Ulster University

Public Authority Statutory Equality and Good Relations Duties
Annual Progress Report 2014-15

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

http://www.ulster.ac.uk/secretary/policyimplementation/equality/scheme.html

http://www.ulster.ac.uk/secretary/policyimplementation/equality/consultations.html

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 2014 and March 2015

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 2014-15, 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 2014-15, responsibility for supporting the implementation of the University's statutory equality and good relations duties and equality scheme remained with the Policy Implementation Unit (PIU), Office of the University Secretary.The following key policy/service delivery developments were made during the reporting period to promote equality of opportunity and good relations:

•   completion of the University's eighth Article 55 Return. This demonstrated a 1.5% growth in the Catholic share of the monitored workforce since 2010, and progress in achieving the targets set for each campus within the University's affirmative action programme;

•   implementation of the revised procedure for developing policies, to ensure mainstreaming and promotion of equality of opportunity and good relations in policy development;

•   implementation of a revised Students Union Good Relations Policy, so that every student accepts and embodies good relations as a core value in all of their interactions at the University;

•   review of the Students' Union Political Protocol and development of a Framework for Political Expression, to encourage behaviour that promotes a diversity of views and robust, responsible political debate. The framework provides guidelines to ensure that such debate is conducted in a manner in which individuals recognise that others are entitled to have a view, whether or not they agree with that view;

•   development of the Student' Union Guidance for Organising Political events, to ensure that each policital event aligns with the Good Relations Policy and that all students choosing to attend are able to participate fully, safely and without fear at each event;

•   a review of the students' dress code, to encourage students to respect the views and feelings of other students and the University staff by not wearing clothing bearing images or words that are offensive or insulting ;

•   a restructure of the Student Council to ensure that students from all educational areas and levels within Ulster have the opportunity to feed into its democratic mechanisms. This extended provision to include postgraduate representation on Student Council for the first time;

• the Head of the International Student Department gave a presentation to the Student Council on the topic of Good relations/race relations to continue to develop Students as ambassadors;

• a review of the Policy for the Protection of Children and Vulnerable Adults, to include amendments to legislation;

• achievement of a University Bronze Athena SWAN award in April 2014 and prepararation of individual Schools' applications for Athena SWAN Silver Award, demonstrating significant impact and achievement in promoting gender equality for women in science, engineering and technology;

• the University's Equal Pay Audit, which confirmed that there were no significant pay gaps in relation to gender, disability, community background or ethnicity for which an explanation had not been provided;

• participation in the Equality Challenge Unit's Race Charter Mark Trial. This required the University to carry out a robust review of its BME/International staff and student profile, along with a review of the culture and experiences of BME/International staff and students and the development of a three-year comprehensive, evidence based and SMART action plan;

• continued support for the staff disability network. The enables disabled staff to discuss and share disability issues in confidence in a neutral environment and report any accessiblity issues to the Equality and Legal Manager;

• review of the policy on dealing with complaints of bullying and harassment, investigation panel training for staff and students and refresher training for staff already trained to sit on investigation panels. This aims to streamline the procedure and reduce the time taken to set up and complete the investigation process ; and

• ongoing policy screening, to ensure the mainstreaming and promotion of equality of opportunity and good relations in policy development.

The progress of the equality actions contained within the Equality Scheme Action Plan (and in general) continued to be monitored and reviewed by the Organisational Development Committee, which met 4 times during the period. With a specific focus on equality, diversity and inclusion, this Committee continued to provide a valuable mechanism for evaluating the effectiveness of the equality and good relations agenda.

Work also progressed within a number of specific areas, which are not included in the Equality Scheme action plan, as described below.

THE CONFUCIUS INSTITUTE

The only Confucius Institute in the region, based in one of the University's Faculties since 2012, aims to develop academic, cultural and social ties between the two countries. Over the reporting period the Institute has:

• delivered lessons in Mandarin Chinese and cultural awareness thorough its network of regional Confucius classroom hubs (including 121 schools and FE colleges). To date 864 pupils from Ulster's Confucius Institute have taken the Chinese Proficiency Test,

with over 90% passing it;

• supported the teaching of Chinese as part of broader courses in the area of Modern Languages and as a separate minor strand in the University's provision of combined programmes;

• organised cultural and educational visits to China for students, teachers, and school principals from the region;

• hosted a number of visits from representatives of Chinese universities and business circles; and

• worked in partnership with the Chinese Embassy, the Chinese Consulate General, local ministers and councils to host a variety of cultural events such as the celebration of the China National Day, the Chinese New Year.

INCORE

Over this review period, INCORE has continued to consolidate teaching at INCORE as well as pursue a range of research projects linked to equality and diversity issues. INCORE is deeply embedded in the community relations sector in Northern Ireland making a direct contribution to community relations issues. This contribution is evident in its teaching work and in its practice and research work.

A large part of the teaching includes a focus on equality issues and good relations in Northern Ireland. Twelve students joined the two MSc in Applied Peace and Conflict Studies Programmes in September 2014, including one from Canada and one US exchange student who is enrolled for the first semester only. There were 4 part-time students returning to year 2 and 5 part-time students returning to complete Year 3 at the MSc stage.

Two INCORE-HECUA 'Democracy and Social Change' programmes were delivered during the reporting period. These are taught semester courses for international undergraduates. A large part of the teaching includes a focus on equality issues and good relations in Northern Ireland. Students are placed in various community organisations for the internship component of the course. An event took place in May 2014 which celebrated the programme's successes and thanked the various community organisations. This event was an opportunity for an invited audience of community representatives, academics and policy makers to hear reflections on learning experiences from some students, and also to celebrate the success of the Programme in developing understandings of the Northern Ireland conflict on both sides of the Atlantic.

The annual INCORE Summer School did not run in 2014 due to time pressures but will resume in 2015 and will run modules on learning lessons from NI conflict and innovation, peacebuilding and technology. In 2015, it will partner with the Clinton International Summer School.

Various projects undertaken in this review period have a focus on diversity issues including:

Accounts of the Conflict: The aim of this project was to create an on-line resource, in the form of a dedicated website, digital archive and repository, to facilitate and promote

engagement with a range of personal accounts of the conflict as well as chronologies, biographies, official government records, and events related materials. The project directly focused on building reconciliation in Northern Ireland by the sharing of stories across communities. Two seminars were delivered by international speakers on the topics of 'Archive development and civic engagement at sites of conscience' and 'The art of remembering: evoking memories and legacies of the Korean War'. In addition, a major international conference took place over a 2 day period in Belfast – this attracted 60 local and international speakers and approximately 150 attendees and focused on digitally archiving stories for peacebuilding. The conference was accompanied by a specially commissioned exhibition Textile Accounts of Conflicts. Several roadshows were delivered throughout Ireland. Each roadshow was organised in association with other organisations and these were Community Relations Council Practitioners meeting, Dundalk DKIT (student group and general public), Victims Forum, Holywell Diverse City Partnership, Royal Irish Academy, Dublin, and the OFMDFM Research Grouping. The seminars, roadshows and conference were positively evaluated in the evaluation process. Community briefings included meetings with story collecting projects and organisations. Project team members also briefed the US Consul, the Secretary of State, the Minister of State, the NIO, OFMDFM, Victims Commissioner, the Department of Foreign Affairs, various politicians etc. Despite extensive public discussion and political negotiations, Northern Ireland society has not yet found a way forward on dealing with the past. The suggestion of an Oral History Archive contained in the Stormont House Agreement may represent one avenue for advancement and Accounts of the Conflict is being included in the various ongoing discussions.

CAIN (Conflict Archive on the INternet): CAIN is based at INCORE – it is the largest online repository of information on the Northern Ireland conflict. CAIN's main project during the review period was the Accounts of the Conflict project. CAIN continued to make regular updates to various components of the site. Work with the Public Record Office of Northern Ireland (PRONI) to make available key documents from their archives on CAIN continued with records from 1983-84 being added and made available in August 2014. Fieldwork has been completed on the records for 1985 and 1986. The National Archives, Ireland (NAI) on CAIN work also continued with a further award of funding from DFA Reconciliation Fund in the summer of 2014. All these records and the archive has a bearing on community relations in Northern Ireland.

ARK (Access Research Knowledge): ARK is a resource providing access to social and political information on Northern Ireland. Its seminars, surveys and publications focus on a range of diversity and community relations issues. The ARK Ageing programme supports engagement between the age and academic sectors. In the reporting period, a meeting took place with Age Encounter, a seminar was delivered and a training day was organised with NICVA. In addition to this, we partnered with AgeNI to run a very successful conference on preparing for an ageing population. A visiting fellow gave an academic seminar, ran a practitioner workshop and a public roundtable event took place. We invited ESRC Centre for Population Change to bring their 'How to live to 100… and enjoy it' exhibition to W5 and it attracted over 1,000 visitors. ARK completed various surveys during the reporting period including NILT (Northern Ireland Life and Times, YLT (Young Life and Times), Kids' Life and Times. These surveys provide a benchmark in Northern Ireland in terms of equality issues, diversity and community

relations attitudes. Regarding NILT, OFMDFM agreed to extend the current award to allow us to run the Community Relations and Minority Ethnic Groups modules in 2014 and two modules funded through the AP ARK Ageing programme on Dementia and Ageing were also included in the 2014 survey. The ARK Policy Unit has succeeded in establishing itself during the year.   The Policy Unit currently have a major grant from OFMDFM to enhance the information and research base upon which equality and social need policies are developed. The work includes Roundtables, Policy Briefs, Fellowships, Finding and Using Evidence service, publication of the second edition of 'Figuring it Out: Looking behind the Social Statistics in Northern Ireland'. During the reporting period, ARK organised several seminars on equality issues. These included seminars entitled, 'I imagine I can't do it so I won't do it… understanding older peoples interaction with online public services'; 'At the Crossroads: Preparing for an Ageing Population'; 'Research on the Road: Cushendall'; 'Beyond the Silos: An all age approach to strengthening communities'; 'There could be someone in here that's gay: the provision of inclusive services to older lesbian, gay and bisexual (LGB) adults in residential care environments in Wales'. A full list is available at http://www.ark.ac.uk/seminars.

