




Public Authority Statutory Equality and Good Relations Duties

Annual Progress Report

Contact details:

| | | |
|--|---|---|
| Section 75 of the NI Act 1998 and Equality Scheme | Name: Telephone: Email: | Angela Getty 028 95 365177 ak.getty@ulster.ac.uk |
| Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan | As above: Name: Telephone: | <input checked="" type="checkbox"/> Click or tap here to enter text. Click or tap here to enter text. |
| Documents published relating to our Equality Scheme can be found at: | The Ulster University Equality Scheme webpage | |
| Signature: Damian McAlister, Chief People Officer |  | |

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 the Disability Action Plan.

This report reflects progress made between 1 April 2024 - 31 March 2025.

PART A

Introduction

This is Ulster University's 16th Annual Progress Report on Section 75 of the Northern Ireland Act 1998 and Section 49A of the Disability Discrimination Order (DDO) for submission to the Equality Commission for Northern Ireland (ECNI).

The Report is an opportunity to demonstrate how the University has fulfilled its legislative obligations and gone beyond compliance to achieve best practice in promoting equality of opportunity and good relations.

Part A of this report provides an overview of the work undertaken at Ulster University (UU) in fulfilment of its Equality Scheme obligations. An overview of the training provided is included in Appendix 1. Further examples and a sample of activities and civic contributions can then be found in Appendix 2.

Part B of this report relates to compliance with our legislative duties under Section 49A of the Disability Discrimination Act 1995 (as amended) (DDA) to promote positive attitudes towards people with disabilities and to encourage their full participation in public life.

Appendix 1

Training programme (1 April 2024 – 31 March 2025).

Appendix 2

Sample of activities and civic contributions across the University that have helped promote equality of opportunity and good relations.

PART A

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 2024-25, 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.

In 2024/25, responsibility for supporting the implementation of the University's statutory equality and good relations duties and Equality Scheme remained with the Equality, Diversity and Inclusion (EDI) Unit, in the Office of the Chief People Officer.

The following key policy and service delivery developments were made by the EDI unit during the reporting period to promote equality of opportunity and good relations:

- There has been a broader dedicated EDI team in place as of Sept 2024/March 2025. This has resulted in an increase in dedicated equality expertise and resource. The enhanced structure was completed with an additional three Section Leads appointed within the reporting period. This brings the total resource allocated to EDI to 13. This will help to ensure that Section 75 statutory duties are complied with, and that the Equality Scheme is implemented effectively, and on time. It will also ensure that equality issues are addressed holistically to include intersectionality.
- The EDI team developed an action plan to promote equality of opportunity and good relations. This 'Equality Scheme Action Plan' will be subjected to a public consultation exercise in April 2025, before being submitted to the ECNI. The draft plan is available on the University [website](#).
- Nine new and revised workplace policies were equality screened during the reporting period, and two public policy consultation exercises were conducted with screening assessments presented.
- The University's Policy Clinic met monthly, providing a 'one-stop shop' to support a collaborative and consistent approach to policy development and equality screening.

PART A

- One-to-one equality screening meetings were organised with policy owners during the development and review of new and revised policies.
- Regular equality updates were provided to the University's Senior Leadership Team (SLT), the Resources Committee, and the Senior Management Team within People and Culture.
- In each of the eleven 'All staff' emails to communicate the training schedule and consultations, and in articles on the internal Staff News Insight channel, the Summary Equality Scheme (and Equal Opportunities Policy) was referenced or included.
- The University continues to use the website as its primary means of disseminating information. To ensure compliance with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018, the EDI team updated its web pages to improve content accessibility. At the end of the reporting period, the University ranked number one in the accessibility league for Universities.
- To enhance accessibility, web-based versions of the University's Disclosure Guidelines for All Line Managers and Staff Protocol for Making Reasonable Adjustments for Disabled Staff were created, replacing the previous PDF. These are located on dedicated tiles on the University's EDI website.
- The University's Fair Employment Treatment Order (FETO) Return was submitted to the ECNI by 6 June 2025. The monitored data was used to pre-populate information on the University's Equality Screening pro forma, to help inform the development of new and revised policies.
- The University's 11th Article 55 Review (covering the period 6 February 2019 to 6 February 2022) was completed. Over the review period, the Catholic share of the monitored workforce continued to grow, with an overall increase of [2%] in their share of employment since the end of the last review in 2019. The number of staff for whom a community background could not be determined has increased during the review period from 16.1% in February 2019 to 22.5% in February 2022. The vast majority of staff whose community background is 'not determined' work in Academic and Research posts as the University continues to attract staff from outside of Northern Ireland for these staff categories.
- The Pay Gap Analyses for 2024 are underway and will be completed in the next reporting period. This includes analyses of gender, ethnicity and disability pay gaps.
- From 31 March 2024 to 1 April 2025 the skybridge on the Belfast campus was lit up to help raise awareness for specific days: It

PART A

was lit up in purple for Holocaust Memorial Day, International Women's Day, the UN International Day of Persons with Disabilities and to shine a light on Mental Health it was also lit on 10 October; it was lit up in green on St Patrick's Day, rainbow on Global Pride Day, and blue for World Down Syndrome Day on both 20 and 21 March 2025.

- The Staff Networks continued to roll-out a comprehensive programme of activities and events for staff.
- EDI staff joined with other colleagues to organise the University's parade at the Pride marches in Belfast, Causeway and Foyle Prides in July and August 2024.
- The Creche Working Group (Childcare Working Group) task and finish group was set up to prepare a paper for the consideration of SLT on potential provision of childcare support and facilities at Ulster University. A survey was conducted in November 2024, which included staff and students, with 716 responses. A draft paper is now under discussion among working group members. The paper includes the outcomes of the survey and the other tasks completed by the working group to explore avenues for childcare support at Ulster University.
- The University joined a Working Group on Ending Violence Against Women and Girls (EVAWG) in the Tertiary Sector in Northern Ireland. This group was established through the Tertiary Education Senior Leaders Forum hosted by DfE. The Group will take a leading role in supporting collaborative working across the Tertiary Sector and sectoral stakeholders to review, develop and oversee the implementation of a comprehensive set of interventions to prevent and respond to EVAWG within colleges and universities in Northern Ireland aligned to the ambition as set out in the Programme for Government.
- Athena Swan is the framework which is used across the globe to support and transform gender equality within higher education (HE) and research. Ulster University was awarded a Silver Charter Award in 2023. Within the recent reporting period, the Athena Swan Committee is meeting regularly to follow up on Ulster University's Institutional Silver Action Plan and keeping it live. The committee will continue this pattern until entering submission year in early 2027 in preparation for an Institutional Athena Swan Gold Award. Furthermore and notably, our School of Nursing and Paramedic Science recently received an Athena Swan Departmental Gold award, making them the first nursing school in the UK to achieve this.

