



Public Authority Statutory Equality and Good Relations Duties Annual Progress Report

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

<https://www.serc.ac.uk/public-information/equality>

Signature:

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

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

This report reflects progress made between April 2021 and March 2022

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

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

- 1 In 2021-22, 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.

Throughout the reporting period 1 April 2021 – 31 March 2022, SERC continued to promote equality of opportunity and good relations both internally and externally for both staff and students. A number of campaigns and course content for students took place throughout the College aimed at creating and improving awareness and demonstrating the Colleges commitment to promoting Equality of Opportunity and Good Relations.

A high proportion of staff continued to work at home with some courses continuing to be delivered online due to Covid-19 still being prevalent and to protect everyone's health and safety.

Academic staff use the Colleges self-evaluation report (SER) app to capture their commitment to Equality within the Curriculum. In the reporting period 73 comments were recorded, outlining areas of good practice covered in the curriculum and how equality and diversity was addressed within the 9 categories.

To embed Equality and Cultural Diversity into the Curriculum and aid the sharing of best practice a new Equality and Good Relations App was developed on SharePoint, and this gives all staff and students the opportunity to access Equality and Relations information.

Information included in the App is:

- Annual Progress reports where the College reports to the Equality Commission NI on the work undertaken in relation to Equality and Diversity;
- Details on the Internal Working Group which is made up of staff and student representatives and minutes of the meetings;
- Disability Action plans;
- Screening of policies;
- Equality Schemes; and
- Information on the Colleges Liberation Officers for students.

On the front page of the App there is a section where staff and students are able to send proposed items for the Agenda for the Internal Working Group.

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

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

The Colleges Equality Scheme underwent a review following the expiry of the 2017 to 2022 scheme and an updated scheme has been approved for 2022 to 2027 from April 2022. The review was in collaboration with the other FE Colleges undertaken as a collaborative exercise by the FE Sector Equality Group. A new action plan was developed and tailored to suit SERC with sectoral and local consultees lists reviewed and updated.

The College applied for the Disability Confident Scheme and was awarded Level 1 within the reporting period and the College applied for Level 2 of the scheme.

Internal Equality working Group

The internal working group is well established and represents staff from various roles throughout the College with approximately 25 members from areas such as Curriculum, Marketing, Business Innovation, Learning Support, HR, Students Union, International, Finance and student representation. In the reporting period the group looked for expressions of interest to join the group and gained 4 additional staff from Academic and Corporate areas

The group continues to keep barriers to education as an agenda item and reviews and discusses issues of concern which are placing individuals at a detriment to obtaining education.

The Equality leaflet was reviewed and revised by the group to make it more accessible for native speakers and for consideration as not all students are literate was simplified to cater for all.

Student enrolment

The College uses additional fee income to financially support those students from the lowest income groups. In 2021/22 Higher Education students, in receipt of the full maintenance grant or student support grant from Student Finance NI, and who had satisfactory attendance, were eligible for an HE Access Bursary payment.

The payment was 10% of the student's full course fee. In 2021/22 this amounted to £28,000 and in 2021/22 reporting period the amount released in bursary payments was £23,500.

Students from deprivation quintiles 1 & 2: in 21/22 for all of SERC was 32% and for HE was 25%

The percentage of Adult Learners (aged 25+) who come from deprivation quintiles 1 & 2 in 21/22: for all SERC was 31% and for HE was 25%

The percentage of students who are young protestant males (20 years and below): for all of SERC in 21/22 was 10% and for Higher Education 7%.

Course Content and student good relations placements

International travel resumed in January 2022 after ceasing for 2 years due to the COVID-19 pandemic. The College provides fully funded opportunities for FE students to travel across the world for work or study and opportunities for staff to learn from European best practices that have a positive impact on the curriculum.

In 2022, 150 FE students and accompanied by 50 staff have undertaken work placements in USA, Spain, Malta, Italy, and Portugal to improve their technical and transversal skills having a positive impact on their career prospects. Indeed, early feedback indicates that students will now consider working abroad, something that they previously felt was beyond their reach.

These opportunities were open to all FE students regardless of their background or ability, 52 of the 150 students applied for their first passport, evidence that they had not experienced international travel before with some stating that it was never an option for them. One student, who uses a wheelchair, completed an international study placement in March 2022. This was the first time that he had travelled without his parents (a Learning Support Officer accompanied him) stating that the experience had given him confidence to travel independently in the future. His feedback was very positive, grateful for the opportunity to travel and study with his peers, stating that he had improved skills such as teamwork, organisation, and leadership as well as his self-esteem and self-belief.