InPeaceLab: For some time at INCORE, different staff have been considering how technology and peacebuilding can be connected. New technologies are not only becoming critical to campaigns aimed at social change (both negative and positive change) but are increasingly being used in the peacebuilding and human rights field. To develop these ideas INCORE in partnership with the Never Centre in Derry, the Young Foundation, the Agirre Lehendakaria Center for Social and Political Studies in the Basque country, New York based Culture Shock, and Scensei in Washington decided to launch the InPeaceLab which by being based at the FabLab in Derry will explore with us how technology and new media can be used to enhance peacebuilding practice.

INCORE Peace Initiative: The peace initiative will seek to embed peace locally and assist peacemaking initiatives globally. The full amount of money, £3m, for the John Hume and Thomas P O'Neill Chair in Peace has been raised and outcome of recent interviews for the post of Chair are pending. Money for John J Sweeney international scholarships has been raised and Rotary Club of Londonderry have pledged an international scholarship. An International Fund for Ireland Research PhD Scholarship has been agreed to recognise the contribution of IFI to the establishment of the Chair. This work all focuses on conflict and de factor equality related issues.

Fetzer Programme: This research which looked into the Sustainable Peace Programme run mainly through Gelncree Centre for Reconciliation which brought former protagonists from the conflict in Northern Ireland together including combatants, victims, soldiers and police. Following a series of international evaluation/data collection workshops, a workshop and public event took place in Northern Ireland during the reporting period. The focus was on community relations – we are currently drafting a report that evaluates the impact of this type of deep dialogue work.

INTERNATIONALISATION STRATEGY

The University's Internationalisation Strategy seeks to increase the number of international students, to enhance the international dimension of Ulster and to improve the learning environment for all students. Targets and key success indicators have been

set for increasing the number of students studying through our international partnerships and for outward and inward student mobility, for staff and students. The following are new activities in this reporting period:

1.   The Head of International Student Experience has worked with colleagues to develop the University's Race Quality Charter Bronze Application. This involved taking responsibility for writing the section on diversity in the curriculum and conducting a series of international student focus groups and interviews with international staff members to gather evidence to inform the development of the action plan.

2.   The Head of International Student Experience has delivered a series of staff development workshops for academic colleagues that focus on internationalisation of the curriculum. Central to these workshops are questions around how best to manage diversity and promote inclusion in the learning and teaching processes. The staff uptake was good across all campuses and the feedback indicated that staff found them useful for their practice.

3.   The Head of International Student Experience has worked with Students Union officers and other colleagues on the Good Relations Working Group to develop and agree the Good Relations policy that articulates how diversity and inclusion should be promoted as core values to shape and determine the culture on all University campuses.

4.   The International Student Experience team has worked with colleagues in Corporate Communications to provide quotes and testimonials from international students that have been broadcast on the University's internal screens that are fixed in social areas of each campus.

5.   The International Student Experience team has worked to support the promotion and development of the international student societies on each campus to all students, home and international alike, to foster meaningful social integration between home and international students.

6.   The University has participated in the International Student Barometer survey for the second year. This allows us to benchmark ourselves against other participating universities in the UK and internationally. The findings of the second survey will be made available in April 2015.

7.   In May 2014, a delegation of senior management visited existing and new international partners in the US. The market visit helped further develop relations and international collaboration with US partners. The visit also presented the opportunity for the International Department to liaise closely with DARO in building relations with international alumni with the objective of identifying international ambassadors who will promote Ulster within their local markets.

8.   In September to November 2014 a number of roadshows and information sessions were held across campuses to promote the benefits and opportunities of study abroad to Ulster students. This promotional activity is set to become an annual event and aims to see an increase in outward mobility over the incoming years.

9.   In October 2014 a focus group was held with international students who had recently enrolled at Ulster. The purpose of this exercise was to gain an understanding of how prospective international students and international offer-holders found the

application and recruitment experience and how aspects of this experience could be improved to aid an increase in applications and enrolments.

10.　　In November 2014 a survey was conducted with international recruitment agents to gain an insight into how International Student Marketing and Recruitment could enhance the support provide to agents in the recruitment of international students to home campuses. The findings of this survey provided a number of action points which the team has been taking forward, which will ultimately result in building stronger working relationship with the agent network.

11.　　November 2014 also saw the establishment of the International Forum with membership drawn from faculties and key central departments. A primary objective of the Forum is to enhance engagement throughout the University on internationalisation and share good practice.

12.　　In January 2015 and aligned with the University's review of web content, the International Department webpages were updated to reflect Ulster's new brand values and messaging.

13.　　Throughout 2014/15 a number of new study abroad and student exchange agreements were created with partners in Europe, North America and South America with the goal of developing collaboration around inward and outward mobility.

Overall, 2014/15 saw a significant increase in the number of Ulster students participating in study and/or work placements abroad via Erasmus+ and other outward mobility programmes. This is a strong reflection of the effort to promote the benefits of study abroad opportunities by International Department staff to Ulster students and also the extensive partner network the University has developed with international partners, which provide students with a breadth of choice in relation to studying abroad.

SPORT FOR DEVELOPMENT

Within the School of Sport, the Centre for Sports Enterprise worked with a range of sporting and community groups to build knowledge and design projects to promote equality:

Ulster Rugby - to evaluate their tackling poverty project, providing recommendation as to how to progress their equality agenda through rugby engagement, in addition to staff training.

Monkstown Boxing Club - to evaluate their education through sport project which targeted those Not in Education, Employment or Training, (NEETS) the report provided recommendation for future developments of their equality agenda.

Both projects aimed to provide recommendations to maximise the impact on community relations and equality.

A sport and good relations training programme was specifically designed to meet the needs of a local community group – BYTES. This group work with young people in Belfast from a NEETS background, targeting deprived areas. The programme was delivered over four weeks with the objective of teaching equality, innovation, sports coaching and leadership.

We continue to provide mentoring support to previous projects such as north east sport for peace; engaging with a number of councils, volunteers and sports clubs to create a long- term sustainable legacy.

Through an Interreg IV B project we installed a new interactive piece of play equipment at Lough Shore Park in Jordanstown, this piece of equipment was installed with the objective of not only improving physical activity but also to improving social inclusion, engagement and interaction between young people and parents.

Within Ulster Sports Outreach (USO) eHoops has delivered ten programmes in partnership with the PSNI, targeting young people from low educational attainment areas, focusing on equality and design.

In partnership with sport changes life hosted a conference on the Jordanstown Campus on 26th March 2015, with 200 attendees on the day. The conference was funded by OFMDFM. Keynote speakers included Professor Fred Coalter & Grainne Kelly (INCORE) with workshop sessions delivered by CEO Dame Kelly Holmes Trust Emma Atkins, Lian Lawrence StreetGames UK, Mary Calvery Your Sporting Chance, Yorkshire, Brenda Kelly Sported and Deirdre Brennan USO.

UNESCO

The UNESCO Centre is a recognised research centre within the University, conducting research and development work in education for pluralism, human rights and democracy. The Centre has an active programme of work that addresses equality and diversity through the Children and Youth Programme (CYP) and research related to Education, Conflict and International Development.

During 2014-15, activity emerging from the Children and Youth Programme included:

• Presentation to the DE Strategic Workforce Review Forum on the role of classroom assistants to support pupils with SEN, September 2014

• Keynote presentation at the all-island Child Care and Practice conference on the theme of early intervention, October 2014

• Completion of OFMDFM commissioned research on the development of child rights outcomes indicators, November 2014

• Presentation at the ESRC Social Sciences Festival on the theme of youth participation, November 2014

• Presentation of evidence to the Education Committee Enquiry on Shared Education, February 2015

• Engagement with OFMDFM and NICCY on the development of the next governmental strategy for children and young people, May 2015

• Completion of report on youth participation in Northern Ireland, May 2015

Research related to education, conflict and international development has been further developed through:

• August 2014 - UNESCO Symposium on Youth Civic Engagement and Leadership

through Sport and Recreation, Dublin

• November 2014 – Youth Participation in Northern Ireland Seminar, Belfast

• January 2015 – UNESCO Centre Lecture, Teachers, Citizenship, and Memory: Implications for Post-Conflict Societies, Belfast

• October 2014 - Transitional Justice, Education and Peacebuilding, New York

• November 2014 – Hosting delegation from UNESCO UKNC to Northern Ireland, including facilitating meetings with local legislators, and site visits.

• December 2014, 'Education War and Peace' Seminar, Sussex University

• January 2015 - Research Team Attend UNESCO Forum On Global Citizenship Education, Paris

• March 2015 – New Paradigms for Peacebuilding Seminar, Brussels

• March 2015 – Northern Ireland Council for Integrated Education Annual Lecture, 'Shared Future or Separate Development? The Political Economy of Education Policies in Northern Ireland', Belfast

• May 2015 – Association of Teachers and Lectures (NI) Annual Lecture, 'Common Schools and Shared Education: Challenges for the Teaching Profession in Northern Ireland?'

• Further engagement with international agencies on work relating to education and peacebuilding.

2   Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2014-15 (*or append the plan with progress/examples identified*).

See attached Equality Scheme Action Plan update.

3 Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2014-15 reporting period? *(tick one box only)*

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

Please provide any details and examples:

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

Please provide any details and examples:

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

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

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

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

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

☐ Other *(please specify and give details)*:

Section 2: Progress on Equality Scheme commitments <u>and</u> 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 2014-15 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:

Employees' job descriptions include the requirement for all staff to comply with the University's Equal Opportunities policy. Additionally line managers have specific responsibility for ensuring compliance within their own area.

5   Were the Section 75 statutory duties integrated within performance plans during the 2014-15 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:

All employees are required to complete the mandatory equality and diversity awareness and disability awareness training. Uptake of this training is monitored on a quarterly basis.

