leading market intelligence agency, their analysis of consumers, markets, new products, and competitive landscapes provides a unique perspective on global and local economies.

Other additional online databases available to our Higher Education students include Passport Euromonitor, an award-winning global market research database providing strategic analysis on industries, countries, and consumers and companies. The resource has been used as an effective research tool by HE students from Computing, Engineering and Business Studies programmes. The National Theatre Collection is another resource that

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offers a wealth of online drama and music productions, teaching resources, educational videos, insights, and various activities to assist students on their learning journey.

Two new FE and HE combined e-journals, we now have available, is Bloomberg Businessweek and Forbes Magazine archive. Bloomberg helps global leaders stay ahead with insights and in-depth analysis on the people, companies, events, and trends shaping today's complex, global economy. Here we can search through the extensive archive range going back as far as 1929 when it was first issued. Forbes was first published in 1917, it features original articles on finance, industry, investing, and marketing topics. Forbes also reports on related subjects such as technology, communications, science, politics, and law.

Student's across SRC

Joinery Student returns as full-time lecturer

Jordan Mark, a former SRC student returning to SRC as a full-time joinery lecturer. Jordan first attended SRC as part of school partnership programme (SPP) and awarded 'Best in School' and 'Best in Subject' at the SPP awards due to the magnificent talent and skills he displayed throughout the course. He continued his education at SRC and enrolled for the NVQ Level 2 certificate in Joinery. He continued to be an excellent student and added to his trophy collection by successfully qualifying in the Regional and National WorldSkills finals. Since then, Jordan has spent time working in London and has been employed by companies such as Annett and Ingram Construction and 3 Interiors. Jordan is returning to SRC with a wealth of experience and knowledge from the industry and hopes to share the knowledge, skills and experience that he has developed to current and future students and in turn help them experience the same success that he has.

Linking Generations Coffee Morning

In May 2022, the Year 1 students of Level 3 Health and Social Care, hosted 'The Sunshine Club' for a morning of activities as part of their Project Based Learning involving Linking Generations. Working in groups, the students designed an engaging activity such as painting, jewelry making, bun decorating, card games and nail painting. Through this project, students demonstrated their communication, organisation, and team-working skills.

Former student launches free online kids' game around dementia.

Katie Russell, from Banbridge, who has always been passionate about helping others has created a free online game for kids which focuses on learning about dementia.

After studying her A-Levels at the College, Katie Russell then progressed to the Children and Young People's Nursing Degree at Queen's University Belfast.

Currently in her second year, Katie has worked alongside fellow nursing students to create the 'Kids Dementia Game' to educate children and young people about dementia.

The team collaborated with Dementia NI and Games Focus to make this a success.

The young nurse helped co-design the free online game to address key issues and concerns children and young people raised about dementia. The game is aimed at children aged 7-11 years but is appropriate for all.

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WorldSkills UK competition

Southern Regional College has topped the leaderboard at the WorldSkills UK competition, with SRC students securing 3 gold medals, 4 silver medals, 6 bronze medals and 4 students being awarded highly commended. Brian Doran, Principal and Chief Executive spoke of his delight at the results: -

“I am filled with enormous pride that the SRC team have topped the leaderboard at WorldSkills UK. At Southern Regional College we place great emphasis on training, supporting, and mentoring our students to compete at regional, national and international level in their chosen areas, using this as a vital tool in the delivery of quality training for our students”.

Aim 2: Support economic growth and innovation through flexible business support solutions

Careers Fairs

In August 2022, the Collage collaborated with Armagh City, Banbridge & Craigavon Borough Council and the ABC Labour Market Partnership.

The Open Campus and Careers Fair at Armagh campus provided a diverse range of local employers promoting the range of job opportunities available within their organisations. Lord Mayor Paul Greenfield attended the event and spoke with many of the local employers and attendees.

“It is absolutely fantastic to be able to support the SRC Careers Fair today and help connect local people with local training and employment pathways. ABC Council and the Labour Market Partnership are delighted to collaborate with SRC and local employers to help provide this practical support and showcase the vast array of fantastic opportunities available locally”.

International Women’s Day

The College sponsored this year’s International Women’s Day event with Newry Chamber, hosted at Killeavy Castle Estate. The College is committed to promoting women in leadership and the College actively encourages women to take up management positions. We provide a range of supports for new managers including accredited management training and we are extremely proud that SRC’s senior executive team has an equal split of female and male directors. The College has a range of health and wellbeing resources as well as family friendly policies to support all employees, including a new menopause policy which will be launched very soon.

Recently, we have delivered several Women Returners programmes to encourage and support women back into the world of work, by providing up-to-date skills, mentoring, confidence building and motivational training. We are also seeing more females applying for programmes of study that have traditionally been male dominated, including engineering, technology, and construction. We are committed to targeting females in our promotional campaigns to ensure there is equality of opportunity for everyone across a range of vocational areas and industry sectors.

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Business Support and Innovation (BSI)

The Business Support and Innovation (BSI) team continued to deliver a range of supports to sole traders, micro businesses, SMEs, and large companies throughout 2022-2023. The team offers support across three key pillars:

1. Knowledge Transfer and Innovation
2. Upskilling and workforce development
3. Talent Acquisition through a range of Higher Level Apprenticeships (HLAs).

The BSI unit supported just under 600 businesses in 2022-2023. The unit also secured over 1500 enrolments through a range of accredited courses from Level 2 to Level 5, plus some bespoke training programmes as required for business clients. Some examples of our key work are detailed below.

Skills Focus and InnovateUs Programmes for SMEs

Funded by the DfE, the flagship business support programmes “InnovateUs” and “Skills Focus” continued to be 100% funded to SMEs during 2022-2023 and include social enterprises. The Business Support team prioritized these much-needed support programmes and agreed to undertake additional projects during 2022-2023 to ensure the needs of our local businesses were met. A lot of the support required was in digital skills as many small businesses continue to move their services and operations online. A lot of businesses did not know which digital platforms and tools best suited their business needs, so the team was able to provide this support successfully through remote channels. There was also increase demand for innovation services and product development support. The team delivered most of the support to businesses based in ABC and NMDC council areas.