Students from SERC's Level 3 Diploma Travel & Tourism course have completed a 2-week placement at the FU International Academy Tenerife as part of an Erasmus+ Further Education VET project.

The students, some of whom had never travelled outside Northern Ireland, combined workshop-based learning with the practical application of digital marketing techniques including graphics software, editing, and preparing photographs, writing, and publishing articles, social media campaign planning and use of landing pages as part of a digital media strategy. This increased a sense of initiative, entrepreneurship, self-empowerment and self-esteem that comes with living and working abroad, as well as other skills such teamwork; leadership; written and oral communication skills; problem solving; creative thinking; commercial awareness; decision making; and planning and organisational skills.

As well as vital technical skills, the students immersed themselves in Spanish culture by learning Flamenco and Salsa and gaining an appreciation of life on Tenerife. The students feel that they are now more independent and confident and have improved their presentation, communication and team working skills. They also feel more tolerant and able to adapt to changing situations more readily.

The students agreed that this was a fantastic opportunity to broaden their cultural experience, enhance their CV and increase their chance of employment from the experience of studying abroad. They said that the experience will encourage them to travel and consider working in a different country in the future.

As a direct impact of this 2-week placement, three students will return in June '22 for a 90-day work placement, in Travel and Tourism organisations in Puerto de la Cruz, Tenerife, also Erasmus Funded.

Students completed Eco Shed

SERC Level 2 trainees in Carpentry, Joinery, Motor Vehicle, Land Based Engineering and Engineering recently completed work on an Eco Shed for St Joseph's Primary School, Ballycruttle.

The project began in 2019 when St Joseph's approached members of SERC's Training Organisation and asked for help with their Eco accreditation, which involved building tables and chairs from used pallets as well as making a shed using recycled bottles.

The Eco Council pupils in St Joseph's, alongside SERC, organised the collection of two litre drinks bottles for the project and construction of the shed began in SERC's Seymour Street premises close to the Lisburn Campus, but it had to be postponed due to the COVID-19 pandemic.

The work on the shed recommenced in 2021 and on completion it was delivered to St Joseph's Primary School, where the staff and pupils will be able to make good use of it for a range of eco activities involving children throughout the school. Due to this initiative the school gained the prestigious green flag award.

On-line masterclass in traditional Irish breads for students at the Hong Kong Polytechnic University (PolyU), Hong Kong

SERC's chefs hosted a masterclass in traditional Irish breads in a live webinar for students at The Hong Kong Polytechnic University (PolyU), Hong Kong.

During the live demonstration, the students learnt how to make traditional Irish potato bread, soda bread and Guinness wheaten bread and how to expertly incorporate them into imaginative, restaurant quality recipes using quality, fresh local produce.

The webinar came to fruition through Invest NI's, Yen Tan, based in their Hong Kong office who offered NI Colleges the opportunity to build a collaborative link with PolyU School of Hotel and Tourism Management (SHTM) in Hong Kong as part of its international culinary outreach programme. SHTM prepares students to work in the hospitality industry and includes an international dimension, so students can learn about cuisines from around the world.

New opportunities created for students due to the impact of Covid-19 had on employment with fully funded training at SERC

SERC has the widest range of training courses for Industry in the FE Sector. These address the anticipated skills deficits in the priority skills areas. This includes 132 fully accredited courses currently available from Level 2 – Level 7.

SERC is fully staffed and equipped to deliver a high volume of innovation support and training. A team of 29 Business Services Training Consultants have a wealth of

experience in their specific vocational areas in the delivery of upskilling, re-skilling and mentoring in innovation activities. Video conferencing, virtual classroom delivery, virtual interaction tools and virtual storage facilities all form part of the new delivery models for SERC. All staff have access to ILT pedagogy mentors and have all recently completed training in best practice in distance learning activities.

During the reporting period the College has been involved in the Skill Up Flexible Skills Fund offering courses to individuals over 18 who reside in NI allowing them to upskill or reskill. Over 600 students have availed of these courses. Upskilling and reskilling of students affected by the pandemic has been a key activity during the past year. Key skills were offered in the areas of Manufacturing, Green Technologies, Leadership & Management, Health & Care, Digital and Graduate programmes.