PART A

- The EDI team is now preparing the submission for the retention of the Diversity Mark Entry Level Award. This award is a 'Mark of Progress' that publicly declares a commitment to building a more diverse and inclusive workplace to benefit all employees. The submission includes updates on the original targets for gender equality through Athena Swan and addressing violence against women and girls, the inclusion of new targets to reflect the new EDI Team and structure, and the current good practice across the institution.
- The Race Equality Charter is the framework which is used across the globe to support and transform race equality within higher education (HE) and research. The University has committed to submitting a Race Equality Charter Bronze Award Application to Advance HE in 2025. Work on this is underway and will be reported on in the next reporting period.
- The Age-Friendly University Global Network is an association of higher education institutions committed to promoting positive and healthy aging and enhancing the lives of older members of the global community through the following: Innovative educational programs, research agendas, curriculum development, online education, health and wellness activities, arts and culture programs and civic engagement opportunities. Ulster University previously had membership of this body prior to 2020 and is now in the process of reapplying to gain the accreditation. Through gaining membership we will be a part of a global network that is committed to creating an age friendly world. By embedding the ten age friendly principles into university life and committing to their progression and delivery, it will demonstrate Ulster University's commitment to advancing attitudes and initiatives that are 'age friendly'.
- Throughout the reporting period, the University continued to focus on enhancing staff knowledge and capacity around EDI across all parts of the organisation. To this end, a training programme was rolled out during the 2024/25 Academic Year. Further detail on training activities can be found in **Appendix 1**.

There are a wide range of activities that have helped promote equality of opportunity and good relations occurring throughout the University. A sample of those activities and civic contributions that took place during this reporting period are included in **Appendix 2**.

PART B

2. Please provide **examples** of outcomes and/or the impact of **equality action plans/measures** in 2024-25 (or append the plan with progress/examples identified).

The University is currently developing an Equality Scheme action plan to promote equality of opportunity and good relations. This plan went out for public consultation after the end of this reporting period for feedback and so will be included in the next report. Further information on the Equality Scheme action plan can be found on our dedicated [EDI webpages](#).

3. Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2024-25 reporting period? (*Tick one box only*)

☐ Yes

☒ No (Go to Q.4)

☐ Not applicable (Go to Q.4)

Please provide any details and examples:

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

Please provide any details and examples:

Not applicable.

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

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

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

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

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

Other (*please specify and give details*):

Not applicable.

PART B

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 2024-25 reporting period? (*Tick one box only*)

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

Please provide any details and examples:

5. Were the Section 75 statutory duties integrated within performance plans during the 2024-25 reporting period? (*Tick one box only*)

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

Please provide any details and examples:

6. In the 2024-25 reporting period were **objectives/ targets/ performance measures** relating to the Section 75 statutory duties **integrated** into corporate plans, strategic planning and/or operational business plans? (*Tick all that apply*)

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

PART B

☒ No, these are already mainstreamed through the organisation's ongoing corporate plan

☐ No, the organisation's planning cycle does not coincide with this 2020-21 report

☐ Not applicable

Please provide any details and examples:

The University's new Corporate Strategy, [People, Place and Partnerships: Delivering Sustainable Futures for All](#), seeks to place equality of opportunity and enhanced participation at the heart of the University's culture and operational activities. Regular equality updates were provided to the Senior Management Team within People and Culture and to the University's Senior Leadership Team.

Equality action plans/measures

7. Within the 2024-25 reporting period, please indicate the **number** of:

Actions completed:

Actions ongoing:

Actions to commence:

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

Due to resourcing matters, the Equality Scheme Action Plan was not finalised during the reporting period. However, actions still continued to be progressed as detailed in this report. Progress on the Equality Scheme Action Plan will be presented in the next Section 75 Annual Progress Report.

8. Please give details of changes or amendments made to the equality action plan/measures during the 2024-25 reporting period (points not identified in an appended plan):

Actions within the draft Equality Scheme Action Plan continued to be developed and refined (See 7). Some actions were completed during this period of development, as detailed in this report.

9. In reviewing progress on the equality action plan/action measures during the 2024-25 reporting period, the following have been identified: (*tick all that apply*)

☒ Continuing action(s), to progress the next stage addressing the known inequality

☒ Action(s) to address the known inequality in a different way

☒ Action(s) to address newly identified inequalities/recently prioritised inequalities

☒ Measures to address a prioritised inequality have been completed

PART B

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 2024-25 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:

Ulster University recognises the importance of thorough and timely consultation during the development of new and revised policies.

During the reporting period, the University continued to operate a monthly Policy Clinic to support the policy development and equality screening of all new and revised policies. The Clinic brings together colleagues from Employee Relations, Governance and EDI with respective policy owners.

As part of the policy development and equality screening processes, Trade Union representatives are engaged with at the early stages.

For all public consultations, the details of policies screened are sent to over 150 groups and individuals on the University's Consultation Database. Consultation documents are made available on the University's website and are available in alternative formats, if requested. All respondents are informed of how their feedback has influenced the final policy.

During the reporting period, the mechanism to update the consultee database was also improved and made more accessible through a Microsoft Form on the consultation webpage.

12. In the 2024-25 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

PART B

☒ 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:

Consultees have identified these as their preferred method of consulting.