Skill Up – The Flexible Skills Fund

Fully funded by DfE, the Skill Up (Flexible Skills Fund) has been established to help upskill and reskill individuals to meet the needs of the economy as we emerge from the pandemic and instill a culture of lifelong learning with courses that are accessible for all. The College has developed and delivered a range of short courses for individuals, most of which were delivered virtually, including digital skills, data analytics, leadership and management, health and social care, childcare, green technologies, and advanced engineering. The College also designed and delivered a programme specifically aimed at women returners including a business administration level 3 qualification, work placement, mentoring and soft skills. This programme was very successful with our third cohort delivered in 2023-2023, supporting 14 women into jobs. The Skill Up programme generated over 800 enrolments and great opportunities for local people to gain recognized qualifications in key economic priority areas. Further development activities took place in 2022-2023 to develop new courses in: Data Analytics, Cyber Security, Block-Chain, AI, Retrofit, Robotics, Childcare, Forensics and Criminology.

BIG Apprenticeship Event

The BIG Apprenticeship Event is firmly established in SRC’s events calendar, and the annual event was delivered in February 2023. For the first time in 3 years, the event was delivered in person and was the most successful year to date with over 1300 attendees in total in Newry and Craigavon. In partnership with ABC Borough Council and NMD District Council, the event was widely promoted across both council areas with almost 60 employers who exhibited. The feedback was very positive and there has been a 40% increase in the

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number of HLA applications to the College for September 2023, as well as an increase in employer vacancies.

Labour Market Partnerships (LMP)

Business Support represents the College in the local council LMPs which have been formed to develop a range of new employability provisions that address the specific labour market needs and challenges of the local areas. BSI developed several initiatives to support the aims of the LMPS. These included:

- Chef Bootcamp
- Welding academy
- Upskilling for Growth (range of courses to meet the needs of local employers)
- “Get Future Ready” Employability and Skills Month for ABC Council.

SRC worked in partnership with Banbridge District Enterprises to deliver the Get Future Ready initiative in ABC borough. Events and initiatives included:

- Flagship skills and employability conference
- Jobs fair
- “Have a Go” sessions at SRC
- Motivational talks
- Young Enterprise event
- Local business tours.

There were approximately 1800 people engaged in these initiatives throughout February 2023, ensuring the LMP met their target to help bring people closer to the labour market.

Themed Workshops and Events

Over the last 3 years, due to the limitations with Covid-19, the BSI team delivered a range of webinars to help us reach out to local businesses. In 2022-2023, we returned to face-to-face workshops and events, and they were well attended. Businesses are keen to reconnect and engage in person, to get the most out of the supports available. We continued to deliver some virtual events which have been recorded and added to the BSI YouTube channel (301) Webinars - YouTube. Some of the BSI events this year included:

- Broadcasting for Live Events
- Using the Big Cartel e-commerce
- Food Trends (for food businesses)
- 3D Design and Modelling
- What’s New in Digital Tourism
- Get Future Ready – Employability and Skills Conference
- Innovation Supports at SRC
- Get the Skills to Live Local, Go Global.

Aim 3: Inspired people and Organisation Development

Investors in People

The College was delighted to have retained the Investors in People silver award. The Investors in People staff survey was launched in March 2022 and the College attained a 53% response rate. The IIP Assessor advised that “Maintaining SILVER accreditation during a time of unprecedented challenge is a significant achievement”.

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Corporate & Wellbeing conference

The College held its annual Corporate & Wellbeing conference on the first day of the new academic year in August 2022. Following the Covid 19 pandemic, this was a welcome return to a face-to-face style conference with the theme “Reconnect, Recognise, Reignite”. The aim was to give staff the opportunity to catch up with colleagues; to acknowledge and to celebrate the positive contribution that everyone makes within their role; and to reignite the passion and self-motivation in our roles. Staff were treated to a range of health & wellbeing activities including sports, complimentary therapies, motivational talks, and awards for exceptional achievement.

Sector Committees

The College is a member of the FE Equality Co-ordinators Forum which consists of the six further education colleges within Northern Ireland. This best practice forum meets four times per year and helps promote a consistent approach to the implementation of Section 75 within FE in Northern Ireland. The 2022-2023 end of year key actions:

- Continue to work on the 5-year review of Equality Schemes, review Audit of Inequalities and completion of the Article 55 Review
- Develop sector guidance on sector policy screening process and in accordance with Equality Scheme commitments
- To support the organisation of sector Sharing Good Practice and Events
- Organisation of sector Sharing Good Practice and Events specific to Disability as part of DAP commitments
- To work with Sector Learning and Development Forum to develop on-line training for line managers and/or staff.

Trauma Informed Practice

Adverse Childhood Experiences (ACEs) are stressful and potentially traumatic experiences occurring during childhood that directly harm a child or affect the environment in which they live. This can have a lasting impact into later adulthood affecting social, emotional, psychological, and physical health.

Trauma Informed Practice at SRC involves everyone within the College community including its partners, to have a basic understanding around childhood trauma and adversity and how it can affect children, young people, adults, and their families.

In line with the College’s Safeguarding Policy, the College is committed to developing knowledge and understanding of Trauma Informed Practice and the impact of ACEs to help staff have a better understanding. This commitment aims to enhance and work alongside existing safeguarding protections, policies and measures for children, young people, adults at risk of harm or adults in need of protection. A key action within Tier 1 of the College’s Action Plan in 2022-2023 is to become a Trauma Informed College.

In this reporting period, a working group with lecturing and support staff representation met on four occasions. An implementation plan was developed and updated quarterly. 15 adverse Childhood Experiences (ACE) Champions were appointed through a train the trainer approach and training was rolled out to 184 staff by the end of March 2023. Training will continue to be rolled out. The College worked with OCN NI and the Safeguarding NI

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body to have the ACE training accredited to a Level 3 qualification and it is anticipated that the accredited course will be rolled out in 2023 2024 academic year.

Hybrid Working Policy

During the Covid-19 pandemic, the College issued a staff survey on remote working. Following feedback, the College has recently reviewed their remote working practices with a pilot hybrid working policy, for review during the next reporting period.

Menopause Policy

The College offers a range of health and wellbeing resources for staff.

This year the college added to our online health and wellness recourses, raising awareness of Menopause through educational resources, workplace discussion and development of a menopause policy:

- menopause & Nutrition talk with Linwoods, led by registered nutritionist;
- pensions and menopause information session with Money Pensions and Advice Service
- World Menopause Day in October 2022, information sent to all staff to; raise awareness and as a show of support by the college;
- staff led lean-in group. The group were supported to discuss experiences with menopause and reducing the stigma within the work place;
- menopause tile added to staff health and wellbeing intranet site, designed to guide staff to; college policy and educational resources that explain menopause and access to professional help and advice;
- Menopause policy development, sent to staff as part of the college's consultation process.