Students were offered the opportunity for a fully funded intensive programme aimed at reskilling people whose employment was affected by the pandemic. Funded by the Department of the Economy, Skill Up Flexible Skills Fund offered the opportunity for candidates in the following areas:

- Digital Marketing to gain an OCN Level 4 in Digital Marketing qualification. The 12-week programme, in September 2021 comprised of 4 weeks virtual learning, 8 weeks of industry placement and £150 training allowance and was open to all graduates.
- Data Analytics, the 18-week programme, in November 2021 comprised of 9 weeks virtual learning and 9 weeks of industry placement and £150 training allowance was paid to all 12 graduates participating.
- Green Technology sector such as Electric Battery Storage, Anaerobic Digestion, Electrical Vehicle Charging, Heat Pumps, Solar Thermal, Zero Carbon Housing. The courses, commenced from September 2021 and ran until March 2022.

Opportunities were also available in Digital, Leadership & Management and Health & Care.

International Trade Certification

SERC and Northwest Regional College (NWRC) helped local businesses navigate Brexit in a unique collaboration to offer a route to gaining a valuable Level 3 qualification from the Institute of Export and International Trade. This partnership was further strengthened during this period with the introduction of more qualifications at level 2-4. The portfolio of courses now includes Transport Documentation, International Trade Management, Physical Distribution, Finance of International Trade, International Trade and Customs Practitioner Award. SERC have delivered to 9 cohorts of over 140 participants.

Encouraging girls into IT

As part of the “Bring IT On Campaign” SERC hosted an online event called “Encouraging Girls into IT”. The event outlined the courses and career prospects available in the IT industry and the overall aim of the event was to inspire a new generation of female IT professionals.

‘Bring IT On’ is a programme funded by the Department for the Economy, is designed to encourage, and educate young people about the career pathways in IT. The

“Encouraging Girls into IT” event provided the young minds of today the help and support needed to climb the ladder to success. The HLA in Bangor and Foundation Degree in Downpatrick seen an increase in females enrolling in computing/IT. The Foundation Degree in Downpatrick has increased 30% in the last academic year.

Learning and Support provision in SERC

Learning Support provides a service to students with additional educational needs with the objective of minimising the effects of these on their learning experience.

The Learning Support Team supported approximately 450 students in academic year 21/22. Since the onset of the Covid 19 pandemic, support which was traditionally provided to students with additional learning needs solely on a face-to-face basis, successfully transitioned to a dual model of face to face and online support through the effective use of technology. Alongside this, additional tailored one-to-one support was made available for students who had been struggling with the consequences of the Covid 19 pandemic, the challenges of remote working and in many cases poor mental health. This was well received and effective in preventing and addressing lost learning.

The learning support provided for students is tailored to their own individual needs. Examples of the support provided include: one to one or classroom support, the provision of additional technology such as a laptop with specialist software or a reader pen, the provision of an adjustable height desk or orthopaedic chair; a sign language interpreter.

Provision of exam access arrangements

Access arrangements are reasonable adjustments which allow learners with additional educational needs or disabilities to access their assessments. The Learning Support Team works closely with students, tutors, and the examinations team to ensure that access arrangements are in place where appropriate. Examples of the type of arrangements provided during the academic year include arranging technological support such as reader pens or computers, facilitating extra time and arranging for modified examination papers to be available, such as with larger fonts or printed on coloured paper.

Training Opportunities for staff and students

The Learning Academy Partnerships at SERC have provided opportunity to address the post pandemic landscape and the significant shift to hybrid and in many cases online working. As digital technology has made the world smaller, SERC have taken this opportunity to further enhance partnership working to ensure equality, diversity, and inclusion, preparing teachers and learners with the skills needed to access employment.

The Learning Academy provided Project Based Learning (PBL) training to Walsall & Sunderland Colleges. To date over 45 staff have been involved in this project having completed two taster and four Dig Deeper sessions with an additional 3 days of intensive on-campus training, developing staff to support students to grow the skills needed to be industry ready, whilst encouraging continued links with employers and professional bodies to stay abreast of their own local need.