Policy owners continue to consult internally with the University's five Staff Networks using Microsoft Teams and email communications during equality screenings.

13. Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2024-25 reporting period? (*Tick one box only*)

☐ Yes

☐ No

☒ Not applicable

Please provide any details and examples:

14. Was the consultation list reviewed during the 2024-25 reporting period? (*Tick one box only*)

☒ Yes

☐ No

☐ Not applicable – no commitment to review

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

Details of consultation exercises are available on the University's [EDI webpage](#).

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

PART B

| |
|---|
| 6 |
|---|

16. Please provide the **number** of assessments that were consulted upon during 2024-25:

| | |
|---|--|
| 2 | Policy consultations conducted with screening assessment presented. |
| 0 | Policy consultations conducted with an equality impact assessment (EQIA) presented. |
| 0 | Consultations for an EQIA alone. |

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

As reported in the previous progress report, a policy consultation exercise was launched on 27 March 2024 with regards to the following that were screened between November 2023 to March 2024:

1. Digital Screen Equipment Procedure
2. First Aid at Work Procedure
3. Athena Swan Silver Institutional Action Plan

The consultation period closed in July 2024. A summary of feedback provided and action taken is available on the University's [consultation web page](#).

A policy consultation exercise was launched in November 2024 with regards to the following that were screened between April to October 2024:

1. Donations Policy
2. Health and Safety Internal Inspection and Audit Procedure
3. Smoking and Vaping
4. Fieldwork
5. Manual Handling
6. Protocol for Conducting Online Meetings

The University received no feedback on these policies.

PART B

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

☐ Yes

☒ No concerns were raised

☐ No

☐ Not applicable

Please provide any details and examples:

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

19. Following decisions on a policy, were the results of any EQIAs published during the 2024-25 reporting period? (*Tick one box only*)

☐ Yes

☒ No

☐ Not applicable

Please provide any details and examples:

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

20. From the Equality Scheme monitoring arrangements, was there an audit of existing information systems during the 2024-25 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:

The EDI Unit will carry-out a re-monitoring exercise in the next reporting period.

This had been postponed previously in anticipation of revised Equality Commission Northern Ireland (ECNI) Monitoring Guidance and enhanced capabilities of the software used by the University, PeopleXD.

PART B

This is to ensure that the system is able to collect the new data fields (identified from both ECNI and HESA). The purpose of the exercise is to encourage staff to check/update their Equal Opportunities (EO) records, thereby improving the accuracy of the EO monitoring data held on the University's HR database.

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:

22. Please provide any details or examples of where the monitoring of policies, during the 2024-25 reporting period, has shown changes to differential/adverse impacts previously assessed:

No adverse or differential impacts were anticipated or observed for the policies revised during this reporting period. However, positive impacts were anticipated for the following categories of people in regard to the following new policies:

Fieldwork

Disability

Manual Handling Policy

Disability

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:

During the reporting period, the University submitted its annual FETO return. The updated EO data are used in the equality screening process and included in a standard template for policy owners. The EO data helps inform the development of new and revised policies.

EO data in relation to specific Staff categories were used in the equality screening of a number of policies during the reporting period, and in the development of the Equality Scheme Action Plan.

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 2024-25, and the extent to which they met the training objectives in the Equality Scheme.

Training

The Summary Equality Scheme was disseminated at least eleven times during the reporting period, linked in the introductory section of the training schedule communications and in the Equality Screening of Policies consultations.

The University's Equality Scheme is located on a dedicated webpage on the EDI website. The webpage provides detailed guidance on how the University is complying with its statutory obligations under the two duties in the Section 75 equality legislation.

The content of the online Disability Awareness module continued to be refreshed during the reporting period. This is being redeveloped into an online guidance document, where staff are able to record that they have read and understood the guidance. This will enable EDI to capture information about overall the completion rate, whilst the learning platform is currently out for Tender.

Focussed training

Staff from the EDI Unit provided one-to-one equality screening training to 'policy owners' as required (for each new and revised policy).

Assessing access to information and services

Staff in the EDI Section attended ECNI training throughout the reporting period, including Section 75 Duties – a focus on screening, FETO, Article 55 and the Disability Duties and developing a Disability Action Plan. The University's EDI Unit engaged regularly with the Equality Commission for advice, signposting and to keep up to date with any developments or changes to practices.

Using post-training surveys and polls or chat bar functionality on Microsoft Teams, positive feedback was received on all training sessions. The use of online platforms to deliver training in one virtual room, across a multi- campus institution, was a positive outcome for participants in terms of accessibility.

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:

One-to-one equality screening training has worked well in that policy owners obtain the skills required to complete policy screening as and when required. This makes the training more relevant to them and equips policy owners with the confidence to complete other policy screening more independently and with less assistance.

PART B

As part of the ENGAGE Programme, which aims to support line managers realise their full potential at the University, the EDI Section continued to deliver a module providing the essential introductory toolkit to Equality at Ulster University. This is an opportunity to provide a high-level introduction to the Section 75 duties.

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

26. Please list **any examples** of where monitoring during 2024-25, across all functions, has resulted in action and improvement in relation **to access to information and services**:

The University continues to use the website as its primary means of disseminating information. Silktide in association with Socitm have been running an [accessibility league for Universities](#), measuring features such as screen reader compatibility, text and image legibility and mobile accessibility in relation to the Web Content Accessibility Guidelines 2.1 (the legal standard required of all public sector websites by September 2020). The league table updates each month. At the end of the reporting period, [Ulster University ranked first](#) overall in terms of website accessibility.

To enhance accessibility and in adherence to the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018, a significant review of online files has continued to take place across the University during the reporting period. This continues to be work in progress, which is complemented with regular content accessibility training rolled out by the Web Development team.

Complaints (Model Equality Scheme Chapter 8)

27. How many complaints **in relation to the Equality Scheme** have been received during 2024-25?

Insert number here:

| |
|---|
| 0 |
|---|

Section 3: Looking Forward

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

The next review is scheduled in 2027.