Aim 5: Provision of a safe and stimulating environment

The College continues to progress with the implementation and delivery of its Estates Strategy with the aim of providing a modern physical environment that will best support the delivery of education and training across the region. The first phase of the Estate's Strategy includes an investment of nearly £100m in three new build projects in Armagh, Banbridge and Craigavon.

Armagh

During that last reporting period, the Estates team were operating and maintaining the Armagh Campus. The team have also implemented new digital system to improve the quality and traceability of status of each work order. The BIM enabled Computer Aided Facilities management System (CAFM) is the first case study in the UK and has been an excellent innovation. This 14,000 square meter campus has been carefully designed to include a modern Learning Resource Centre, integrated student social areas and Learning Support services, in addition to specialist spaces to support practical and theory-based learning in areas such as ceramics, photography, fine art, dance, music, performing arts, sport, science, hospitality, hair and beauty. Five world class construction and engineering workshops also enhance the College's STEM-focused credentials. The campus also houses a state of the art, purpose designed area which has been created to support the delivery

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of project-based learning (PBL). The campus' SOLVE Centre is equipped with a wide range of industry leading technology, equipment, and software. Project-Based Learning is a dynamic approach to teaching and learning, in which students explore real-world industry-based problems and challenges.

Banbridge

In parallel, the College also worked closely with its contractor to ensure the successful completion of Banbridge Campus. The Banbridge campus is a dedicated Centre for multimedia and digital design, offering a wide range of full-time and part-time courses through to degree level, whilst also providing a range of courses in areas such as health, social care and childcare.

Newry

The College acquired and demolished the Newry Sports Centre and car park, located on Patrick Street, from Newry, Mourne and Down District Council.

The College appointed a design team in August 2022 and have progressed to RIBA ST 3 developed design in parallel with consulting through the planning process with the Local Planning Authority.

This expansion will provide increased Further and Higher Education training and skills opportunities for citizens which is welcome and positive news for everyone. The new building will greatly enhance the existing provision at the adjoining campus by significantly improving the College's curriculum provision, service delivery, student experience and equality of opportunity through improved accessibility.

In 2020, the Council launched its Regeneration and Economic Development Strategy, of which Skills and Employability is a key pillar. This new campus development will see the regeneration of this area of Newry and will bring real economic and skills benefits into its Newry campus. The investment will support the direct delivery of high quality professional and technical education and new employment opportunities for local citizens right across the district area, which in turn will help local businesses source the skilled staff they need.

Aim 6: Increased International Links

A key strategic aim is to promote an outward and forward-looking College through the development of international links supporting staff, students, and knowledge exchange. The College recognises and values the importance of broadening the learner's experience through exposing students to different learning and cultural activities in conjunction with a range of European and Transatlantic partners.

This work promotes social inclusion and equality, proactively targeting the most disadvantaged learners while promoting cultural awareness and mutual understanding. The College has been recognised as an exemplar using international projects as a vehicle for building community relations, promoting social inclusion, integration and developing an international mind-set for learners.

Following Covid travel disruption in 2021-2022, International mobilities proceeded in 2022-2023. During 2022-2023, the team facilitated student/staff mobility placements to

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Denmark, Portugal, USA, Finland, Spain, and Ireland which seen 64 students and 41 staff embark on overseas trips. During 2022-23, there was 6 live International Projects with a grant award of just over €1.7 million Euros. Unfortunately, due to some Covid legacy disruption, a significant number of students could not attend a visit to Malta, which has meant an underspend in one of these projects.

The External Engagement team also continued to lead on two KA2 partnership projects, the Well and Bridges projects and participated in Transnational Partnership Meetings that took place in Spain, Ireland, Northern Ireland, and Latvia. Extensive work was produced by the KA2 partnerships, including the development of some excellent resources, they also provided an opportunity to share best practice, expertise, and the opportunity to visit partner countries. Detailed below is further information on the two KA2 Projects.

The Well Project

During the reporting period, SRC continued to lead the KA2 strategic partnership “Well” project on ‘Promoting Mental Well Being’ with a value of €193,793.00 (£168k equivalent). The project website is: <https://www.wellproject.online/home>. SRC is the lead partner (securing €86,610) and the project partners are:

- Decroly, Santander
- DKIT, Ireland
- Kettle of Fish CIC, UK.

This promoted social inclusion through the Erasmus+ KA2 ‘Promoting Mental Well-being’ and helped students transition to Higher Education and also targeted adults from areas of social deprivation who are returning to college and or higher education. This KA2 strategic partnership project was completed in December 2022 and concluded with a successful launch event that shared the results and outputs to over 40 students from local schools. The students learned about this project and the Survival Toolkit that will help them when transitioning to FE.HE. A guest speaker, Oisín McConville, winner of six all-Ireland Senior Club Football Championships, shared some personal experiences of the difficult times he faced in life and how he overcame these. This launch was published by the BBC News on TV and online. Despite the challenges of continuing to deliver this project during the pandemic and the withdrawal of a partner, the final report was graded as “Very Good”.

Bridges Project

Also, during the 2022-23 the College led the Bridges (Building Resources in Digitalisation to Gain Employment Skills) KA2 Curriculum Project, with a value of €260,108.00 (£226k equivalent). The project partners are:

- Radosas Iniciativas Centrs, Latvia
- DKIT, Ireland
- Decroly, Spain
- Salpaus, Finland
- OCNNI, UK

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This project will ultimately enable older learners, including those from local, migrant, refugee, and asylum seekers communities to become more connected, less isolated, and able to participate more fully in society. The project website is: <https://www.bridgesproject.online/home>

In this project, the College worked collaboratively with a wide range of transnational partner organisations who have expertise in developing and delivering resources to support older learners. Again, this project promotes social inclusion and diversity as well as challenging racism and sectarianism.

As part of the three Intellectual Outputs, four interactive courses were designed and are available in partner languages: English, Spanish, Latvian and Finnish): <https://www.bridgesproject.online>:

An Interactive pre-entry language course, IO2, was developed with 12 lessons to guide and assist those to start learning their host countries language (English, Finnish, Latvian and Spanish). Support for learners & teachers has been provided in the form of workbooks and language mats. The lessons introduce the learner to new vocabulary and embedded audio assists with the development of their speaking, listening, reading, and writing skills. As added value, a learner dictionary has been developed and this incorporates images/symbols with words, to further assist the learner in the language development.

IO2: Interactive Digital Skills course sand materials have been developed for learners to develop an understanding on using essential digital tools. This interactive course is fully digitalised with a combination of videos, embedded audio, web links and PowerPoints. The course is designed to support the OCN NI Level 2 Award in Digital Skills for those wishing to have an accredited qualification, see: <https://www.bridgesproject.online/the-learning-environment/digital-skills>.