6   In the 2014-15 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 2013-14 report

☐ Not applicable

Please provide any details and examples:

Equality action plans/measures

7 Within the 2014-15 reporting period, please indicate the **number** of:

| Actions completed: | 2 | Actions ongoing: | 28 | Actions to commence: | 0 |

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

All remaining actions are scheduled for the life of the plan (i.e. are ongoing).

8 Please give details of changes or amendments made to the equality action plan/measures during the 2014-15 reporting period *(points not identified in an appended plan)*:

Completed actions were removed from the plan.

9 In reviewing progress on the equality action plan/action measures during the 2014-15 reporting period, the following have been identified: *(tick all that apply)*

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

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

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

☐ Measures to address a prioritised inequality have been completed

Arrangements for consulting (Model Equality Scheme Chapter 3)

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

☐ All the time   ☐ Sometimes   ☒ Never

11 Please provide any **details and examples of good practice** in consultation during the 2014-15 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:

Consultation took place with students, the Students Forum, Student Council, the Senior Executive Team and the Equality Commission for NI in the development of the SU Good Relations Policy. The policy was developed by a dedicated working group, which included representatives from the various internal stakeholders.

12   In the 2014-15 reporting period, given the consultation methods offered, which consultation methods were **most frequently <u>used</u> 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:

We received very little feedback from consultation, with only one disability organisation responding to consultation exercises.

13   Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2014-15 reporting period? *(tick one box only)*

     ☐ Yes   ☐ No   ☒ Not applicable

Please provide any details and examples:

This was not a commitment within our Equality Scheme

14   Was the consultation list reviewed during the 2014-15 reporting period? *(tick one box only)*

     ☒ Yes   ☐ No   ☐ Not applicable – no commitment to review

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

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

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

11

16   Please provide the **number of assessments** that were consulted upon during 2014-15:

2	Policy consultations conducted with **screening** assessment presented.
	Policy consultations conducted **with an equality impact assessment** (EQIA) presented.
	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:

Policy screening exercises were carried out between 8 May 2014 - 15 August 2014 and 7 January 2015 - 1 April 2015, for the periods October 2013 - March 2014 and April 2014 - December 2014 (extended period).

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 2014-15 reporting period? *(tick one box only)*

PART A

☐ 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 2014-15 reporting period? *(tick one box only)*

☐ Yes   ☒ No, already taken place

☐ No, scheduled to take place at a   ☐ Not applicable
later date

Please provide any details:

The University's Second Equality Scheme was implemented in 2012.

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 2014-15 reporting period, has shown changes to differential/adverse impacts previously assessed:

No adverse impacts were previously anticipated for the policies revised/reviewed during this reporting period. However, for some policies, positive impacts were anticipated going forward, e.g. Physical Access and Egress for Disabled People, Library Services Strategy, EO Policy, Student Admissions.

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:

Participation in the Equality Challenge Unit's Race Equality Charter has resulted in the development of extensive quantitative and qualitative benchmark data for International

staff and students. This, along with the actions within our new Race Action Plan, will be reviewed annually to assess changes in the representation, progression and success of minority ethnic staff and students at the University.

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 2014-15, and the extent to which they met the training objectives in the Equality Scheme.

No EQIA training was required during this reporting period.

A Policy Screening Training Seminar was held for relevant staff in June 2014. However, this not well attended. Face-to-face training for the screening of individual policies has proved to be more effective (albeit more resource intensive).

The mandatory on-line equality awareness training continues to be monitored on a quarterly basis. To date, 57.2% of current staff have successfully completed this 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:

Face-to-face training with individuals responsible for the screening of specific policies has worked better than the provision of a more general equality screening seminar.

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

26 Please list **any examples** of where monitoring during 2014-15, across all functions, has resulted in action and improvement in relation **to access to information and services**:

The University completed a rebranding exercise during the reporting period, enabling it to develop more effective, accessible and consistent communications across the University. As part of this exercise, brand guidelines were developed for staff, with a specific emphasis on how we communicate. These guidelines reflect the University's core values, and emphasize our diverse range of audiences and their respective information/access requirements.

Complaints (Model Equality Scheme Chapter 8)

27 How many complaints **in relation to the Equality Scheme** have been received during 2014-15?

Insert number here: 0

Please provide any details of each complaint raised and outcome:

Section 3: Looking Forward

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

2017

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)*

The University intends to update its on-line equality awareness training provision.

30   In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2015-16) 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: 'Disability Duties'
Annual Report 1 April 2014 / 31 March 2015

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

0	40	3
Fully Achieved	Partially Achieved	Not Achieved

2. Please outline the following detail on <u>all</u> **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], Regional[iv] and Local[v]			

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

	Training Action Measures	Outputs	Outcome / Impact

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

	Communications Action Measures	Outputs	Outcome / Impact

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

	Encourage others Action Measures	Outputs	Outcome / Impact

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

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
Public Life Measures				
1.	**Increase the representation of disabled students at the University**			
1a	Continue to encourage prospective disabled students to apply to the University	The AccessAbility Team participated at the University's Open day for Parents and at the Careers Conference in Semester 2. Student Support participated in 3 regional events meeting prospective students organised by Transitional Officers. We have attended Schools and Faculties Open events for prospective students including 3 Computing and Engineering events. An AccessAbility Open Evening was held for prospective students with autism or Asperger's Syndrome in Jordanstown in Semester 2. 45 prospective students attended the Open Evening in Jordanstown and 20 attended on the Coleraine campus in March 2015. Of the attendees 90% reported the event as Excellent or Good. 80% reported that the event encouraged them to attend University. 339 new students have had a Needs Assessment carried out from August 2014 – March 2015.	Sustained numbers of disabled applicants over the period. Clear guidelines to ensure students with disabilities have the support they need in time for semester 1.	This action is ongoing

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
		An updated guidance document was drafted for prospective disabled students to ensure a smooth transition into University. A Disabled Students' Allowance Roadmap was created to assist in students being assessed for support earlier in order for supports to be put in place for the start of term. This is also available on the Student Support website.		
1b	Continue to ensure fair admissions	The University operates a fair and transparent admissions policy. The Policy states that the University strives to be an inclusive learning environment and welcomes and encourages applications from persons with a disability. The Admissions Policy was revised during the reporting period, ensuring that the section relating to disabled students was reviewed / updated. No feedback was received from consultees during the corresponding equality screening consultation.	Faculties are reassured, by adherence to the University's Admissions Policy, that fair admissions is achieved.	This action is ongoing
		Art, Design & the Built Environment The Faculty now include the reviewed and approved wording on correspondence with applicants and students. The review process of the fairness of applications is an ongoing basis and will remain under review	**Faculty of Art, Design & the Built Environment** All applicants should be aware of the support options available to any who need it.	This action is ongoing

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
		Arts The Dean is a member of LISASC, the University committee charged with governance of the admissions policy. The Head of Faculty Administration (HFA) ensures adherence with the University admissions policy however the University has not put in place policies specifically designed to increase the number of disabled students and the Faculty is unable to give such an undertaking.	The Faculty is reassured, by adherence to the University's Admissions Policy, that fair admissions is achieved.	
		Computing & Engineering It must be noted that within fair admissions the Faculty cannot increase the numbers of disabled students as no account of disability or otherwise is taken at admissions stage. At Faculty information events, Heads of School remind applicants that it is in their interest to declare if they have a disability so that the University can assess their needs and have arrangements/facilities in place for when they join us as students. The Faculty continues to take every effort to inform applicants with a disability, when appropriate, of Student Support Services	**Computing & Engineering** Registry have not been able to advise exact figures of applicants who declared a disability. Registry write to applicants who declare a disability requesting them to detail their special needs. These forms go to Student Support Services who assess the needs and ensure reasonable adjustments for successful applicants. All information pertaining to these students will be held in Student Support.	This action is ongoing

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
		during the entire admissions cycle.		
		Social Sciences Admissions are based on transparent and fair criteria, partly grades based but within the wider UCAS Tariff Framework which is currently undergoing major changes (sector-wide). Use of the Tariff system, which is not compulsory for HEIs, is itself a measure primarily designed to promote fairness, by promoting parity of esteem between different types of qualification. The Dean is the Chair of the Admissions Policy Sub-Committee which considers a multitude of issues around fairness in admissions, and APOLSC in the reporting period completed a review of the University's Admissions Policy. The Dean in his role as APOLSC Chair recently hosted an all-day seminar with representatives from UCAS and SPA (a sector-wide organisation designed to promulgate good practice and fairness in admissions).	**Social Sciences** The event on 15 April was attended by c. 80 staff from across all six Faculties and several central departments.	This action is ongoing
		Ulster University Business School The School fully complies with the University's Admissions Policy.	**Ulster University Business School** The School is reassured, by adherence to the University's Admissions Policy, that fair admissions is achieved.	This action is ongoing

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
1c	Continue to ensure that disabled students are given specific consideration within the annual Widening Participation Strategic Assessment	The WAP Strategy specifically identifies disability as a key target group. Accordingly, the Centre for WAP continues to give consideration to disabled students within the WAP Plan. During 2014/15, the Widening Access and Community Engagement (WACE) Sub-Committee funded 2 innovative projects aimed at encouraging and supporting young people, parents/guardians and advocates: *AHEAD* (originally funded during 2013/14, but since extenuating circumstances impeded the full delivery of the project in year, funding was rolled over to enable it to be completed during 2014/15). In 2014/15, the Project Team partnered with Action Deaf Youth who are now working in collaboration with NDCS and have taken ownership of working with deaf youth in NI (age 16-30). Action Deaf Youth have undertaken a consultation piece with deaf young people from Feb-April 2015, and a campus based event will take place on June 11th (Getting ahead – University for Deaf Young People) which aims to bring deaf young people on campus, increase aspirations and widen	Maintain and where possible increase numbers of disabled students over the period, in line with the annual Widening Access and Participation Plan (which has replaced the Widening Access and Participation Strategic Assessment).	This is an annual process

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
		participation. This event will be fully accessible with BSL interpreters, and remote captioning offered and will offer a range of views from deaf graduates, deaf students, lecturers involved in teaching deaf students and a range of support services. Details and registration for the event can be viewed at: http://www.chooseulsteruni.com/ and the video invite can be viewed at http://www.bing.com/videos/search?q=ulster+you+tube+getting+ahead&FORM=VIRE1#view=detail&mid=5372C2A7F8C001113E445372C2A7F8C001113E44 *Men in the Moment* – Recognising the difficulties that some students with Asperger's syndrome (AS) experience, and that they may need more support than other students in order to achieve their academic potential, the Project Team partnered with AutismNI to introduce a small group of young men with AS to study at Ulster in a safe, supportive environment. The overarching aim was to reduce perceived barriers into higher education and create tailored support mechanisms in line with the *Access to Success* Strategy.		