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)*

- Complete a re-monitoring exercise to improve accuracy of staff EO monitoring information. Due to the expanded scope of the updated Monitoring guidance from ECNI, as well as a pilot exercise relating specifically to the collection of

PART B

ethnicity data from the NI Executive Office, amendments will need to be made to the University's system in advance of commencing the exercise.

- Review of the University's EDI Operational Plan, and associated Action Plan, in accordance with the new University Corporate Strategy.
- In line with Chapter 5 of the Equality Scheme, the organisation will continue to focus on staff training in the next reporting period; raising awareness of the provisions of Section 75 of the Northern Ireland Act 1998 via updated mandatory EDI and Disability Awareness training, and to provide those staff involved in the assessment of policies (screening and EQIA), with the necessary skills and knowledge to do this work effectively.

30. In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2024-25) reporting period? *(Please tick any that apply)*

- ☒ Employment
- ☒ Goods, facilities and services
- ☒ Legislative changes
- ☒ Organisational changes/ new functions
- ☐ Nothing specific, more of the same

PART B

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

3. The following table details the actions in the University's Disability Action Plan (DAP) 2022-2027, which sets out how the University will encourage positive attitudes towards people with disabilities and encourage their participation in University/Public life through a series of cross-functional and unique actions.

| 1. Actions to promote positive attitudes towards people with disabilities | | | | | | |
|---|--|--|---|--|-------------|--|
| | Rationale | Action | Performance indicator / target | Responsibility | Timescale | Progress during the reporting period 01.04.24 – 31.03.25 |
| 1.1 | In the Staff Disability Awareness Surveys (2022), over one-third of respondents did not know the University's DAP existed; indicating the need for increased awareness, accessibility and visibility of the Disability Duties and the DAP. | Enhance the profile and online accessibility of the DAP on the University's website; and increase awareness through social media and through the University's internal communication channels. | Increased engagement and improved knowledge of the DAP, evidenced through staff surveys, training evaluations and qualitative feedback. | Damian McAlister Chief People Officer | 2022 - 2027 | This action is ongoing. Awareness of the University's DAP will be measured in the 2025/2026 Staff Disability Awareness Survey and this can be reported on in the next reporting period. |
| 1.2 | | | | Damian McAlister | 2023 | This action is ongoing. |

PART B

| | | | | | | |
|-----|---|---|---|--|------|---|
| | | Develop an online module, accessible on the LMS LEARN training platform for staff, in relation to the Disability Duties and the University's DAP. | All staff complete module on the Disability Duties and the DAP. | Chief People Officer | | |
| 1.3 | Research has suggested that the Covid-19 pandemic has disproportionately impacted on people from Black, Asian and Minority Ethnic (BAME) communities, particularly in terms of mental health. | Working collaboratively with colleagues in Employee Wellbeing and with external organisations, the BAME+ Staff and Student Network will facilitate a half-day 'Breaking the Silence' workshop aimed at raising awareness in relation to the impact of the Covid-19 pandemic on the BAME community and providing | Increased awareness of mental health disabilities and knowledge of support services, evidenced through feedback following the workshop (s). | James Uhomoibhi BAME+ Staff and Student Network Lead Geoff Gillan Head of Health, Safety and Wellbeing | 2023 | Action completed: Programmes aimed at addressing and enhancing mental wellbeing have been initiated, such as the Digital Literacy Programme (DLP- Levels 1, 2 and 3). A variety of sports and workshops across campuses have also been introduced. Specific student-focused groups and allyship with a number of Schools and Directorates in the University including the Ulster University Student Union (UUSU) have been established. BAME+ Network's Students Affairs and Membership Working |

PART B

| | | | | | | |
|--|--|--|--|--|--|--|
| | | information and signposting to mental health support services internally and externally. | | | | <p>Groups organised events in both Derry~Londonderry and Coleraine campuses. Focused events in partnership with organisations such as EMEEN, MRANI, BCOS, DYNl have been completed. Examples amongst other include delivery of guest lectures at international conferences, seminars and workshops. For example, Queen's University Belfast (24/10/24 Black History Month), Ulster University, Belfast School of Arts 175 Anniversary Celebrations, and Diversity Mark EDI Summit 2024.</p> <p>This action is thus concluded and has resulted in other initiatives which remain ongoing.</p> |
|--|--|--|--|--|--|--|

PART B

| 2. Actions to encourage people with disabilities to participate in University life | | | | | | |
|--|--|--|--|--|-----------|--|
| | Rationale | Action | Performance indicator / target | Responsibility | Timescale | Progress during the reporting period 01.04.24 – 31.03.25 |
| 2.1 | <p>Students with disabilities are underrepresented within the UK HEI student population, suggesting the need for universities to do more to encourage people with disabilities to apply to universities and to access additional financial support for their studies.</p> <p>Belfast Community Scholarships were launched in 2021.</p> | Dependent on philanthropic donations being secured, offer Community Scholarships and Medical Education Scholarships each year of the lifecycle of the DAP. | <p>Additional funding available for students with disabilities entering UU courses.</p> <p>Increase in the number of disabled students applying successfully for the scholarships.</p> | Director of Development and Alumni Relations | Annual | <p>Ulster University Community Scholarships (renamed as Ulster Futures Inspire Scholarships in October 2024) were awarded to 25 students entering courses in Academic Year (AY) 2024 to 2025.</p> <p>In April 2025, a further 27 scholarships were announced for students entering courses in AY 2025 to 2026.</p> <p>For the AY 2024 to 2025 the University received applications from 15 people who stated they are in receipt of Disability Living Allowance or</p> |

PART B

| | | | | | | |
|--|--|--|--|--|--|--|
| | <p>The Medical Education Scholarships were launched in 2021.</p> | | | | | <p>Personal Independence Payments. Eight out of the 15 were awarded a Ulster University Community Scholarship.</p> <p>Feedback received from the winners of the Ulster University Community Scholarships included the following statements:</p> <p><i>“It has been a great asset this year particularly in regards to travel costs.”</i> (Current Year 3 student - May 2024)</p> <p><i>“I have really benefited from the scholarship as it has help support me. Because of my dyslexia I struggle with making deadlines and working. I think having had the support of scholarship I have been able to keep going with uni.”</i> (Current Year 3 student - May 2024)</p> |
|--|--|--|--|--|--|--|