IO3: An interactive employability and work ready course has been created to help older learners - including migrants, refugees, and asylum seekers - to learn how to find and prepare for work, including community involvement and lifestyle. This course will be accompanied by workbook, lesson plans and learner assessment.

IO4: An interactive Citizenship course was developed to enable the learners to develop an understanding of the different attributes of citizenship through 5 different lesson topics. This course will have a workbook, lesson plans, learner assessment and is endorsed as a Level 2 locally accredited course.

Due to the unprecedented numbers of people seeking refuge and sanctuary in the UK and Ireland, the creation of the Pre-A1 language course was greatly accelerated and a BETA version of the BRIDGES to ESOL course is now ready for release. These innovative, interactive resources are designed to help migrants, refugees, and asylum seekers to start their language learning journey. Supporting resources currently available include a learner dictionary and flyers in 16 languages: – an accompanying 140-page learner workbook and ‘language mats’ in multiple languages will follow in the next academic year. The team has also secured additional funding through the Dispersal fund to take forward another piece of work to extend this further during 2023-2024.

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Staff PBL visit to Denmark

Members from the Quality & Pedagogy Unit and Project Based Learning (PBL) visited Denmark in January 2023 to visit the Laeringshuset School. This was an excellent opportunity to visit a school within the municipality and see the impact of the investment in PBL in Denmark. SRC staff were able to speak to practitioners, tour the building, and inquire about their PBL experiences. The team was aware of similarities between the learning spaces and found it useful to see how the Danish face similar challenges.

“Observing best practice in other countries is vital. The opportunity to consider the same problem from a different view and learn from solutions others have created is amazing. This trip has given me great personal clarity that a lot of what we have implemented is great practice and that we are continuing to forge a path to greater success in our area of interest”.

- 2 Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2022-23 (*or append the plan with progress/examples identified*).

During this reporting period the College continued to monitor the actions in our Equality Improvement Plan which forms part of our Equality Scheme and the Disability Action Plan. Details of the outcomes and/or the impact of the equality action plan are set out in Section 7.

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3 Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2022-2023 reporting period? *(tick one box only)*

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

Please provide any details and examples:

n/a

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:

n/a

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):*

n/a

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

n/a

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

n/a

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

n/a

Other *(please specify and give details):*

n/a

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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 2022-23 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:

Each job description requires the post holder to ensure full compliance with College equality requirements within the context of the post.

5 **Were the Section 75 statutory duties integrated within performance plans during the 2022-23 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:

Within the Equality Scheme timetable for measures proposed for the period 1 April 2022 to 31 March 2023, objectives and targets relating to statutory duties have been integrated into the College Development Plan; Action Plans; and Human Resources and Development (HRD) Strategy. These plans continue to reflect the College's commitment to Section 75 duties and are underpinned by the Operational Plans for the relevant HRD functional areas. The Level 3 Action Plan is reported on to the Director of Client Services as part of a regular reporting routine and these documents also provide further explanation of the actions to be taken forward in the achievement of our strategic objectives.

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6 In the 2022-23 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
- No, these are already mainstreamed through the organisation's ongoing corporate plan
- No, the organisation's planning cycle does not coincide with this 2022-23 report
- Not applicable

Please provide any details and examples:

During this reporting period the Human Resources and Employee Development and Equality operational plans identified a range of equality KPIs that are reported quarterly to the Staffing Committee and monthly to the Senior Management Team.

Equality action plans/measures

7 Within the 2022-23 reporting period, please indicate the number of:

Actions completed: Actions ongoing: Actions commence: to

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

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- a) Monitor, review & utilise annual workforce & student data to inform policy development and marketing.

The College continues to monitor existing student data against courses.

- b) Further, embed equality and diversity into the College & Curriculum through awareness raising & promotion.

Equality and Diversity continues to form part of the overall induction for staff.

Organisational inductions for all staff were traditionally held as a face-to-face sessions and have been delivered on-line since the Covid pandemic.

The College's Equality Manager has built upon the Equality Commission's online Equality Screening programme by embedding this into an online course and shared this with Members of the Equality Working Group to adopt. The College continues to develop and embed equality across the curriculum either through specific modules or as an integral part of the curriculum delivery (as detailed in Section 1).

- c) Recruit a diverse student population

The Marketing Team continually reviews and updates publicity materials to ensure that the College continues to promote an inclusive culture and one that is representative of the diverse range of students across Northern Ireland. This year the Team undertook a new photography shoot which was cognisant of inclusion of students from a diverse background and reflected those from various racial backgrounds, genders, ages and those with disabilities. These images are used in all our printed and online communications to reflect the diverse nature of the Northern Irish society and the College student body. Full and relevant permissions are always sought for these images.

Throughout the year, the Marketing Team develops various marketing campaigns which aim to address areas of underrepresentation of the general population. For example, they undertook a campaign to promote the support services offered at the College to target especially those with learning or physical disabilities and who may not have thought College was an option for them. Working with our colleagues in student support, offline and online promotional assets were developed and distributed to all secondary schools in the local region. The aim of this campaign was to demonstrate the full range of support services offered at the College from financial support to learning support – all services which can support those with a disability to undertake a mainstream course.

Case studies of current and past students are used to promote the College courses and the student voice is used as part of the recruitment activity. Case studies are always reflective of a range of students and those from underrepresented groups. This may mean in certain subject areas where an imbalance an imbalance has been identified, this is addressed. For example, using case studies of females in construction or engineering trades or males in childcare and health and social care programmes. These case studies are used in various ways; through display across college campuses, in

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printed communications, online and to target parents who attend campus open days to demonstrate the breath of options for all at the College.

This academic year we launched a new College website. The website was designed to AA Accessibility Standards (W3C) to ensure that the College's site is fully accessible for those who need to use assistive technology to access it. The website is also designed to be easily translated into other languages (than English) so those who live in the local community but do not have English as their first language can access course information. The imagery used on the website also reflects the inclusive college community. The Marketing Team avoided stock imagery and instead used imagery of SRC students which again promotes the inclusive environment of the College.

The Team seeks feedback on work undertaken throughout the year from students. This academic year the Team attended Student Council meetings each semester on all campuses and listened to feedback from students on communications and recruitment activity. This provides valuable feedback from the student body; hearing from them directly and getting their opinions on what allows the Team to adjust their approach if necessary.