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
		Fourteen young men signed up for the project and enrolled on the module 'Coping with University Life using Mindfulness and Sensory Strategies'.		
1d	Continue to foster active partnerships and collaborative working with the statutory sector and NGOs (e.g. Disability Action) to engage students in community based action projects	Attendance at DSA/ELB quarterly meetings. Regular contact with NGOs such as Cedar, Disability Action and Autism NI. 339 new students have had a Needs Assessment carried out from August 2014 – March 2015.	Sustained partnership activities with statutory and non-statutory groups over the period. AccessAbility continues to work with the Statutory Sector in NI and the ROI including DEL, ELBs, Health Trust, Transition Services and HEA to undertake assessments and support of/for disabled students eligible for Disabled Students Allowance and the Fund for Students with Disabilities respectively. AccessAbility continues to work with NGOs such as the Cedar Foundation and the Autism NI to ensure a smooth transition for disabled students into University.	This action is ongoing
		Individual induction exclusively for new	Participants of the induction	

	Action Measures partly achieved	**Milestones[vi] / Outputs**	**Outcomes/Impacts**	**Reasons not fully achieved**
		students with a diagnosis of Autistic Spectrum Disorder (ASD) was carried out in September 2014.	for students with a diagnosis of ASD were asked about confidence in key areas before and after the event. Increased confidence was reported in all areas.	
2.	**Increase the representation of disabled staff at the University**			
2a	Raise awareness of the Health and Wellbeing Procedures	All areas have completed an Annual Health & Safety Checklist which includes reference to the Generic Stress Risk Assessment. These checklists are reported to the University's Statutory Health & Safety Committees at the start of each academic year. The HR website also hosts the University's Health & Safety Policies/Procedures which are accessible by all staff and Induction Checklists for new staff and line managers to ensure that Health & Safety matters and on-line training are completed.	All staff are aware of Health and Wellbeing Procedures and all functional areas have completed a Generic Stress Risk Assessment	This is continuous process and is reported annually via the University's Statutory H&S Management structures.
2c	Continue to develop the University's disabled staff network (established in 2011/12) with input from external agencies	The disabled staff network met once during the reporting period to discuss various access issues. Membership decreased to 11 members, due to a number of staff retiring.	Decreased membership of University's disabled staff network.	This action is ongoing.
3.	**Increase the opportunities for disabled students to participate in University activities**			
3a	Continue to include a statement in all advertisements and promotional material	Disability statement continues to be included in all election materials for Sabbatical and campus council posts.	This year no disabled students have been elected to positions but it is an area we continue to work on.	This action is ongoing.

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
	encouraging disabled students to apply for Students' Union sabbatical posts and Campus Council (introduced in 2011/12)	The Student Council was restructured to ensure fully equitable access for all students. The number of seats was increased significantly to ensure that all students have an opportunity to input.		
3b	Encourage disabled students to participate in Students' Union clubs, societies and activities supported by the Students' Union Volunteering Centre	Disability Sports Sub-Committee established. Due to restructuring within University Student Support, a Disability Officer was not available to deliver awareness training. However, an application was made to Sport NI to provide disability inclusion training to staff and sports clubs officers in the absence of this. UUSU was unsuccessful for 2014-15 in securing the funding for this training, and alternative arrangements will be made for the next academic year.	Increased numbers of disabled students participating in Students' Union activities	This action is ongoing
3c	Provide support for individual disabled students	AccessAbility provided support to 1737 disabled students during the reporting period.	High level of satisfaction for disabled students sustained.	This action is ongoing
3d	Continue to include disability criteria in assessments for discretionary hardship funds	Support for dyslexia assessments will continue to be paid from the Support/ Hardship Funds for 2015/16. This is reviewed annually as any change to the Support Funds may have an impact on the availability of funds. Payment to Educational Psychologists continues to be made through the Funding service.	All disabled students received appropriate financial advice and support at the University.	This action is ongoing

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
3e	Continue to ensure availability of non-medical assistance through the Register of Support Providers for students	In the reporting period 2014/15, 921 students were registered for Student Support non-medical assistance. A total of 1222 individual support relationships stemmed from the 921 referred, with many students having more than one type of support in place.	In 2014/2015, 81.7% agreed that the support received contributed to their academic achievements and 80.3% agreed that having a support provider had helped them stay at University and had improved their overall experience.	This action is ongoing
4.	**Increase the participation of disabled people in sport**			
4a	Support students with a disability to develop their sporting performance, in collaboration with external organisations such as Disability Sports Northern Ireland, The Sports Institute Northern Ireland (SINI) and the Special Olympics	Access and good quality provision maintained for students with a disability to all services and programmes within Sports Services and linkages as appropriate to regional sporting bodies.

Joint application with Disability Sport Northern Ireland submitted to Sport NI for funding from their Active Awards for Sport Programme.

Two Taster Sessions in Wheelchair Rugby were promoted. | Provided appropriate opportunities for students with a disability to participate in sport and increase the baseline figure of those engaged on a regular basis.

This funding application was unfortunately unsuccessful but it reinforced our working relationship with DSNI.

Profile of sport and participation opportunities were raised through social media promotion of the events in association with local Club Ulster Barbarians | This action is ongoing.

Funding priorities of SNI. Future opportunities for partner bids to be identified

Further work required to enable sustained engagement of students in local community venue. |

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
4c	To continue to encourage and facilitate research in the field of sport and disability, in particular the work of the Special Olympics Regional Research Collaborating Centre based at Ulster	SESRI is directly leading research on sport and disability, including the research collaborating centre with Special Olympics Europe Eurasia. They hosted a special panel at the European Symposium on Disability research in sport in Antwerp this June 2014 and publishing an edited book on Coaching Sport to Young People with Intellectual Disabilities. Also supervision of two Doctoral students who are focussing their research on sport and disability and have regular meetings with colleagues involved in the aforementioned Collaborating Centre.	Research Output: In the form of peer reviewed research publications and research income Publications: • 'Institutional perspectives on the implementation of disability legislation and services for Spectators with Disabilities in European professional football' (*Juan Luis Paramio-Salcines/P. J. Kitchin)* • 'The mainstreaming of disability cricket in England and Wales: Integration 'One Game' at a time' (*P. J. Kitchin/P. David Howe)*	Ongoing - A bid for Erasmus funding for pan-european roll-out of disability accessibility training for stadium managers in Ireland, United Kingdom, Spain, Netherlands and possibly Germany.
5.	**Provide accessible development and alumni services and provisions**			
5a	Continue to ensure that publications, website and fundraising campaigns literature are accessible	The format of the bi-monthly alumni e-updates has been reviewed again this year for suitability for visually impaired readers and adjustments have been made accordingly. A link is provided in our alumni e-update for people who have images disabled or who have trouble viewing the e-update.	Maintained high level of satisfaction regarding accessibility and format of the e-update.	This action is ongoing

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
		No complaints were received within the last year (up to end March 2015) regarding the print size of our publications. An internal document, 'Useful communications information for DARO staff', that includes guidance on how to make publications accessible for all, has been updated and re-issued to staff within the department.	Maintained high level of satisfaction regarding printed publications.	
5b	Where possible, continue to use accessible venues for development and alumni events	All venues were checked internally and externally, for accessibility issues and wherever possible accessible venues were used for development and alumni events. An internal document, 'Useful communications information for DARO staff', that includes guidance on providing alternative formats (e.g. of presentations), has been updated and re-issued to staff within the department.	No complaints about access issues at events within the reporting period	This action is ongoing
5c	Continue to improve accessibility to development and alumni web pages	The DARO website has been redesigned in line with other corporate webpages and is now live. Font size/ type and backgrounds used on the web pages are checked to ensure suitability for visually impaired readers. A link is provided in the bi-monthly alumni e-update for people who have images disabled	No requests were received for information to be provided in an alternative format.	This action is ongoing

	Action Measures partly achieved	**Milestones[vi] / Outputs**	**Outcomes/Impacts**	**Reasons not fully achieved**
		or who have trouble viewing the e-update.		