PART B

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | <p><i>“Receiving the scholarship in my second year gave me the confidence to apply myself to different situations within my course. It gave me the confidence to try new things and also encouraged me to believe in myself even on one of my bad days.” (Current year 3 student – May 2024)</i></p> <p><i>“Receiving a UU scholarship has been beneficial to me as it has enabled me to continue to cover travelling costs to commute to uni so that I can continue my responsibilities as the main carer to my dad.” Current year 3 student – May 2024)</i></p> <p><i>“I am proud of this year (AY 23/24) overcoming barriers due to my ASD of writing about my Employability and Critical</i></p> |
|--|--|--|--|--|--|--|

PART B

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | <p><i>Reflection skills and after a lot of anguish was able to produce a piece of work that attained a score of 73%. I also produced a podcast successfully as another assignment - something which I had never done before."</i> (Current year 3 student – May 2024)</p> <p>In August 2024 seven Medical Education Scholarships were awarded to students beginning their Graduate Entry Medical Programme in Ulster University. Nine Scholarships are available for students beginning their Graduate Entry Medical Programme in August 2025. Since the scholarship programme began in 2021, widening access criteria, including being in receipt of DLA or PIPS, has been used to award points for scholarship applicants.</p> |
|--|--|--|--|--|--|--|

PART B

| | | | | | | |
|------|--|--|---|--|-------------|---|
| 2.2a | <p>People with disabilities apply for 60% more jobs than people without disabilities before finding employment (ECNI Annual Report 2020-21 Inequalities in Employment: Disability).</p> <p>The employment rate for disabled people here continues to be the lowest across all the UK regions (Breaking down barriers for disabled people in employment, Chief Commissioner - ECNI, January 2023)</p> <p>4.9% of staff at the University declared a disability in 2021.</p> | Provide short-term funded placement opportunities for people with disabilities in areas where there is under-representation. | Increase in the number of placement opportunities for people with disabilities. | Damian McAlister Chief People Officer | 2022 – 2027 | <p>Following the success of the first Graduate Boost Programme, the second cohort launched in January 2025 with 13 disabled graduates placed across 12 employers. The 15-week internships address barriers to highly skilled employment in Northern Ireland. Graduates also completed a 15-credit postgraduate module, <i>Demonstrating a Professional Identity</i>. With 100% retention and 40% offered jobs before completion, the programme has proven impactful. DfE has confirmed its intention to continue this bespoke initiative in the AY 2025/2026.</p> |
|------|--|--|---|--|-------------|---|

PART B

| | | | | | | |
|------|--|---|---|--|-------------|---|
| 2.2b | | Ring-fence posts annually across Business Support Services and work with external partners, including NI Union of Supported Employment (NIUSE), to support the recruitment process. | Increase in the number of ring-fenced posts for people with disabilities. | Damian McAlister Chief People Officer | 2022 - 2027 | <p>The Resourcing Team started a pilot using one identified role (Executive Assistant). The Head of Resourcing Operations and the EDI Section Lead for Compliance and Statutory Requirements met with the Equality Commission: They recommended using the Job Start Scheme. We then partnered with Job start and the process began. Unfortunately, this scheme lost funding mid-process, and we could no longer continue with the post as ring fenced. The post was then recruited via the normal process.</p> <p>Learning from this included that to meet this objective there is a need to properly plan and identify those posts suitable for ring fencing and then identify the most appropriate way to recruit. This project is on</p> |
|------|--|---|---|--|-------------|---|

PART B

| | | | | | | |
|-----|---|--|--|---|-------------|---|
| | | | | | | the Resourcing Team agenda this year and progress will be reported on in the next reporting period. |
| 2.3 | <p>Research has found that despite legislation regards diversity in the workplace, people with disabilities still do not experience the same access to work opportunities as people without disabilities.</p> <p>A recent survey commissioned by Inclusive Boards found that employers are apprehensive about hiring a senior employee with disabilities.</p> | Provide an opportunity for staff with disabilities to attend the Leadership Training Programme, hosted by Disability Rights UK in association with the Leadership Academy. | Staff participate in the programme, with a view to developing a tailored version of the programme that can be implemented at UU. | <p>Damian McAlister Chief People Officer</p> <p>Chair of the Staff DisAbility Network</p> | 2022 - 2027 | Intake to the Disability Rights UK Leadership Training Programme was suspended during the reporting period as the Programme was being reviewed. It is anticipated that once dates for the next learning cohort are known, a member of the Network members will be enrolled. |
| 2.4 | There has been a 19% increase in the number of | Explore further the concept of Universal Design | Working Group established within Year 1. | Professor Odette Hutchinson | 2022 - 2027 | The Wellbeing and Belonging and Leadership Network's implementation |

PART B

| | | | | | |
|--|---|---|---|---|---|
| | <p>Reasonable Adjustment Recommendations (RARs) for students over the past 5 academic years (2017/8 – 2021/22), which suggests that there is a significant reliance on RARs to remove barriers to learning for students with disabilities.</p> <p>Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. This approach offers flexibility in the ways students access material, engage with it and show what they know.</p> | <p>for Learning (UDL) to maximise the teaching and learning experience for students with disabilities.</p> <p>Ensure UDL is a strategic priority for UU by developing a Strategy and Action Plan over the life cycle of the University's DAP.</p> | <p>Written Strategy, Action Plan and evaluation methods endorsed by the SLT (Years 2 – 4), with the aim of increasing accessibility and usability for students with all levels of ability, to progress at UU through inclusive curriculum design solutions.</p> | <p>Pro-Vice-Chancellor Academic Quality & Student Experience</p> <p>Dr Roisín Curran Interim Head - Centre for Higher Education Research and Practice (CHERP)</p> <p>Andy Jaffrey Head of Office for Digital Learning</p> | <p>and evaluation of the 12 mini projects is at an advanced stage.</p> <p>A dissemination event is planned for the end of the AY 2024 to 2025.</p> <p>The Digital Accessibility Workstream Learning Enhancement Workstreams is progressing well. The workstream team has been working with Dawn Crowther (Brand Design Manager) and Sharon Malcom (Graphic Designer) from Marketing and Communications.</p> <p>As a first step, they have now updated both the “creative” and “corporate” PowerPoint templates available on the Ulster communications toolkit and brand assets site. They have fixed existing accessibility issues and made these templates as accessible as possible</p> |
|--|---|---|---|---|---|