The Team also works with colleagues across the sector to promote equality and diversity within the sector. There is a Communications & Marketing Collaboration Group which meets monthly and is supported by an external PR agency. This has led to the creation of a sector brand 'FE for ME'. This brand is active across local and regional media and social media channels and several sector events have been broadcast live to promote the FE message widely within NI.

d) Further, develop student support mechanisms to reduce barriers to education and learning.

The needs of our students continue to be our main priority as evidenced in one of the core College values which is "putting the learner first". Their diverse needs and concerns continue to be met by staff across the College and as a college we strive to provide all staff and in particular the Learning Support Team with the knowledge, skills and confidence to ensure the needs of our learners are met. A range of activities has been carried out by the Learning Support Team as follows: -

- In November 2021 the Learning Support Department was awarded Autism Accreditation by the National Autistic Society, the UK's leading charity for autistic people. SRC are the first FE college in Northern Ireland to be accredited as well as the first setting of any kind to be accredited in Northern Ireland.
- The College received a total Additional Support Fund allocation of £628,000 from the Department for the Economy to support students with learning difficulties and disabilities during the 2021-2022 academic year. A total number of 684 Further Education, Discrete, Higher Educations & TFS/ APPNI students received additional learning support during this period.

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- Learning Support Co-coordinators continued to work closely with SENCOs in local secondary feeder schools to enable them to provide additional learning support and exam support for students progressing to college.
- The Learning Support Team processed 771 examination access applications for students, this is an 22% increase from the previous year.
- A total of 83 students received counselling support from Inspire, this was a 2.5% increase from the previous year. The total number of counselling sessions arranged was 268.
- During the 2021-2022 there were a total of 46 Cause for Concerns logged which is a 31% increase from the previous year. The Safeguarding Team received refresher training delivered by Volunteer Now and PIPs over the course of the year.
- Hosting transition working group meetings enhanced stakeholder engagement and strengthened the working relationship between SRC and external transition agencies.
- Continuing to work in collaboration with many internal and external staff in a student-centered approach to support the holistic needs of the students.

The following training was arranged specifically for Learning Support Staff:

- Autism training for Learning Support Assistants and Mentors
- Assistive Technology
- JCQ Access Arrangements
- ASIST Suicide awareness.

e) Monitor, review, and update of Disability Action Plan

In this reporting period, the College was certified as a Level 2 Disability Confident Employer and is committed to improving employment opportunities and career development for individuals with disabilities.

Disability Confident is a government scheme designed to encourage employers to recruit and retain individuals with disabilities and those with health conditions. The College strives to be inclusive and supports both staff and students, ultimately benefitting the organisation.

To achieve the Level 2 Disability Confident Employer status, the HRD team was required to demonstrate progression by undertaking a self-assessment process against a set of statements. As a Disability Confident Employer, the College has committed to undertake these core actions: -

- Actively looking to attract and retain individuals with disabilities;
- Providing a fully inclusive and accessible recruitment process;
- Offering an interview to individuals with disabilities who meet the minimum criteria for a job;
- Flexibility when assessing people for job applicants so they are provided with an opportunity to demonstrate what they can do;
- Proactively offering and making reasonable adjustments as required;

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- Encouraging our suppliers and partner firms to be Disability Confident;
- Ensuring employees have appropriate disability equality awareness;
- Promoting a culture of being disability confident;
- Supporting employees to manage their disabilities or health conditions;
- Ensuring managers are aware of how they can support staff who are sick or absent from work; and
- Valuing and listening to feedback from individuals with disabilities.

Further information is provided in the Disability Action Plan in Part B.

f) Provide a range of Equality & Diversity training to all staff & students

As at 31 March 2023, 82% of current College staff completed the Equality and Good Relations training programme. In addition, the College continues to offer a range of opportunities to attend equality and diversity training events suited to their development and/or enhancing their understanding e.g., Legal Island Conferences, Equality Commission events. During the reporting year the College engaged with the Equality Commission for advice and support for staff on a range of areas.

During the reporting period the College has continued to engage and consult with students through, for example, the Student Union (SU), student focus groups and class representatives. As a result, we have in place a range of activities and events that continue to embed through our student population as listed in the following table: -

| Activity | Content | Impact |
|---|---|-------------------------------------|
| Student Focus Groups/ Student Council Meetings | 1 April 2022- 31 March 2023 Range of agenda items and issues discussed including open discussion on equality and diversity issues as and when raised by Class Reps e.g., Recognition of Cultural Diversity and inequalities within the student body and hardships associated with the cost-of-living crisis. This feedback has been instrumental in successfully applying for funding to address student poverty within our college community. This funding provided all students with a free hot breakfast every day, warm clothing, and a substantial hygiene pack. In addition to this, a | 26227 students across all Campuses. |

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| | <p>Christmas toy collection was arranged to help parents who are studying at the college and may be struggling over the festive period. There is also a continued develop of a supportive environment for Autistic students. This entailed developing Autism awareness throughout the wider student body and external workshops on understanding and accepting Autistic students in the college community.</p> | |
| <p>Student Union</p> | <p>SRC Student Union Elections. Two LGBTQ+ officers, two Disability officers and two Cultural Diversity officers were elected to the student council. The Student's Union has also been developed and now contains representation for a Women Officer. This role was a voice for those who are, or who identify as a Women. Two students were elected to this additional role.</p> <p>National Union of Students Northern Ireland (NUS USI) Regional conference- Student Union Officers attended a regional conference to have an input into NUS USI policy across Northern Ireland region including disability and equality campaigns and rights for students.</p> | <p>Total of 13 Student Union Elected Officers involved in developing policy and working with the Engagement team to support campaigns as part of Fresher's, LGBTQ+ awareness, International Women's Day, Sexual Health Week, Mental Health Awareness Week, Cultural Diversity Awareness Day, Time to talk day and E safety.</p> |
| <p>Clubs and Societies</p> | <p>Formation of a Lunchtime Autism Club.</p> | |