Training Measures

6. Continue to implement disability awareness and anti-discrimination (disability equality) training for staff, students and office holders

	Action Measures partly achieved	**Milestones[vi] / Outputs**	**Outcomes/Impacts**	**Reasons not fully achieved**
6a	Ensure disability matters are included in corporate induction, management, leadership, development and training for staff	57.2% of current staff have completed the online Equality & Diversity Training Programme and 48.6% of current staff have completed the online Disability Awareness Programme. (census date of 31 March 2015) The Online Welcome & Orientation Programme and other Online Mandatory Programmes are actively promoted via the Local Induction Guidelines and monitored via the Induction Checklist which is completed/signed/dated by the respective member of new staff and their Line Manager. AccessAbility provides general disability awareness training and niche training to staff and students as requested and proactively. Bespoke training has been completed for Residential and Library staff, Social Work Students and School of Nursing students. There have also been Lunch and Learn sessions facilitated on each campus on the themes of Dyslexia and Autism. AccessAbility staff have carried out AT training for disabled students throughout the year.	Over 50% of staff have now attended online equality awareness training. Over 50% of staff have now accessed online equality awareness training. No complaints of disability discrimination from disabled students	This action is ongoing

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
6c	Ensure that all new staff have opportunities to complete and attend disability awareness/ equality training during their probation period	**Art, Design & the Built Environment** All new staff are made aware of the online training sessions during induction and during their probation period at review meetings. During 2014 a comprehensive review of all staff training was completed, and the Faculty will continue to monitor on a regular cycle	**Art, Design & the Built Environment** All staff in the Faculty are now in a position whereby they are aware of the current legislative and workplace practices to ensure a work environment that is conducive to an equality of opportunity is provided.	This action is ongoing
		Faculty of Arts All new staff recruited during the monitoring period have now completed the mandatory online training in disability awareness (4 staff). The Faculty practice is to consider the appropriateness of 'refresher' Disability Awareness Training as part of the Developmental Appraisal Review process.	**Faculty of Arts** All staff have been encouraged to complete this training.	This action is ongoing
		Faculty of Computing & Engineering The Faculty continues to provide all new staff with opportunities to complete or attend disability awareness/equality training during their probation period. In addition, the Faculty have recently requested updated completion stats for all staff in relation to this training and have communicated a reminder to all who have yet to complete. A further reminder will be	**Faculty of Computing & Engineering** Reminders were sent to all staff in June 2014 asking that all staff ensure completion of disability awareness/equality training. New staff continue to be provided with the opportunity to complete or attend	This action is ongoing

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
		sent before the end of the academic year.	disability / equality training during their probation period.	
		Social Sciences All staff are urged to complete the mandatory online training in disability awareness, and all admissions staff have done so.	**Social Sciences** All Faculty admissions staff have completed the training.	This action is ongoing
		Ulster University Business School All new staff are advised at local induction of the mandatory requirement to undertake online training in disability awareness.	**Ulster University Business School** All staff have been encouraged to complete this training.	This action is ongoing
		Physical Resources All new staff have the opportunity to complete and attend University disability awareness/ equality training during their probation period.	**Physical Resources** All staff have been encouraged to complete this training.	This action is ongoing
6d	Maintain training programme to ensure that all staff involved in recruitment exercises receive adequate disability awareness/equality training	This training is an integral part of the Recruitment and Selection training provided by HR. This training programme operates on a continuous rolling basis both for existing and new staff; both programmes cover Equality Legislation including Disability with an emphasis on Recruitment. During the period ten recruitment and	Increased numbers of staff involved in recruitment exercises receive disability awareness/equality training	This is a continuous rolling programme

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
		selection courses took place. A total of 174 employees attended (91 for full training & 83 for refresher training).		
6f	Ensure disability matters are included in student and Students' Union Sabbatical Officers' induction training	The Students' Union continues to provide disability awareness training for students via the students' online training platform (Blackboard). Student Support staff also attended student induction events. The Policy Implementation Unit provided face-to-face equality awareness training, and the AccessAbility Team provided Disability awareness training to Sabbatical staff during their induction. The sabbatical team was encouraged to complete the on-line Disability awareness training.	Student Officers have greater awareness of disability/equality issues and can lobby on these issues more effectively. Student Support staff attend induction events.	This action is ongoing.
6g	Continue to implement disability awareness/ equality training for students prior to placement	The Policy implementation Unit received one request for this training during the period. Equality staff were unable to provide training on this occasion. Instead, the content of the presentation was disseminated to the relevant students prior to placement.	Increased numbers of students going on placement advised of disability legislation and their rights and responsibilities under that legislation	This action is ongoing
6h	Continue to implement induction day for students with Autism/Asperger's Syndrome in conjunction with Students' Union, Library, and NI National Autistic Society	An individual induction session exclusively for new students with Autistic Spectrum Disorders (ASD) was carried out in September 2014 prior to term/course inductions commencing.	All students with Autism and Asperger's Syndrome invited to attend an induction session. Participants were asked about confidence in key areas before and after	This action occurs annually

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
			the sessions. Increased confidence was reported in all areas.	
6i	Continue to include information about diversity within the PGCHEP 'Student Centred Learning' module	New staff completing the Learning & Teaching @ Ulster Module within the PGCHEP are required to complete an assignment reviewing their student cohort's diversity and respective learning needs.

SENDO is incorporated within the resources for this module. | All staff who complete the course receive diversity awareness training. | This action is ongoing |
| 6l | Continue to implement training on the University's revised Bullying and Harassment Policy, which includes information on the Disability Legislation | 2 Bullying and Harassment Advisor meetings were held, providing an opportunity for advisors to share experience and receive a policy update.

A 1 ½ day's investigation panel training programme was run in November 2014 for relevant staff. 2 sessions of refresher training were also provided in January 2015 for those already trained to sit on investigation panel meetings. | Feedback from the bullying and harassment advisor meetings and from both sets of training was extremely positive, with staff benefiting greatly from the role-play exercises. | This action is ongoing. |
| 6m | Continue to disseminate staff guidance on SENDO, Developing Competence Standards and Disability Disclosure and confidentiality | All staff received copies of the booklets at induction. | All new staff received SENDO booklet at induction. All new academic staff received guidance on Developing Competence Standards and Disability Disclosure and confidentiality at induction. | This action is ongoing. |

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
6n	Continue to collate and update links to useful disability resources on University's web pages	Useful disability resources have been uploaded to the website. The website has also been updated, ensuring that all links are active.	Increased disability resources for staff.	This action is ongoing.
Communication Measures				
8.	**Monitor university's marketing/advertising campaigns to ensure that disabled people are not discriminated against and are portrayed in a positive role**	Imagery in brand communications is representative of a broad cross section of the student population, as appropriate. All students have an equal opportunity to become involved in marketing/advertising campaigns. Requests for student involvement in photo-shoots and for video testimonials are made through social media and university email. Extra effort has been made to positively portray disabled students at Ulster. Employability and Marketing have worked with Student Support to actively encourage disabled students to participate with marketing Ulster.	A number of students with disabilities, both visible and hidden, are in photographs in the prospectuses and other marketing and recruitment materials. No complaints of discrimination during marketing/advertising campaigns.	This action is ongoing.
9. All staff and students are kept informed of activities which promote positive attitudes towards disabled people and/or encourage the participation of disabled people.				
9a	Regular updates provided in 'Insight' magazine and other internal communication channels	The publication of Inside continued to be affected by the restructuring of the Communications Department during the reporting period. As a result there was only 3 issues of Inside printed. Of these 3, s carried stories re Section 75 groups, one of which was a double page spread.	All staff and students are kept informed of activities which promote positive attitudes towards disabled people and/or encourage the participation of disabled people	This action is ongoing.

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
9b	More proactive approach in seeking positive stories which portray the contribution of disabled people	More proactive work already undertaken for new internal communications channel. New communications team now in place. This area will be part of discussion on first away day in the next reporting period.	Promotion via social network channels, where appropriate	This action is ongoing.
9c	Promote the work of the Science Shop to both staff and students	The Science Shop continues to engage with disability focused community partner across Northern Ireland. Students from a range of disciplines including: Psychology, Business Studies, Media Production, Interactive Media Arts and Health and Social Care Policy undertake community engaged research and learning opportunities.	The Science Shop has again increased the number of students engaging in projects with a disability focused community partner from 104 to 246. Students from a range of disciplines completed diverse and meaningful projects that provided practical support for eight partner groups, including Compass Advocacy Network, Foyle Down Syndrome Trust, Aware Defeat Depression and National Autistic Society.	This action is ongoing
10.	**Raise awareness of disability issues through publications and collaborative projects**	Publications available on the University website: • Guidance for academic staff re supporting students with ASD • Marking guidelines for academic staff re students with dyslexia	2 awareness raising exercises per year	This action is ongoing

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
		Collaborative Projects: • UNI4U – Student Support have met with the project leads and responded to the report, highlighting areas of progress and identifying what needs to be organised in relation to gaps in service.	Projects have been identified to progress the widening access agenda	This action is ongoing
		• AHEAD project – Student Support is currently working with the project team	Awareness raising specifically for deaf students	Event in June 2015
11. Ensure information published by the University is accessible				
11a	Ensure technologies used to update people on the progress of the Greater Belfast Development are inclusive	The GBD website meets AAA standards. www.ulster.ac.uk/greaterbelfastdevelopment No requests for information in alternative formats were received.	Ensure all who request an alternative format receives it	This action is ongoing.
11b	Ensure new on-line prospectus is accessible (under KIS)	The design brief for the online prospectus reflected the requirements outlined in action 12, below, and is in line with our accessibility standards for all web pages hosted within www.ulster.ac.uk.	Ensure all who request an alternative format receives it	This action is ongoing.
12.	**As part of the redevelopment of the University's website, ensure all content meets current W3C standards**	The University is still in the process of redeveloping its website, and part of the project brief is to ensure that all web pages are accessible. Currently our home page and 8 sub-pages meet level 3 standard (AAA) of the World Wide Web's Consortium (W3C) Web Content Accessibility guidelines. Other parts of the University's web currently meet either level 2 (AA) standard or level 1	All Ulster pages meet AA standard Staff with web responsibility are aware of accessibility requirements	This action is ongoing.

	Action Measures partly achieved	**Milestones[vi] / Outputs**	**Outcomes/Impacts**	**Reasons not fully achieved**
		(A) standard, but will be redeveloped to meet level 3 (AAA) during AY2014/15. To meet accessibility requirements, University suppliers must develop web designs in accordance with the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines. Designs must be written to meet level 3 standard (AAA). In instances where conformance level 3 standard (AAA) is impossible the Web Manager will determine whether conformance level 2 standard (AA) is an acceptable alternative. The University's Editorial Style guide is cognisant of this and is reviewed on an ongoing basis.		
Measures to Encourage Others				
13. Mainstream the disability duties into all policies, decisions and activities				
13c	Liaise and support Students' Union in facilitating disability duties	UUSU Sport organised and held programmes over multiple campuses. Wheelchair Rugby was held on the Jordanstown Campus. Wheelchair Basketball and Wheelchair Hurling took place on the Magee Campus Touch Rugby Session facilitated through the year (cross campus) two had visual impairment for which adjustments were	At least one disability awareness event facilitated by the Students' Union each year.	This action is ongoing.