PART B

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | <p>from the point of downloads. There is also an introductory slide emphasising the importance of accessible design for inclusively with a few tips on maintaining accessibility when changes are made.</p> <p>The 'Inclusive and Accessible Curriculum and Assessment' workstream team have produced an 'EDI in the Curriculum Toolkit' and had its launch in November 2024, attended by over 100 staff members. The toolkit is available at EDI in the Curriculum - Home and consists of six pillars (inclusive and accessible design, belonging and community, student voice and students as partners, relevant and global curriculum, inclusive and authentic assessment and feedback for learner agency).</p> |
|--|--|--|--|--|--|--|

PART B

| | | | | | | |
|-----|--|--|--|--|-----------|---|
| | | | | | | <p>A toolkit has been designed to help all UU staff who support the learning experiences of our international students and provides guidance around longitudinal inductions, cultural holidays, further reading and opportunities to hear the student voice.</p> <p>Teaching International Students - Home</p> <p>The AFHEA-accredited First Steps to Teaching redesign based on UDL is well underway with over 100 participants. The redesign is proving effective, and a fuller evaluation will take place at the end of the AY 2024 to 2025.</p> |
| 2.5 | As a consequence of organisations pivoting workstreams online, there has | Develop and promote guidance for staff that supports the Web Content | Guidance is implemented and training on elements of the guidance is rolled out to staff. | Damian McAlister Chief People Officer | 2022-2023 | Action completed: The guidance has been disseminated to staff and is available through a dedicated webpage . |

PART B

| | | | | | | |
|-----|---|---|--|---------------------------------------|-----------|--|
| | <p>been a significant increase in the number of staff requesting support, to promote and enhance the accessibility of online events for attendees.</p> <p>The University currently does not have practical guidance to support staff in planning their events online.</p> | <p>Accessibility Guidelines (WCAG) and the requirements of the Public Sector Bodies (Websites and Mobile Applications) (No. 2) to address potential barriers and to promote inclusive online events.</p> | | | | |
| 2.6 | <p>While 1 in 5 people in Northern Ireland have a disability, applications to public boards from people with a declared disability remains consistently low at 6%. (Source: Public Appointments: Annual Report for Northern Ireland –</p> | <p>Promote and encourage applications for membership to Council and its committees within the University from people with a declared disability.</p> <p>Engage with all of the University's Section 75 consultees and</p> | <p>Increase in the number of applications from those declaring a disability.</p> <p>Increased membership of people with disabilities on Council and other public bodies within the University.</p> | Clare Jamison University Secretary | 2022-2027 | <p>The University included Welcoming Statements in the recruitment for new external lay members to Council in 2022 and 2024 to encourage and support prospective applicants with a disability or long-term condition. The University also used a wide variety of channels to advertise the Board vacancies, including our Section 75 Consultee List, the Staff Networks,</p> |

PART B

| | | | | | | |
|-----|---|--|--|--|------|--|
| | published January 2022). | specifically reach out to disability groups and networks to request the distribution of recruitment activity among their contacts, to help promote opportunities more widely. | | | | Diversifying.io website (a careers platform for people to find jobs and opportunities with employers and organisations who are serious about diversity and inclusion). Recruitment information was available in accessible formats when requested. |
| 2.8 | <p>According to Workplace Today, making reasonable workplace adjustments can unlock a hidden talent pool.</p> <p>It can also help promote UU as an inclusive place to work and learn.</p> | <p>As part of the on-boarding process, develop a tile signposting staff to the Reasonable Adjustments Protocol and to the Staff disaAbility Network on the University's new On-boarding Social Hub.</p> <p>Include signposting within the Social Hub that provides support and guidance for new disabled staff, or existing staff with a</p> | <p>The Staff disaAbility Network provides an opportunity for staff with disabilities and long-term conditions to be represented and participate in University life.</p> <p>Staff with disabilities receive support at the earliest possible opportunity to aid them to perform their duties and maintain work.</p> | <p>Damian McAlister Chief People Officer</p> <p>Chair of the Staff disaAbility Network</p> | 2022 | Action ongoing: This action is still under review. |

PART B

| | | | | | | |
|-----|--|--|--|--|-----------|---|
| | | newly acquired disability, highlighting the RAP and the Access to Work Programme. | | | | |
| 2.9 | The University has a legal responsibility under SENDO legislation to provide reasonable adjustments for students with disabilities. The Student Wellbeing team administer these recommendations (RARs) to support students, but the current process of email distribution relies heavily on the student's course director to distribute the information to appropriate teaching staff. | <p>Implement a change project to update the RAR distribution process within the Student Wellbeing CRM to feed into live SharePoint lists.</p> <p>Develop an updated RAR form to streamline recommendations for clarity.</p> <p>Develop School RAR Administration role within the process to allow to nominate staff within each school to have access to full School RAR list.</p> | <p>Improved RAR distribution process in SharePoint where all parties with appropriate access can access RARs for sharing/distribution to other appropriate staff within their school/department.</p> <p>Better 'live' RAR information management in SharePoint.</p> <p>Improved understanding and engagement with the RAR process.</p> | <p>Professor Odette Hutchinson Pro-Vice-Chancellor Academic Quality & Student Experience</p> <p>Elaine Hartin Chief Strategy & Finance Officer</p> | 2022-2023 | <p>The library service adopts an inclusive approach to learning, ensuring support can be tailored to meet the diverse needs of the student population.</p> <p>RARs supported from Library Services includes: Response to Student Wellbeing, post student accessibility assessment which takes the form of a 1-2-1 support session with a Subject Librarian, tailored to students with a disability. From the 968-student referral from Wellbeing to Library Services, 92 disabled students have booked and have been supported in 1-2-1 sessions by Academic Engagement</p> |