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| | <p>The aim if the lunchtime autistic is to give Autistic students a safe and quiet space away from the sensory overload of busy lunchtimes on campus. This is open to all autistic adults and gives the opportunity to meet and socialise with other autistic people in a relaxed setting.</p> <p>Formation of a Women’s Society.</p> <p>The purpose of this society is to give a safe space to discuss various challenges faced by women both inside and outside academia, and an opportunity to discuss how to work towards an equality of opportunity for all those who self-define partially and/or fully as women.</p> <p>Continuous development of an LGBTQ+ Society.</p> <p>The aim at the LGBTQ+ Society is to provide a safe and welcoming space for all SRC students who self-identify as lesbian, gay, bisexual, transgender, asexual, and/or unsure/undecided, and for anyone who experiences any sort of homophobia, biphobia and/or transphobia.</p> <p>Development of a Cultural Diversity and inclusion Council</p> | <p>34 students engaged with this club. This club had structured, supervised activities which included team building, console gaming, workshops from external speakers and competitions.</p> <p>322 students engaged with this club. This club had structured activities which included team building, workshops from external speakers and planning of awareness initiatives.</p> <p>Total of 68 students registered to be part of the LGBTQ+ society. They were involved in developing a variety such as online pub quizzes and regular talks to educate and discuss LGBTQ+ topics. This was to bring attention to the issues that they face LGBTQ+ related or not.</p> |
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| | <p>A Diversity and Inclusion council provided representation from different backgrounds within the SRC to discuss diversity issues on campus and discuss initiatives on raising awareness and acceptance.</p> | <p>Total of 12 students registered to be part of the Cultural Diversity and inclusion Council. They were involved in the development of a Cultural Diversity workshop that is being delivered by the Student Engagement Team. They were also instrumental in the planning and delivery of the SRC Cultural Diversity Day and were successful in arranging external speakers and creating unprecedented awareness</p> |
| <p>Virtual Fresher's Fair</p> | <p>September 2022 Range of exhibitors attending including: Electoral office Equality Commission Rainbow Project Disability Action Cara Friend National Union of Students Union of Students Ireland Anti-Bullying network PSNI/ Policing and Community Safety Partnership (PCSP)</p> | <p>Approx. 1500 students were engaged with via events on all 5 campuses with information stand from exhibitors.</p> |
| <p>Consent and Healthy Relationships Programme</p> | <p>Range of workshops delivered to all students in all campuses. This was supported by Woman's Aid and focused on identifying and addressing signs of unhealthy relationships along with signposting to support available.</p> <p>In conjunction with PHA, Students completed an online healthy relationships course that was delivered via an online platform. This</p> | <p>This was delivered to a total of 188 students which included 118 young women.</p> <p>This was delivered to a total of 204 students.</p> |

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| | focused on the dangers young people can experience via social media, chatrooms etc. | |
| Common youth and Rainbow Project workshops on Sexual Health and Consent. | Delivered to students on all campuses that focused on sexual health and consent | This was delivered to 77 students aged 16-24 which included 41 young women. |
| Tutorial program | Range of classroom tutorials delivered by the Graduate Interns raising awareness on issues such as Cultural Diversity, Bullying, Sexual Health, Homophobia and Transphobia bullying and its impact. This was delivered in partnership with Common Youth, Positive Life, and the Rainbow Project. There was also a drive on awareness raising on hate/sectarian crime as part of this programme with the PSNI/PCSP. Tutorials also delivered on E Safety, sexual health and Healthy relationships and cultural diversity. | A total of 206 tutorials have been held this year with 3124 students. |
| Health Clinic | A Health Clinic delivered on campus providing access to sexual health services, support and advice including LGBTQ groups. | 11 LGBTQ young people accessed the services. |

g) Grow and enhance relations with local community groups

The FE Sector continues to support the national initiative - #GoodforMeGoodforFE campaign - which aims to help staff and students support and connect with local communities. The campaign aimed to generate £1 million of social value through a range of sustainable community actions including volunteering, fundraising, and charitable partnerships. Over 100 Colleges across the UK have already signed up to this initiative.

The campaign has 3 primary strands:

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1. FE Foodbank donations;
2. Encouraging staff and student volunteering activity inside and outside the College community; and
3. Promoting and developing corporate and charitable partnerships.

FE Food donations

It has been a real team effort to launch this initiative with several departments across each College including HRD, Student Activities, Marketing, Campus Services and Estates working together, sharing their skills and knowledge, to set up and promote food donation points across each College Campus.

This academic year promotion of the on-campus foodbanks began in October 2022 with a Winter campaign to encourage staff to bring in food items in the run up to the festive season in December to support our local foodbanks.

This was followed by the Re-Gifting of unused Christmas gifts throughout January 2023. As a College, SRC donated **1,441 food items and 30 warm clothing items** which were distributed to foodbanks within the local community by mid-December 2022.

The Festive campaign led to the Students' Toy Appeal. Students came forward to staff to raise concerns about their financial situation meaning they would be unable to provide toys for their children on Christmas morning.

Together the College donated - **300 toys; £200 worth of toy vouchers which helped 11 SRC students to provide Christmas presents for 21 children** which were distributed students by mid December 2022.

Volunteering Activities

The volunteering survey has been sent to all staff and students within the College to provide a baseline data needed to measure the impact of **#GoodforMeGoodforFE** over the coming year.

The impact of our volunteering is measured through a "social value calculator"; calculating the amount of volunteering hours that have been contributed in monetary terms to social goals such as increasing access to employment and skills; helping the environment; and growing businesses. So far, as a college we have captured **397 volunteering hours** which is equivalent to **£6,730 social value generated** (using the TOMS Framework 2021, 1 hour of volunteering is worth £16.09 per hour to the community).

Corporate and charitable partnerships

The College's nominated charity partner is Northern Ireland Children's Hospice. The charity support babies, children and their families through a range of children's services, which include specialist nursing care at home, supported breaks in our In-Patient Unit, end-of life care and family and bereavement support.

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This year the College has organised several student/staff charity events: Student Coffee Morning, Hospitality event, Estates World Cup Sweepstake, Handmade Christmas Cake Fundraiser, and all staff Christmas Coffee Morning which included a quiz. At February 2023, the College has raised **£4,338 for NI Children's Hospice**.

Student poverty and cost of living crises

The College has linked with foodbanks across Armagh and Down regions to provide emergency food vouchers to students and their families. These are distributed to students in need via the Student Activity Team. Personal Tutors play an important part in supporting the pastoral needs of our students and are advised that emergency food vouchers are available to students in need.

The College has provided 18 emergency food vouchers to students and 1 to a staff member.

The NI FE Sector Group is collating student poverty data within each of their colleges e.g., numbers of students receiving free dinners; number of students eligible to hardship fund and once collated will share and make recommendations on new and alternative ways in which each College could help alleviate student poverty.

Links to Curriculum

Volunteering is an excellent way in which students can develop their transversal skills and employability. The College will continue to promote and encourage student volunteering and will seek opportunities where relevant for project based learning.

h) Monitor, evaluate and review the Equality Improvement Plan

The Equality Improvement Plan was reviewed and revised in 2022, following a review of the Equality Scheme. This report reflects progress on the new actions as set out in the plan.