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
		made. All- female Self defences class provided by the Students' Union had a student with fibromyalgia on Belfast Campus for which adjustments were made. Ongoing links and partnerships being developed with Ulster Barbarians.		
13d	Encourage students to volunteer for opportunities within disability organisations	The UUSU Volunteer Centre currently has six disability focused charities registered to provide volunteering opportunities. Disability charities were involved in the SU RAG events and benefited from our students' fundraising.	Increased numbers of disability organisations registered on Volunteering Centre's database. Increased numbers of students volunteering for opportunities with disability organisations.	This action is ongoing.
13e	Continue to review procurement procedures in line with new legislation, guidance and best practice	Due to the loss of funding for our Student Volunteering co-ordinator post, partnerships with Volunteering Organisations have not been progressed for the 2014/2015 Academic Year. Disability charities were involved in the SU RAG events and benefited from our students' fundraising.	Increased numbers of Students seeking to fundraise for Disability related charities during Rag Week 2014/2015. Increased numbers of students volunteering for opportunities with disability organisations.	This action is ongoing.
14.	**Continue to ensure adherence to the precepts in the Quality Assurance**	Student Support Department has been restructured to meet the University's strategic aims of being accessible and	24/7 support for disabled students through Carecall, a Counselling service	This action is ongoing

	Action Measures partly achieved	Milestones[vi] / Outputs	Outcomes/Impacts	Reasons not fully achieved
	Agency for Higher Education Code of Practice section on disabled students	flexible. Continued use of the Reasonable Adjustments Recommendations protocol.	No complaints of disability discrimination.	
15.	**Monitor and review progress of the disability action plan**			
15a	Review TOR for DDRG	These were reviewed in October 2014.	Minimised slippage to activities.	This action is ongoing.
15b	Annual review of progress of action plan by DDRG	The action plan was reviewed in October 2014.	The Action Plan was implemented without amendment.	This action is ongoing.

	Action Measures not met	Reasons
6b	Continue to implement disability awareness/ equality training for office holders (Council, Senate)	Due to resourcing issues, this did not take place during the reporting period. This action is ongoing.
15c	Interim review of plan at year 3	This action is scheduled for 2015 (in the next reporting period).
15d	Perform 5 year review of plan	This action is scheduled for 2017.

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[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 forums.

[vi] **Milestones** – Please outline what part progress has been made towards the particular measures; even if full output or outcomes/ impact have not been achieved.

Equality Scheme Action Plan Update

Action (Timescale)	Measure of success	Progress *Please update the information that you provided last year (in red text below), outlining the progress that has been made in terms of achieving the allocated measure of success. You may wish to present this in terms of outputs (i.e. provision)*	Outcomes/impact/ benefit to the University *Please consider :* *- What specifically has changed in making progress towards providing equality of opportunity/good relations? (i.e. effect)* *- What impact can be directly attributed to taking this action?* *- What is the result of undertaking this action?*
1. Increase student diversity			
a) Develop robust internal monitoring arrangements to enable accurate measurement of success of widening access and participation activities **(Annual report to DEL)**	Annual targets developed and agreed as part of the University's widening participation strategy which are monitored and evaluated through the Widening Access and Participation sub-Committee and EPIAC and reported to Senate.	The 2015/16 institutional Widening Access and Participation Plan (WAPP) has been completed and agreed with DELNI, and work on the 2016/17 WAPP statutory plan is underway. Notably, this document articulates Ulster's forward planning in respect of key institutional Widening Participation projects including: • Step-Up; • Tutoring in Schools; • WAP Schools Outreach; • WAP Community Outreach; • Ulster Sports Outreach; • Fostering Aspiration. It has further been proposed that three operational advisory groups are established to report to the Widening Access and Community Engagement Sub-Committee (WACESC) on:	Outcomes/impact/benefits to the University identified within the 2013/14 plan were monitored throughout the year by the WACESC and will be reported to DELNI as part of the 2016/17 WAP Plan.

		• Forward Planning (which will feed into Parts 1 and 2 of the WAPP) • Financial Stewartship/Audit (which will feed into Parts 2 and 3 of the WAPP) • Review and Evaluation (which will feed into Parts 1 and 3 of the WAPP and which will closely monitor and evaluate the impact of widening access and participation on the diversity of the student population).	
b) Continue to monitor and agree retention and progression targets with Faculties to converge with the HESA national retention benchmarks **(Review progress annually)**	Progress towards convergence with national benchmarks and University targets for students' non-continuation and progression	This area continues to be actively monitored. Retention outcomes are reported twice yearly to Senate and discussed in detail with Faculties at the Student Engagement Sub-Committee. In addition all Faculties are participating in a three year long HEA project in this area with the focus on those subjects or courses which have had difficulty in meeting their retention targets.	Progress towards convergence with national benchmarks and University targets for students' non-continuation and progression remains the key success measure and all Faculties have action plans in place to try to achieve this. The HESA non-continuation benchmark for students entering University in 2012/13 was 7.8%. The University performance of 8.3% non-continuation did not meet the benchmark but shows increased convergence.
c) Develop further and implement initiatives to maximise the number of female applicants to the Faculty of Computing and	Increase number of female applicants to the Faculty of Computing and Engineering	2011 – 1044 female applications (22%) 2012 – 1152 female applications (22%) 2013 – 1282 female applications (24%) 2014 – 1219 female applications (21%) 2015 – 1234 female applications (20%)	The number of female applicants is generally increasing year on year but we still have to continue effort in this area as the percentage of female applicants is not keeping apace with the overall increase in application numbers to the Faculty.

Engineering *(Review progress annually)*			
d) Continue to monitor student participation by gender across subject areas *(Review progress annually)*	Equality monitoring data will indicate equality of opportunity in student recruitment and admissions	Student participation by gender continues to be monitored across subject areas.	Accurate and up to date Equality monitoring information can be provided in terms of recruitment and admissions.
e) Increased applications from and recruitment of international students *(Review progress annually)*	Increase number of applications from, and recruitment of, international students	Key recruiting markets for both UG & PGT include China, Hong Kong, USA, Canada and Brazil. New emerging markets for PGT applications include Nigeria and Saudi Arabia. In 2011/12 there were a total of 552 overseas students studying at Ulster's home campuses. The number of overseas, fee-paying students at Ulster home campuses in 2014/15 totalled 372, compared to 368 in 2013/14. The internationalisation strategy target is to increase the number of overseas fee-paying students by 5% by 2015-16.	Increased diversity of the student body.
f) To ensure that our programmes are flexible and accessible	Increase innovation, flexibility and accessibility in curriculum design	Flexible frameworks - the university flexible frameworks at level 3/4 and 7 continue to successfully recruit across all sectors and communities reflecting	Increased innovation, flexibility and accessibility in curriculum design and delivery.

(Review progress annually [course evaluation] and every five years [course revalidation])	and delivery	student numbers of Undergraduate 1129 and postgraduate 161. The flexible frameworks sit outside normal revalidation processes and are subject to continual and annual quality review submitted through the University Learning and Teaching Committee each December. Impact increased responsiveness to community, education and employers regarding development of learning solutions. Also achievement of academic plans and intentions in addition to maintained growth. New innovation for ensuring growth and engagement with flexible provision at Ulster includes the establishment of new business processes including a Professional and Continuing Education Sub-Committee which supports a strategic approach to professional and continuing education (PCE) plans for each school at Ulster. This ensures a balanced and distributed model across all subject centres and disciplines for fair and equal access in terms of the diversity of student curricular interest. Expansion plans include launch and or exploration of accredited summer school transition solutions in a range of areas such as business, engineering and art.	All course teams presenting documentation for evaluation/ revalidation are required to address explicitly the topic of 'creativity, innovation and good practice' in the context of the Learning and Teaching Strategy or its predecessor strategy. The annual reports on 2012/13 and 2013/14 reported that all validation panels noted strengths, creativity, innovation and good practice and other aspects for commendation.

| | | These solutions include young and older adults into HE as well as potential CPD for teachers. Access and Participation Plans additionally include adult learners across all work based sectors within community education and business/ industry, including those from migrant communities.

The Community Celebration of Achievements in 2014, hosted 200 + learners and their families which is considered further within a recently published Discover Opportunities publication distributed to 600 + community based organisations. Impact - high levels of student satisfaction in relation to flexible and short course provision at Ulster.