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International projects included knowledge sharing, dissemination, and training, as well as highlighting good practice on how to best support Vocation Education and Training (VET) teachers across Europe. We have been partnering on this project with colleges and universities in Finland, Holland, and Scotland. We are also currently working with partners in Malta, Portugal, and Scotland to develop an online toolkit developed from a baseline assessment and identification of learner persona for the toolkit.

Forth Valley College (FVC) and SERC's Strategic partnership has focused on effective collaboration, knowledge sharing and a range of strategic projects. SERC have contributed to the judging of FVC's staff excellence awards.

In response to the growing LGBTQ+ community within SERC, diversity training was delivered to raise awareness, inform, and sensitively support this diversity amongst staff and students, 24 staff attended. Training sessions were also made available online for wider staff to review as and when required.

Relight A Creativity Workshop with the Innovation lab was a training workshop hosted by international partners from the Innovation Lab in Rotterdam. This looked at creative thinking models to help the teams develop solutions for their own business units. In total 28 staff attended the session.

In August 2021, academic staff theme was reframing the student experience in light of the changes in teaching practices with students online and face to face and staff had the opportunity to attend wellbeing sessions which included, Managing Fear and Anxiety, Working Well at Home, Engaging with SERC, Managing Stress, Tai Chi and EFT (emotional freedom techniques).

In February 2022, Corporate staff development the theme was Rethink, Recharge and Reconnect with staff having the opportunity to choose from CPD and wellbeing sessions. The wellbeing sessions included Mindfulness, Identifying signs and symptoms of stress, Making your money go further, Pension advice, The importance of a good night's sleep and how nutrition helps, Boosting your immunity, Tai Chi and Progressive muscle relaxation.

As part of promoting a positive, safe, and supportive learning environment for all students, a Supporting Transgender and Gender Diverse students training event took place on the 29 September 2021. Eighteen members of staff were invited to attend the interactive online session which was facilitated by staff from The Rainbow Project which is a health organisation that works to promote the health and well-being of lesbian, gay, bisexual and/or transgender people and their families in Northern Ireland. The session examined how to support trans and gender diverse people in college, focusing on practical steps that staff can take to help and support.

An accessibility mandatory module was created and released in March 2020 via the Learning Engine that encompassed 6 accessibility training webinars. Currently 249 staff members have viewed these modules. Additionally, an 'Accessibility Short Course' has been rolled out by the Learning Academy in March 2022.

In partnership with Trinity College Dublin, the Learning Academy developed a platform to profile the employability skills learners need to thrive in learning, life, and work. Training has been provided to college students and staff in Japan on digital tools to

support learners as part of ISATE (International Symposium on Advances in Technology Education) 2022. LeanIn Circles (branded as Lean in Together in SERC) have been set up to provide training and support for a range of staff across the college, encouraging allyship and creating a community of practice. A sectoral Lean In group was created with ten members from the six colleges attending.

The Healthy Online Relationship Programme was developed during the height of the pandemic as a direct result of an NSPCC report on the escalation of grooming, exploitation, scams, and gambling. This bespoke programme, which has been designed by INEQE Safeguarding Group in partnership with the SHSCT and SET and funded by the Public Health Agency, offers 16- to 25-year-olds an opportunity to explore the meaning of healthy online relationships in relation to appropriate behaviours, consent, the law, and online safety measures. It aims to promote and empower pro-social activities that young people can use to create healthier social interactions as they increasingly operate in online spaces.

During 2021, 30 SERC students participated in a pilot of the programme, with tutors reporting that their students found the content of the programme useful and appropriate. Plans are being developed to roll this programme out on a wider basis in the coming year.

A nurse from the charity SHINE ran an on-line awareness session on Spina bifida and Hydrocephalus for the tutors and Learning Support Staff who support students with these conditions. Seventeen staff attended the session on 14 December 2021 and a recording of the session was made available to those who were unable to attend. The session covered an overview of both conditions, impacts on the learning environment and strategies to support students to maximise their learning experience at SERC.

Anti-bullying week

Anti-Bullying week took place from the 15th to the 19th of November 2021 and the theme was "One Kind Word".

During this week staff were asked to take time to familiarise themselves with the Dignity at Work Policy which could be accessed via the Learning Engine.

In support of Anti Bullying week Parenting NI ran a workshop for parents on Working Together to stop bullying.

International Men's Day and Men's Health week

International Men's Day took place on the 19th of November 2021 each year and it offered the opportunity for everyone to celebrate the important contribution that men and boys make to their families, friends, communities, workplaces, society, and the world.