8 Please give details of changes or amendments made to the equality action plan/measures during the 2022-23 reporting period (*points not identified in an appended plan*):

The Equality Scheme and Action Plan were reviewed within the last reporting period.

9 In reviewing progress on the equality action plan/action measures during the 2022-23 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

PART A

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

11 Please provide any details and examples of good practice in consultation during the 2022-23 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:

This reporting period, there have been several opportunities for communicating and consulting with staff; these include: -

In May 2022, the College went through the Investors in People reaccreditation process which involved surveying all staff. The IIP Assessor commented on the College's good practice in consulting and engaging with staff: -

"You provide mechanisms for staff to have their say and help to ensure they are involved and feel able to contribute their ideas to make the College an even better place to work. From a people perspective you have been focusing on developing leadership capacity and capability, communications and engagement, workforce planning and resourcing, reward, and recognition, learning and development. You have made real strides in the provision of support, training, and resources for staff wellbeing".

Four optional statements were included within the staff survey to provide a focus on and measures for diversity and inclusion. The results were as follows: -

- Firstly, people were asked to reflect if the organisation is truly an equal opportunities employer. The level of agreement reached **77.3%**; **64.9%** of this was attributed to strongly agree or agree ratings.
- They were then asked to consider if they feel able to balance work and personal life; a total of **67.3%** agreed.
- The third optional statement under this theme centred on whether people believe that the organisation values and respects individual differences. An agreement total of **78.1%** was achieved; **61.4%** of respondents strongly agreed or agreed.
- Lastly, respondents were asked if they believe that the organisation is committed to diversity; **83.9%** agreed that it is.

Other opportunities to engage and consult with staff include the following: -

PART A

- Regular Chief Executive and Senior Management Webinars and email updates continued to be held throughout the reporting period and staff had the opportunity to interact with Senior Management and post questions to them on-line;
- A Christmas coffee morning was held in December 2022 presented by the CEO and Directors across each campus;
- The use of technology using MS Teams continues to ensure managers maintain regular contact and communication with their staff through phone calls or virtual meetings.

12 In the 2022-23 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:

See 11 above – as most College staff were working remotely for some or all the reporting period, there were less face-to-face meetings due to social distancing.

13 Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2022-23 reporting period? (tick one box only)

- Yes
- No
- Not applicable

Please provide any details and examples:

n/a

14 Was the consultation list reviewed during the 2022-23 reporting period? (tick one box only)

- Yes
- No
- Not applicable

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

The link to the College website <https://www.src.ac.uk/the-college/equality> will provide details where equality information is accessible to internal and external stakeholders.

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

| |
|---|
| 1 |
|---|

One policy was screened out as there was no adverse impact identified relating to the nine equality categories: -

- Menopause policy

16 Please provide the number of assessments that were consulted upon during 2022-23:

| | |
|---|--|
| 0 | Policy consultations conducted with screening assessment presented. |
| 0 | Policy consultations conducted with an equality impact assessment (EQIA) presented. |
| 0 | Consultations for an EQIA alone. |

NB: The College has in place a policy review schedule. The majority of policies remain unchanged or have cosmetic changes made and therefore do not require to be screened.

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:

PART A

n/a

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

19 Following decisions on a policy, were the results of any EQIAs published during the 2022-23 reporting period? *(tick one box only)*

Yes No Not applicable

Please provide any details and examples:

n/a

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 2022-23 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 Not applicable

Please provide any details and examples:

n/a

22 Please provide any details or examples of where the monitoring of policies, during the 2022-23 reporting period, has shown changes to differential/adverse impacts previously assessed:

n/a

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:

PART A

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 2022-23, and the extent to which they met the training objectives in the Equality Scheme.**

Staff induction continues to provide awareness of not only our obligations under Section 75 but highlights tools available to support staff in the Employee Handbook and/or specific training.

New staff are also required to undertake mandatory Equality training in respect of Equality, Good Relations, SENDO and Safeguarding. The College continues to keep staff up to date, through its Employee Handbook, the Equality Information and Communications Support sections.

During the reporting period the College reviewed and released the on-line mandatory training programmes.

The College continues to promote AccessAble to promote the usage of disability access guides across all campuses.

Staff across the College have been offered the opportunity to engage in a range of training and development activities to enhance and develop their knowledge and skills in respect of supporting an inclusive College environment. Some activities would not appear to specifically address equality issues but provide awareness and information for staff to better equip them in responding to complex staff and student issues, examples such as Safe Talk, Understanding Self Harm, Mental Health Awareness, Admissions training.

- 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:**

n/a

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

- 26 Please list any examples of where monitoring during 2022-23, across all functions, has resulted in action and improvement in relation to access to information and services:**

n/a

PART A

Complaints (Model Equality Scheme Chapter 8)

27 How many complaints in relation to the Equality Scheme have been received during 2022-23?

Insert number here:

0

Please provide any details of each complaint raised and outcome:

n/a

Section 3: Looking Forward

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

The College Equality Scheme was reviewed in 2022 and only superficial changes were made to the Scheme.

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)

- Policy Development and Review Schedule – policies will be reviewed in the next reporting period and staff are consulted.
- New Members of the Governing Body will receive access to the College’s Mandatory online programmes in Equality and Good Relations and other areas such as Safeguarding and SENDO.

30 In relation to the advice and services that the Commission offers, what equality and good relations priorities are anticipated over the next (2022-23) 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

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:

5

Fully achieved

5

Partially achieved

1

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 ⁱ | Outcomes / Impact ⁱⁱ |
|-------------------------|-----------------------------|----------------------|---------------------------------|
| National ⁱⁱⁱ | n/a | n/a | n/a |
| Regional ^{iv} | n/a | n/a | n/a |
| Local ^v | n/a | n/a | n/a |

ⁱ **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.

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.