Successful validation of the Postgraduate Certificate in Professional Practice continues to offer support to 30 graduate interns with NI employers. Impact 90% + into full time employment and a new assessment model included a showcase for NI employers and academic poster presentations by students outlining the quality improvement aspect of their skills and intervention within the employing organisation - attended by employers, students and local government. | |
|--|--|--|--|

		Project 10 to support the development of HE in FE namely through HLAs with SRC is actively supporting a new solution for modernisation of the work based HE curriculum through support for college lecturers to include a range of advanced digital practices work based modules through blended learning. Impact meeting the needs of NI employers and work based learners. Review submitted in conjunction with college pilot continuing through 15/16. The work of the MOOCs and Open Learning Working Group is now complete, with a final report due for publication in June 2015. The report makes a number of recommendations for making Ulster's teaching resources openly available.	
g) Continue to employ the Protocol for Identifying and Responding to Requests for Reasonable Adjustments for Disabled Students *(Ongoing)*	Sustain high level of satisfaction with academic provision for disabled students	In 2014/15 Student Support saw a 30% increase in the number of students referred to the Register of Support Providers from 2013/14. AccessAbility collaborated with QUB and DEL to develop a new quality framework for conducting needs assessments in Northern Ireland, including the development of a new Service Level Agreement with DEL and an agreement	This was challenging but a survey taken in January showed that 84.7% of supported students felt the Register and support provided benefited their academic achievements. Student Support will develop a self-funding Needs Assessment Centre, contracting the services of skilled freelance sessional assessors and managed by AccessAbility staff. It will

		between QUB and Ulster on provision of best practice services and quality standards. During 2014/15 AccessAbility developed improved communication links with other Departments such as Exams Office, Library and Residential Services to ensure a cohesive and consistent approach in facilitating reasonable requests for disabled students at Ulster. Student Support has provided training sessions for Library and Residential Services staff to enable them to understand and better support the reasonable adjustments in place during 2014/15.	implement the new NI Quality Framework and the potential to support the process of reasonable adjustments for disabled students in other educational arenas i.e. FE Colleges and Schools.
2. Increase staff diversity			
a) Implement 2010-2013 Article 55 Affirmative Action Programme *(Until 2013)*	Achieve goals from 2010 - 2013 Affirmative Action Programme	Whilst the goals from the 2010-2013 Affirmative Action Plan were not achieved, the proportion of Catholic staff within the determined workforce increased by 1.6% to 43.8%, contributing to an overall increase of 18% since 1993. As progress is being made, the goals within the 2013-2016 will remain unchanged.	Fair participation is being afforded to Protestant and Catholics in the majority of employment categories and campuses. An affirmative action plan is in place to address under-representation.
b) Continue to monitor applicants and employees by community	Submit report with appropriate affirmation action measures and	Quarterly detailed FETO checks were carried out by staff within the Policy Implementation Unit to ensure the accuracy of the data collated for FETO	Continuous monitoring has enabled staff to improve the accuracy of the University's equal opportunities data. This data is used for planning purposes

background, gender, disability and race and submit 8th Article 55 Review to the Equality Commission for Northern Ireland *(8th review period 2010-2013; report submitted in 2014)*	workforce goals for the next review period (2013 - 2016)	and the Article 55 Review. The submission of the Article 55 Review was delayed to May 2014, pending receipt of the 2011 Census data.	(e.g. to inform the welcoming statement used in recruitment exercises), and for mainstreaming equality (e.g. when equality screening policies).
e) Regular equal pay reviews *(Annually for gender, triennially for community background, race and disability [next due 2013/14])*	Any identified inequalities are addressed within equal pay reviews	Annually an Equal Pay Review on Gender is conducted to ensure that any anomalies are addressed. Also every three years an Equal Pay Review covering Gender, Community Background, Age, BME, Disability etc is conducted. The Equal Pay Review Group initiated the Triennial Review in March 2014 and reported on the outcomes to SET and ODC in May and June 2014. The Report indicated that there were no areas of concern.	Recommendation that BME analysis for Senior Officer Group is included in the next Triannual Review albeit recognising that BME numbers in the Senior Officer Group are small.
f) Maintain current recruitment processes to ensure	Increased numbers of disabled applicants	The HR Department conducts Recruitment & Selection training courses for staff involved in Recruitment & Selection in the University and refresher	Increased numbers of disabled applicants.

accessibility standards are achieved **(Ongoing)**		training (every 5 years) for those staff on our Register. The training takes account of all aspects of the equality measures necessary for Recruitment & Selection activity and includes Disability Awareness and interventions. During the period ten recruitment and selection courses took place. A total of 174 employees attended (91 for full training & 83 for refresher training).	
g) Address the needs of disabled people within the review of the Health and Safety Procedures Register **(Annual process)**	All queries and concerns regarding health and safety and disability are addressed	All queries regarding Health & Safety for staff with a disability are actioned by Health & Safety and Occupational Health as per normal procedures. The Annual Health & Safety Review Plan allows for the continual review of Health & Safety Policies and procedures which takes into account the needs of people with disabilities eg Fire Evacuation and Personal Emergency Evacuation Plans. Also Health & Safety are represented on the GBD Operational group together with colleagues to plan and take account of disability needs on the construction of the new build in Belfast.	GBD Operational Group continues to have H&S staff input to the planned build. Examples of positive outcomes include emergency evacuation lifts in the design to further assist evacuation of staff/students with disabilities.
h) Work with external agencies (e.g. USEL, Access to Work) to accommodate	Increased numbers of appropriate reasonable adjustments put in place for staff	The University worked with Access to Work to accommodate changes to existing reasonable adjustments for staff. The Equality and Legal Manager also liaised with the Employers for Disability	All requests and actions for reasonable adjustments continue to be actioned as per recommendations via Health & Safety and/or Occupational Health functions and where necessary via

reasonable adjustments to enable disabled staff to continue to work effectively *(Ongoing)*		NI in their development of disability absence management guidelines. The University continues to foster active partnerships and collaborative working in this area. During this period, the Policy Implementation Unit implemented its Protocol for Making Reasonable Adjustments for staff, following consultation with relevant internal stakeholders and Employers for Disability.	Physical Resources Department. The HR Dept has developed new documentation to record requests and decisions in regard to job applicants who request adjustments to facilitate their participation in job interviews.
3. Maximise staff diversity in research and innovation			
b) Provide guidance and materials to all early career researchers on Intellectual Property protection	Ensure that early career researchers have access to information on Intellectual Property	As part of their induction process early career researchers are provided with information relating to the Ulster's Intellectual Property Policy and Procedures including a copy of the "Innovator's Handbook" which contains detailed guidance and support on the process of knowledge and technology transfer at Ulster. In addition, staff from Research & Innovation (Ulster's technology transfer department) with the assistance of Ulster's specialist patent and trademark attorneys, deliver regular seminars on intellectual property within Ulster's faculty schools and research institutions. Six IP seminars were provided to early career researchers during the reporting period.	High numbers of Invention and Creative Works Disclosures were submitted in the last financial year i.e. 28 and 11 UK patent applications were filed which are healthy indicators of continuing engagement with academic and research institutions.

		Early career researchers have access to information on Intellectual Property	
4. Develop new internationalisation equality and diversity (E&D) initiatives			
a) Implement recommendations of the International Student Experience Review *(Ongoing)*	Achieve outcomes of the review	Survey all international students on the quality of their experience and use the outcomes to effect enhancements. The first International Student Barometer survey findings were shared with us in April 2014. The second International Student Barometer survey was carried out October 2015. International student focus groups were conducted on all campuses in follow up to the online survey in April 2014.	All recommendations pertaining to the International Student Experience have been implemented. Overall student satisfaction with orientation to the University had risen to 97% from 93% the previous year. Results of the second International Student Barometer are expected in April 2015. Focus group feedback indicated high levels of satisfaction with the services provided to international students and their student experience at Ulster University.
b) Implement the Internationalisation Strategy *(2011/12-2015/16)*	Achieve targets and key success indicators.	Each of the 3 divisions within the International Department set out its objectives and key success indicators for 2013/14 and 2014/15. Annual Implementation plans were monitored during 2013/14 and achievements against plan recorded and reviewed at EPIAC.	Implementation plans for 2013/14 were successfully completed and Implementation of plans for 2014/15 are ongoing and will be reported on in due course.
c) Develop	Evidence of	Residential Services have developed and	Recognise and identify any issues that

annual round of international student surveys and focus groups and residential services questionnaires to include questions on good relations *(Ongoing)*	increasing perception of integration among international students.	circulated to international students in university accommodation only surveys on the quality, cost and good relations within accommodation. Generally satisfaction with these has increased significantly. The International Student Barometer was conducted at the end of Semester 1 with reporting expected in April 2015. Focus groups will be conducted on each campus during Semester 2 of each academic year.	hinders the integration of international students so appropriate adjustments can be made as required. Results of the second International Student Barometer are expected in April 2015. Focus group feedback indicated high levels of satisfaction with the services provided to international students and their student experience at Ulster University.
f) Publish positive news stories in relation to international students *(Annually)*	Increased numbers of international case studies included in internal and external communications.	Use opportunities to promote internationalisation at Ulster. Achievements and events were published in local newspapers, SU website and through media opportunities at Ulster. Examples include the International Development Forum seminar hosted in partnership with CONCERN Worldwide, the Mayor's international student welcome reception hosted by Antrim and Newtownabbey Borough Council and other international student societies events. Profiles of the University were published on key international digital platforms,	A campaign publicising the testimonial statements of our international students was run with Corporate Communications. Improved international department website content and the publication and dissemination of a new International Prospectus. Review and revision of the University's Student Guide undertaken to ensure international students are given due consideration. Photobank of international students has been created and developed.

		which assist in developing brand awareness of Ulster in key international markets and driving engagement with prospective international students. Profiles of international students were developed and published in key University-managed social media channels and other external stakeholder (e.g. Universities UK, International Unit) channels. School of Pharmacy was voted number one in the UK by the Guardian league table – such rankings can have significant impact on how the University's reputation is perceived by prospective international students.	University social media channels have been developed to profile the experiences of our international students and network students. The Mayoral reception event for international students at Antrim and Newtownabbey Borough Council was publicised in local newspapers.
g) Promote cultural dialogue and integration through sport *(Ongoing)*	Increased numbers of international students joining and participating in Sports Union.	6 Multi Sport Sessions delivered to International Students in June & September 2014 & January 2015. New 'Residents' membership category introduced.	133 International students actively engaged in physical recreation. Students sign posted into participation in Social Sport Programme and women only Self Defence and Touch Rugby Courses to sustain participation. 324 new members signed up of whom approximately 250 are International students.
5. Maximise the diversity of students and staff using the sports and fitness facilities			
a) Continue to develop and	Increased participation of	An increased range of classes offered to members of all categories – up from 5 to	Weekly participation figures up by over 100.

implement inclusive sports and fitness programmes *(Ongoing)*	student and staff in sport and recreation activities, in particular: • female students and staff, • disabled students and staff; and • international students and staff.	15 per week. New short courses offered in 8 week blocks. 'Women Only' sessions in Self Defence and Touch Rugby delivered in partnership with the Sports Union through the Social Sport Programme.	Approximately 75% of participants in classes are female staff members. Over 50 female students actively engaged in physical recreation who would not otherwise have been participating. 2 students who participated in the Touch Rugby have a visual impairment.
b) As far as possible, include students in the delivery of sports and fitness programmes *(Ongoing)*	Increased participation of student and staff in sport and recreation activities, in particular: • female students and staff, • disabled students and staff; and international students and staff.	Our student intern and voluntary placement programme has developed to engage 9 students (6 females) in the delivery of our physiotherapy clinics on campus and support to student sport clubs. 1 student has provided Performance Analysis services to our clubs and performance athletes and 2 others provide assistance to our Performance Services unit. 1 female international student has led short courses in Yoga for 8 weeks in Semesters 1 and 2. 1 female international student led the delivery of an indoor hockey coaching & tournament programme.	Enhanced service provision to members and student sports clubs. Improved employment opportunities for student interns. Those engaged most in the programme have all secured employment. Enhanced career opportunities with practical experience gained. Improved profile of female sports & female leaders in sport.