Students' Union and Mind Yourself have come together in November to raise awareness of men's health issues such as prostate and testicular cancer and men's suicide. A Movember team page was also created, to raise money for everyone to get involved by either growing moustaches or challenging themselves to walking or running.

International Men's Health Week was on the 14th of June to the 20th of June 2021. The core aim of the awareness days was to heighten awareness of preventable health problems for males of all ages, support men and boys to engage in healthier lifestyle choices/activities and to encourage the early detection and treatment of health difficulties in males, with support information and links to self-testing provided. Men only Tai Chi was offered virtually online.

Women's International Day

International Women's Day on the 8th of March 2022 is a global campaign celebrating the social, economic, cultural, and political achievements of women and raising awareness of issues relating to gender parity. It also provides an opportunity to consider the challenges women face to their wellbeing and how we can support each other. Information and support was offered on the day and women only session for muscle relaxation and body scan session was offered virtually.

This year the Student Union (SU) celebrated international women's day by profiling and promoting women that inspired our students and staff. The SU ran stalls on campus where students could write a profile on women in their life that inspired them. These posters were then put up on campus and shared on social media to celebrate international women's day.

The SU cohort of Liberation Officers once again grew in this academic year. 26 of the 41 officers were successfully elected to liberation roles. Each campus' liberation roles were led by an Equality and Diversity Officer. There were also specific officers whose role was to focus on LGBTQIA, Trans, Women's, and Disabled issues on campus. These officer teams were involved with informing and supporting the needs of liberation groups on each SERC campus.

SU Officers in Bangor identified the need for a new club for SERC students from across the world to meet in a safe space to share their experiences and create connections across the college and this commenced with 5 students participating.

The Pride Alliance is an online club for students in the LGBTQIA community. It was created during the previous academic year and continued during 2021/22 academic year where students could come together to provide peer and community support, training, and signpost to resources for LGBTQIA students and allies at SERC. The Pride Alliance consists of 26 members. The Alliance channel has been set up on the Student Union Hub which provides supporting materials and events organised are published on this for all students to access. The Alliance has also set up a discord service for students to interact with other students and to create friendships.

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The SU organised separate LGBTQIA awareness training for both staff and SU officers and Class reps in February 2022 with 12 students attending. These were provided by Cara-Friend and the Rainbow Project respectively.

The Trans officer in Bangor has been supporting the SU with signposting support for Trans students and creating a support network for Trans Students.

Age NI provided 2 virtual information sessions for SERC and NRC staff and participants had to be over 50 years to be eligible to attend. The sessions consisted of career planning and financial and wellbeing with 28 staff attending.

Twenty-three staff attended recruitment and selection panels to ensure they are in compliance with policies which enables them to sit on recruitment panels.

The College successfully ran Freshers and Refreshers fairs on the 4 major campuses in person. One of the aims of these fairs was to have local charities that help support students from liberation groups attend the fair. The fair allowed for students to learn about these charities and connect with the services they offer. These charities included the Cara Friend, Rainbow Project, Women's Aid and AccessAble. These charities have also come into college throughout the year to provide training and give class talks. In total 1,156 students attended the Freshers fair, and 295 students attended the Refreshers fair.

Fundraising and Volunteering

In November 2021, SERC SU in collaboration with Mind Yourself, staff and students grew moustaches, walked, ran, and cycled to raise funds for Movember UK, a leading charity changing the face of men's health. Movember UK raises funds for various projects and initiatives in areas including prostate cancer, testicular cancer and mental health and suicide prevention. The total amount raised was £730.00.

The College launched the Good for Me, Good for FE campaign in December 2021 and encouraged staff and students to get involved with local charities, community groups and volunteering to help ensure that the most vulnerable in our communities are looked after especially in the run up to Christmas. The Good for Me Good for FE is a UK wide campaign originally aimed to generate £1 million of social value through a range of sustainable community action including volunteering, fundraising and charitable partnerships. Over 140 Colleges across the UK have already signed up to this initiative, including the six Colleges within the Northern Ireland FE Sector.

In December 2021 SERC Student's Union collected food donations for 70 Christmas hampers with approx. 20 items per hamper and these supported the Lisburn Foodbank, Bangor Foodbank, Fountain Foodbank, (Downpatrick), Newtownards Foodbank and The Pantry Foodbank (Newcastle). As well as food donations the Lisburn Foodbank appealed for the donation of pyjamas. In addition, students from Level 2, 3 and 4 Health programmes at SERC's Newtownards Campus put together festive hampers for older people living in the local community which was distributed by Age NI.