PART B

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

| | Training Action Measures | Outputs | Outcome / Impact |
|---|--|--|--|
| 1 | Introduce training for front line staff on disability etiquette and relevant legislation dealing with disability and the provision of goods, facilities and services | <p>In the reporting period, the College revised and released its Disability Awareness programme (August 2022). As at 31 March 2023, completion rates were as follows: -</p> <ul style="list-style-type: none"> • Equality and Good Relations (82%) • SENDO (80%) • Safeguarding (81%) • Disability Awareness (77%) | Increased awareness of legislation and individual/organisation responsibilities. |

PART B

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 | Increase awareness of specific barriers faced by people with a disability including through linking with National Awareness days or weeks. | The College raised awareness during the reporting period by linking with National Awareness campaigns and providing information to staff on topical issues such as: World Health Day (April 2022); Cleaner Environment (May 2022); Global Wellness Day (June 2022); European Day of Languages (September 2022); Breast Cancer Awareness Month (October 2022); National Stress Awareness Day (November 2022); Human Rights Day (December 2022); Dry January and Veganuary (January 2023); Random Acts of Kindness Day (February 2023); International Women’s Day (March 2023). | Increased awareness and understanding of barriers faced by people with a disability. |
| 2 | Promote the use of Access Able website to encourage participation of prospective students. | The College’s website was relaunched during the reporting period. The subsection (Equality Information) which specifically links prospective students/staff to the Access Able website was also updated. The Access Able website is also promoted via the college website and within the application form and online recruitment platform. The User numbers have begun to increase to pre- | Easy accessibility to Access Able website which will enable prospective students/students to view available facilities, and which will encourage participation of prospective students on a wide range of programmes of study. |

PART B

| | | <p>pandemic numbers 2020 however the page views had decreased.</p> <table border="1" data-bbox="801 304 1312 780"> <thead> <tr> <th data-bbox="801 304 1032 424">Year</th> <th data-bbox="1032 304 1184 424">User Numbers</th> <th data-bbox="1184 304 1312 424">Page Views</th> </tr> </thead> <tbody> <tr> <td data-bbox="801 424 1032 544">January to December 2020</td> <td data-bbox="1032 424 1184 544">1363</td> <td data-bbox="1184 424 1312 544">3249</td> </tr> <tr> <td data-bbox="801 544 1032 663">January to December 2021</td> <td data-bbox="1032 544 1184 663">1512</td> <td data-bbox="1184 544 1312 663">2395</td> </tr> <tr> <td data-bbox="801 663 1032 780">January to December 2022</td> <td data-bbox="1032 663 1184 780">1484</td> <td data-bbox="1184 663 1312 780">3318</td> </tr> </tbody> </table> | Year | User Numbers | Page Views | January to December 2020 | 1363 | 3249 | January to December 2021 | 1512 | 2395 | January to December 2022 | 1484 | 3318 | |
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| Year | User Numbers | Page Views | | | | | | | | | | | | | |
| January to December 2020 | 1363 | 3249 | | | | | | | | | | | | | |
| January to December 2021 | 1512 | 2395 | | | | | | | | | | | | | |
| January to December 2022 | 1484 | 3318 | | | | | | | | | | | | | |
| 3 | <p>Create an open and inclusive workplace culture which displays respect for those with mental ill health.</p> | <p>The College signed up to the Equality Commission’s Mental Health Charter. The College continues to update its “Mind Hub” intranet page which brings together several resources to support employees and managers in looking after their emotional health and wellbeing at work.</p> | <p>Positive engagement, increased provision of information and monitoring.</p> | | | | | | | | | | | | |

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 | Monitor and review progress of Disability Action Plan (DAP). | Review undertaken | Evidence of progress in eleven of the twelve identified actions in the DAP. |

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 | n/a | n/a | n/a |

PART B

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 | The College will endeavor to influence DfE to ensure participation of disabled people on the Governing Body of the College. | DfE will include an affirmative action statement in recruitment advertisements to attract disabled people to apply to the Governing Body of the College. | Governing Body will include members with disabilities. | This is outside of the control of the College as recruitment is handled by the DfE. |
| 2 | Continue to encourage the participation of disabled people on committees, student representatives on the Governing Body and groups across the College. | Increased number of students with disabilities on Level 1 courses represented through the class rep system on student council supported by Learning Support Assistants. | Increased participation in student voice leading to increased participation in public life. Development of new working relationships with the following transition teams to refer disabled people to college: - Adult Learning Disability Team - Day Opportunities Forum Attendance at School Information evenings and EA Transition Evenings to raise awareness of courses on offer to | College will continue to identify ways of encouraging staff and students with disabilities to actively participate in groups and committees. The College will continue to engage at sector level and to share and seek good practice from across the sector ways of engaging staff and/or students with disabilities to participate. |

PART B

| | | | | |
|---|--|--|---|--|
| | | | <p>transitioning students and their parents.</p> <p>Separate Open Days for Full time discrete provision where parents and students are invited into college premises to meet with curriculum and support staff.</p> | |
| 3 | Encourage students with a disability to participate more fully in college life. | <p>The College has integrated Discrete Student Groups with mainstream classes in non-curricular activities and events for example “Freshers” Week, Mental Health Awareness, and e – safety.</p> | <p>Increased participation in student focus groups, student surveys, Student Union Membership, and where applicable non-curricular activities such as students’ union and sporting activities etc.</p> | <p>College will continue to monitor the impact to ensure students with a disability are integrating into college life.</p> |
| 4 | Explore the scope of offering meaningful placements and work shadowing and volunteering for people with a disability | <p>The College’s Careers Service has formed an alliance with Disability Action who will support our students into supported employment on completion of their course through the job match programme.</p> <p>The College is a Disability Confident employer.</p> | <p>Develop capacity of people with a disability to find employment.</p> | <p>The College will continue to engage with disability groups to enable work placement opportunities within the College/external to the College.</p> |

PART B

| | | | | |
|---|---|---|---|--|
| 5 | Through Widening Participation scheme increase number of students with a disability entering the College. | As a college we believe in “putting our learners first” striving to serve the needs of our learners and to remove all barriers to learner success. The marketing of courses through the prospectus and other College documents/ references the support available for students with a disability. | Students have assurance through our commitment to them that we will prioritise their needs and support them through their learning journey, maximizing their potential. | College will continue to review this area of work and will seek new and innovative ways through which we can continue to promote accessibility to encourage prospective students with disabilities to apply. |
|---|---|---|---|--|

| 4. Please outline what action measures have <u>not</u> been achieved and the reasons why. | | |
|--|---|--|
| | Action Measures not met | Reasons |
| 1 | Consider development of a (Sectoral) Disability Advisory Group that could involve staff and students. | It was agreed to have the Disability Action Plan as a standing agenda item on each NI FE Equality Sector Group meeting. The six Colleges have discussed best practice around promotion of placements for students with disabilities. |

PART B

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

Feedback from evaluations, consultative processes, staff and student focus groups.

(b) Quantitative

Numbers undertaking training, enrolment and recruitment and selection statistics.

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?

No

If yes, please outline below:

| | Revised/Additional Action Measures | Performance Indicator | Timescale |
|---|------------------------------------|-----------------------|-----------|
| 1 | n/a | n/a | n/a |

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?

N/A