		6 other students have been engaged with the promotion and delivery of the women only Touch Rugby course, wheelchair rugby and the Social Sport Programme.	
6. Continue to screen all new and revised policies in relation to Section 75			
b) Design and implement training for relevant staff on the new screening process **(2014/15)**	All relevant staff trained in new screening processes	One session of Policy Screening training was provided during the period, but this was poorly attended. Equality staff within the Policy Implementation Unit met with individuals who were screening policies to provide support and advice.	Staff are more aware of the need to equality screen all new and revised policies at the development stage, and have a better understanding that it is their responsibility to complete the screening pro-forma.
7. Continue to implement E&D (including good relations) and anti-discrimination training:			
a) Ensure equality and diversity matters are included in induction, management, leadership development and training **(Ongoing)**	Increased number of staff successfully complete equality and diversity awareness and anti-discrimination training	All new staff, including part-time lecturers, are advised to complete the Online Welcome & Orientation Programme via the formal appointment letter from Human Resources. The Online Welcome& Orientation Programme is scheduled for review that will be completed by the end of June 2015. A menu of online Mandatory Training Programmes are incorporated and signposted within the Online Welcome & Orientation Programme The following two online programmes are include	The HR Department have conducted a comprehensive review of the administrative arrangements with the aim of maximising participation in induction (both corporate and local). Managers will now be required to sign to confirm that induction has been completed for all salaried employees.

		within the Mandatary Training Menu: - Equality & Diversity - Disability Awareness 57.2% of current staff have completed the online Equality & Diversity Training Programme and 48.6% of current staff have completed the online Disability Awareness Programme. (census date of 31 March 2015) The Online Welcome & Orientation Programme and other Online Mandatory Programmes are actively promoted via the Local Induction Guidelines and monitored via the Induction Checklist which is completed/signed/dated by the respective member of new staff and their Line Manager. Additionally Equality and Diversity training is also provided in specific training programmes for example Recruitment & Selection training for staff, HoS training etc. During the period ten recruitment and selection courses were provided and 147 employees attended and there were 344 new starts.	
8. Maintain an accessible estate			
a) Implement Action Plan for Physical Access	Available budget used to implement programme of	This Action Plan was reviewed and updated on 13th January 2014. All actions within 2014/15 plan complete.	Improved Physical Access and Egress

and Egress for Disabled People **(2011-2016)**	works and in-year requests All actions within action plan progressed		
b) Continue to implement reasonable adjustments to improve physical access at the University **(Ongoing)**	To ensure, as far as is practicable, and within existing Physical Resources procedures, that there is a timely response to requests for reasonable physical adjustments to be completed 'In year'	All actions within 2014/15 plan complete. (See Table of Physical Access Works in main body of report)	Improved Physical Access and Egress
9. Review information regarding access to the University's services to ensure that it promotes equality of opportunity and good relations			
a) Extend watching brief to cover all s75 groups, where applicable **(Ongoing)**	Evidence that any complaint regarding access to information has been responded to within 14 days	During rebranding exercise and web redevelopment project activities are cognisant of this measure.	No complaints received.
b) Consider using customer satisfaction surveys to assess access to specific events	Evidence of customer satisfaction regarding access to information/services	**Art, Design and the Built Environment** Following a very successful and well-attended open evening for 16 to 18 year olds, feedback indicated the timing (Tuesday evenings in October and February) was problematic for some	**Art, Design and the Built Environment** The Faculty took the decision to host the February event on a Saturday, easing the access for visitors from west of the province, and those using public transport and making it easier for parents

(Ongoing)		students in this age bracket.	to attend also. The event was well attended and a range of feedback was received from attendees regarding timing and location for future events. Discussions are taking place with other Faculties to compare experiences.
		Arts The Faculty of Arts runs an annual UCAS conversion event, normally in February. In 2015 the practice of online booking was altered and a system provided by Employability and Marketing was used which provides a facility for invitees to register any particular individual requirements. The Faculty also introduced an online post-event survey this year, contacting both those who attended and who did not attend. Neither group raised any issues regarding disabled access or equality.	**Arts** Increased inclusivity by providing a space to disclose individual requirements when booking a place at the annual UCAS conversion event.
		Computing and Engineering No issues were raised in relation to equality or disability in feedback received from customer evaluation forms at information events however it should be noted that very few forms are completed and returned.	**Computing and Engineering** Student Support representatives attend the information events and the Faculty are aware that a few enquiries were dealt with by that team hence the lack of issues raised directly with the Faculty.
		Life and Health Sciences This is something the Faculty still wishes	

18

		to explore but as yet we have been unable to undertake the survey. However, we have plans in place to undertake the survey during the next academic year.	
		Social Sciences continues to hold a range of events throughout each year – marketing events, conferences, seminars, guest lectures etc – and they deal with customer satisfaction in terms of access as appropriate to the size/type of event. Any Access issues invariably are resolved in advance of such an event (e.g. in response to the attendee's indicating a potential access problem). Given that there have been no complaints or unresolved issues in relation to access to these events - presumably, because any issues or problems have long since been tackled and resolved at University level - it is not clear whether customer satisfaction surveys would add to our understanding or help improve service, particularly as the response rate to these surveys is invariably very poor. The Faculty monitors attendance levels at most events. With "insight" or	Many of the Faculty's activities are aimed at raising aspiration – putting HE on the horizon of those pupils who might otherwise never have considered the possibility – and thus their impact is hard to measure, particularly as some of the activities are targeted at younger children. This issue will probably be addressed more thoroughly by the submission from Dr Crothers and colleagues, but the point needs to be made that Widening Participation (WP) activities can have an impact on an individual even when that individual does not subsequently become a HE entrant – just getting the person to consider the possibility of HE in turn makes that person more likely to suggest HE as a possible consideration when talking to family, friends, neighbours and work colleagues. As a measure of impact it is worth noting that Social Sciences is the Faculty that contributes the most to the University's WP agenda in terms of student numbers and that the Faculty recruits a significant

		conversion events, the overall, attendance ranges between 10% and 20% of applicants who have applied to that particular area. As candidates have 5 UCAS choices, *ceteris paribus,* we would expect only 20% of applicants for any course to convert to CFs. So an attendance rate of 10-20% actually implies 50-100% of those intending to make that course their first choice.	proportion of its UCAS intake from candidates with non-A-Level profiles – e.g. 30% of the 2013-14 entry cohort.
c) Ensure s75 groups are included in user testing for the development of new website and any other *(Ongoing)*	All feedback received from user groups informs development of new website	Sample user testing undertaken and mindful accessibility requirements in ongoing developments.	All feedback received from user groups informs development of new website

Equality Scheme Action Plan Update

Has your department carried out any **other** projects/research between 1 April 2014 and 31 March 2015, which promote equality of opportunity and/or good relations, which you would like us to include in the Annual Report? If yes, please outline below:

Project/research	About the project /research
ECU Pilot Race Equality Charter	The University was accepted as one of 32 participants in the pilot of the Equality Challenge Unit's Race Equality Charter framework, representing the Northern Ireland experience. To facilitate our participation, the University established a self-assessment team (SAT) to interrogate the University's race equality data to identify relevant trends and acknowledge the issues which exist within the University, conduct a survey of minority ethnic staff and students to gain more qualitative data on their experiences and ideas for change and produce an ambitious action plan setting out the University's race equality work over the next three years, to improve the representation, progression and success of its minority ethnic staff and students. The full application is due for submission on 24 April 2015. If the submission is successful, the application and related action plan will be published on the University's website.
Promotion Workshops	Life and Health Sciences delivered workshops regarding promotion processes to encourage equality of opportunity and to demystify the process.
Participation in developing the Good Relations policy and implementation framework in conjunction with the Students Union	The Head of International Student Experience worked with colleagues to develop the Student Union's Good Relations policy to foster a culture of diversity and inclusion across all of the University's campuses.
Values awareness discussion to inform development of new Students Union strategy	The Head of International Student Experience provided a workshop with Students Union representatives to help them to think about the importance of clarifying the Union's values in relation to diversity and inclusion in the development of their new strategy.
Internationalisation of the Curriculum staff development seminars through CHERP	The Head of International Student Experience designed and delivered a series of Internationalisation of the Curriculum staff development workshops for academic colleagues across the four campuses. These workshops were hosted by the University's Centre for Higher Education Research and Practice. They were designed to support colleagues to consider why diversity and inclusion matters to what and how they teach in the delivery of their curricula.

Student Experience Working Group with emphasis on internationalisation as one of the core principles underpinning the Ulster learning experience.	The Head of International Student Experience chaired a Student Experience Working Group to distil the essence of the Ulster student learning experience across all undergraduate provision. The group is developing a proposal of six key principles, with one of the six being internationalisation. The internationalisation principle emphasises the importance of considering the pedagogical dimension of teaching diverse groups of students. Work on this project will continue in to the next reporting period.