PART B

| | | | | | |
|--|--|---|--|--|---|
| | | <p>Ensure robust consultation with relevant academic, administrative and professional services staff.</p> <p>Develop clear guidance and training on the new process as well as our responsibility to fulfil RARs appropriately.</p> | | | <p>who receive a percentage of this referral.</p> <p>We provide access to RNIB Bookshare that utilises assistive technology, enabling multiple formats for students with visual impairments or print related disabilities. To date 325 users avail of this service, and they have downloaded 4289 download resources.</p> <p>The Library Service has carried out an accessibility audit to improve physical accessibility of the Library space and has carried out a digital accessibility enhancement to its Library Catalogue.</p> <p>A UX business analyst has been appointed to ensure that the library digital space meets and exceeds the needs of all library users and is</p> |
|--|--|---|--|--|---|

PART B

| | | | | | | |
|------|--|---|--|--|--|--|
| | | | | | | compliant with all legislation. |
| 2.10 | Traditional accessibility barriers to print, audio, and visual media for students with disabilities can be much more easily overcome through web technologies. There are physical barriers in accessing new buildings and facilities for staff, students and visitors at the University. | Establish an Internal Disability Advisory Forum, which is representative of the staff and student body, to engage with and to help inform decision making and project planning. | Enhanced engagement between staff, students and external stakeholders. Improved digital and physical accessibility. | Damian McAlister Chief People Officer Michael Fitzpatrick Director of Estates Mark Taglietti Director of Digital Services David Longstaff UU Students Union | 2023 Meetings arranged as required throughout the lifetime of the Action Plan. Review of membership carried out every two years (31 March 2025 and 31 March 2027). | UUSU continues to support this action and there remains significant input on our Student Council through protected seats for students with disabilities to voice their opinions. In addition, this year as part of a digital accessibility initiative, UUSU has lobbied on making all learning platforms fully accessible. A key short-term milestone here has included implementing a translation feature on Blackboard to improve inclusivity. A larger and keynote project is the establishment of the SWANN (Students With Additional Needs Network) project. This was put in place by UUSU to provide a dedicated space for students with additional needs, advocating for better |

PART B

| | | | | | | |
|--|--|--|--|--|--|---|
| | | | | | | support structures and accessibility across campus. |
|--|--|--|--|--|--|---|

| 3. Actions to promote both positive duties | | | | | | |
|--|--|--|--|--|-------------|--|
| | Rationale | Action | Performance indicator / target | Responsibility | Timescale | Progress during the reporting period 01.04.24 – 31.03.25 |
| 3.1 | Increase awareness of UU thought leadership and academic expertise relating to disability. | Proactive efforts to further enhance relationships across all Faculties to identify and showcase research or teaching that directly impacts on disability in society e.g. patient care, policy influence, attitudinal studies, participation, recovery/rehabilitation/diagnostics etc. | Enhanced focus on patient/societal outcomes and impact of relevant research. Social media and press coverage (including the use of internal communications) of civic impact in action. | Professor Liam Maguire Pro-Vice-Chancellor Research | 2022 - 2027 | Action ongoing. We continue to promote the breadth of research expertise at Ulster University. An example of a recent article is available here . |
| 3.2 | British Sign Language (BSL) legislation is | Provide a series of awareness sessions in regard to d/Deaf | Improved knowledge and understanding of d/Deaf culture and | Damian McAlister | 2022 - 2027 | Using the funding from the DfC funding, 16 staff from across all schools |

PART B

| | | | | | |
|--|--|--|--|--|---|
| | <p>currently passing through Westminster and similar legislation is proposed for BSL and Irish Sign Language (ISL) in NI. A sign language act would require the government to ensure the use of British and Irish sign language across public services. This action is included in preparation for the legislation and in response to a growing demand from staff to attend sign language training.</p> <p>The action will also help staff to communicate better with people with hearing loss and help promote an inclusive working and</p> | <p>culture, British and Irish Sign Language, and Sign Communication; and to develop an online awareness module through the LMS LEARN system to allow access to training on demand for staff.</p> | <p>an increased awareness of sign language, evidenced through feedback from participants who attend the sessions.</p> <p>The action will also help staff to communicate better with people with hearing loss and to promote an inclusive working and learning environment.</p> | <p>Chief People Officer</p> <p>Chair of the Staff disaBility Network</p> | <p>and departments (and grades) completed a 10-week BSL programme which was taught at Belfast and Coleraine campuses.</p> <p>In addition to this, the funding was used to finance additional all-staff training opportunities on the following topics: Introduction to Lip Reading; Introduction to BSL; d/Deaf Awareness and d/Deaf Culture.</p> <p>Furthermore, the funding was also used to finance training to 80 delegates in introduction to BSL, d/Deaf Culture, d/Deaf Awareness, and Introduction to Lip Reading at the Inaugural Cross Border Physician Associate Conference: Preparing for the Future.</p> |
|--|--|--|--|--|---|

PART B

| | | | | | | |
|-----|--|--|--|--|------|--|
| | learning environment. | | | | | |
| 3.3 | <p>People with disabilities apply for 60% more jobs than people without disabilities, before finding employment (ECNI Annual Report 2020-21 Inequalities in Employment: Disability).</p> | <p>UUBS, along with the Employability and Careers section, will support the implementation of the GradEmployNI programme in partnership with Leonard Cheshire Charity.</p> <p>The programme consists of 12 online workshops on topics such as Human Resource Management, Future of work, Accounting and Finance, Leadership working in teams, technology at work, Future of work, innovation and entrepreneurship. Each learner will be coached by a</p> | <p>Successful matches of students with internship positions. Graduates will have increased their own personal awareness and knowledge of the recruitment process. Participants will have developed many skills to help them overcome barriers in the recruitment process.</p> <p>Participants will have attended at least 10 workshops as a group and will have had two one-to-one coaching sessions with an academic</p> <p>They will have gained insight, confidence and the skills required in the workplace. For</p> | <p>Professor Mark Durkin Executive Dean - UUBS.</p> <p>Dr Paul Joseph-Richard UUBS.</p> <p>Professor Odette Hutchinson Pro-Vice-Chancellor - Academic Quality & Student Experience</p> <p>Dr Stella So Employability and Careers</p> | 2022 | <p>Action concluded: The initial pilot with Leonard Cheshire has been completed and a wider University programme was rolled out through University Employability.</p> <p>Students who have completed this programme continued to receive support throughout the AY 2024 to 2025. Individual coaching and mentoring sessions are offered on case-by-case basis, when required. Most of the students have become self-reliant and self-sufficient. This programme is completed in 2025.</p> <p>This successful programme has been published as a UUBS case study of 'Going beyond legal compliance</p> |

PART B

| | | | | | | |
|--|--|---|---|--|--|--|
| | | <p>named academic from the UUBS.</p> <p>The programme involves Graduates attending a business bootcamp, which is aimed at empowering graduates with disabilities, with skills on how to manage the recruitment process with their individual circumstances and to ultimately succeed in securing a job opportunity, whether it is an internship, placement, part time job or a graduate role.</p> <p>The programme aims to build overall confidence to help overcome barriers that people with disabilities often face when</p> | <p>example, research, report writing, creating presentations, handling project work and general administration.</p> | | | <p>and that of creating a transformative change in people with disabilities, in a new book: Joseph-Richard, P. & Caplan, S. (2025). "Beyond Employment Law: Walking the extra mile from compliance to culture" (Chapter 5) in Everett & Hill (Eds.) <u>Diversity, Equity & Inclusion for Business and Management.</u> <u>London.</u></p> |
|--|--|---|---|--|--|--|

PART B

| | | | | | | |
|-----|---|---|---|--|-------------|---|
| | | searching and applying for job opportunities. | | | | |
| 3.4 | The completion rate of the mandatory online Disability Awareness training is 56% for current staff. | <p>Refresh the online Disability Awareness training module on the University's new LMS LEARN system, to help make it more relevant, interactive and engaging.</p> <p>Increased awareness of the Disability Awareness training through the enhanced functionality of the LMS LEARN system which can send automated reminders to staff, as well as promoting the training through regular communications on the University's social media and</p> | <p>Increase completion rate by at least 5% of current staff each year, in the lifecycle of the DAP.</p> <p>Increased awareness of disability issues and our shared roles in supporting colleagues and students with disabilities.</p> | Damian McAlister Chief People Officer | 2022 - 2027 | <p>This action is ongoing:</p> <p>The training has been refreshed and developed using innovative design aspects and videos, to be made available to all staff through the Staff Disability and Age SharePoint. This is due to licensing issues which currently prevent us from rolling it out through LMS. It has been renamed 'Disability Equality Training'.</p> <p>At the time of this report the training is being accessibility tested and will be made live during the next reporting period. It will be advertised and staff made aware through 'all staff' emails.</p> <p>Whilst we will not be able to measure the</p> |

PART B

| | | | | | | |
|-----|--|--|--|--|---|--|
| | | internal news channels. | | | | completion rate previously set as a target within this action, using a quiz embedded within the training via Microsoft Forms, we will be able to not only give staff the opportunity to track their progress and revise their knowledge but it will also allow us to monitor the uptake of the training. Even though it will not be available via LMS we are asking all staff to complete it as part of their expected learning and development. |
| 3.5 | The DAP is a living document, and the actions are designed to be flexible and responsive to changing priorities over the five- year period. These priorities will help create and sustain an inclusive culture | Disseminate the DAP to all staff, students and stakeholders, with regular communications and increased visibility and accessibility of the Plan on the University's website. | All staff and students have an increased understanding of the two disability duties, evidenced through surveys and training evaluations. Staff and students engage regularly to provide updates on actions, as well as proposals | Damian McAlister Chief People Officer | Throughout the lifetime of the Action Plan. | Two sessions were offered to staff on 'Disability Duties' and the DAP, and the DAP is referenced throughout our EDI and Disability Awareness training. We will continue to offer these training sessions during the next reporting period, and two new actions will be added to |

PART B

| | | | | | | |
|-----|---|--|---|--|--|--|
| | that differentiates us as a place of learning and achievement, where we are all proud to work and study. (See also action 1.2). | | to include new actions. | | | the DAP in the next reporting period. |
| 3.6 | Statutory reporting requirement. | Report progress of actions within the DAP 2022 – 2027 to the University's SLT and the EDI Steering Group every six months. Provide updates on actions to the ECNI through the University's Section 75 Annual Progress Report. | Increased engagement at a senior level within the University. Targets are met and actions reviewed if necessary. Increased awareness of disability inclusion across the University, evidenced through staff disability awareness surveys. | Damian McAlister Chief People Officer | Throughout the lifetime of the Action Plan | This action is ongoing: Completion of related actions is reported to SLT and to the Resources and People committees. |

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

During this period, the EDI Unit delivered an internal presentation to staff on the Disability Duties, to provide an opportunity for colleagues to give feedback and inform new actions. These actions included:

- Feedback from service users/ Action owners and colleagues
- Review Action Plan
- Review complaints and requests.

(b) Quantitative

The EDI Unit monitors changes to the staff and student disability profile on an annual basis.

The EDI Unit also has arranged training sessions for University staff in relation to Disability Awareness. Details of courses and numbers attended are listed in Appendix 1.

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 and/or any other changes?

No. The DAP 2022 to 2027 was launched in December 2022, following a 12-week public consultation exercise. The plan continues to be implemented during this reporting period. To date no additional steps have been added.

PART B

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?

The new DAP has a 5-year cycle, and it was launched towards the end of the previous reporting period. Given the focus of EDI in the new Corporate Strategy, it is expected that new actions will be added to the DAP in consultation with Departments and Schools across the University. Completed actions will be removed. The EDI Section now has a dedicated section to focus exclusively on Disability and Age.

End of Document.