In March 2022, Students Union appealed for donation of Easter Eggs for local foodbanks with 156 eggs contributed by staff and students.

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Students Union led way for the Ukrainian Appeal by undertaking collection points over five campuses for donations from staff and students in conjunction with the British Red Cross Society with £1777.99 being raised and 5 box vans filled with clothing and essentials.

The Bangor SU officers ran a fundraiser for the Rainbow project during the month of February 2022 was chosen as it LGBTQIA history month with £62.49 being raised. The fundraiser not only helped raise funds for the rainbow project but also raised awareness for the LGBTQIA support available for students in the country. Two hundred and sixty students participated in the event.

As part of the fundraiser the Rainbow project came to the Bangor campus to run a sexual health drop in. They also gave a talk at the class rep meeting on campus that day to help promote the support services offered by the Rainbow Project.

The Ards SU officers ran a fundraiser for Nexus in February with £15.00 being raised. Nexus came to the Ards campus on the day to run a stall raising awareness of the services they offer with 76 students attending. Nexus also gave consent workshops on the day to a number of classes on campus 20 students attending.

Students Union held a raffle and held a Mario Kart Tournament in the student pod in the Lisburn Campus for staff and students with £173.56 being raised for Eimear's Wish.

Clubs and Societies

Student Union set up and ran clubs and societies which consisted of the Glee Club, Games Club, Netball, Mindfulness VR and Access club. During the 21/22 academic year 715.5 students participated in these events.

Funding secured

SERC secured funding from the Public Health NI Team in the reporting period to implement an intergenerational event which will be held in April 2022, and it will be an immersive theatre production on the swinging 60s at Space. Distorted Reflections, and SERC's alumni student company, will be providing the production. A range of older and younger people will be invited to the event to see 1960s movies, tv shows, eat 1960s food, and sing and dance to 1960s music. The event aims to provide a real-life social history lesson for the young people as the older people who lived through the 60s reminisce about their memories and talk about them. The event also aims to tackle loneliness in older people and get the generations communicating with each other.

Funding was secured in the reporting period from the Belfast Harbour fund to build a biodiversity garden in SERC's Newcastle campus for the community of Murlough visit for launch in May 2022. The garden will provide herbs and berries which the local community can access to use in their cooking. The aim of the garden is to raise the profile of the importance of biodiversity.

In November 2021, SERC launched their horticultural therapy garden in Holywood with funding by the Ulster Garden Fund and is accessible to the whole of the surrounding Holywood community.

The aim of the garden is to provide a safe space for the local public to use and immerse themselves into the therapy elements of the garden.

SERC Student Carers

The SERC Student Carers team from April 2021 to August 20 assisted 137 students during the 2021-22 academic year and they received 1-1 confidential support. Support included the provision of Student Carer identify cards. Should there be a need to leave class early to attend a family member who is being cared for, the Student Carer identify card can be discreetly shared with the staff member. The Student Carer team met with each Student Carer to identify additional support needs which ranged from negotiating additional time to submit assessments to helping Student Carers apply for financial support.

The team organised drop-in clinics with the South Eastern Health & Social Care Trust on each campus, ensuring that Student Carers had access to a wide range of benefits.

The Student Carer team issued a survey to establish specific needs and what SERC can put in place to help. This survey identified that Student Carers miss out on many social activities. The team organised pamper sessions, support groups/coffee mornings and exercise classes specifically for Student Carers. To improve services, Student Carers requested more support for part-time evening students, a wellbeing clinic once per month; drop-in sessions and easier access for students who don't identify themselves as unpaid carers.

SERC representation on Advisory Groups

Choice Housing Association and Clanmill Housing are currently delivering the Governments 'Housing for All' shared neighbourhoods in Saintfield, Ballynahinch and Crossgar. The advisory group members include statutory, voluntary and community sector organisations. SERC representation on this advisory group in 2021-2022, along with other organisations, helped inform the Shared Housing Good Relations plan for the Rowallane Area.

Choice Housing Association is currently delivering the Governments 'Housing for All' shared neighbourhoods in Lisburn. The recently formed advisory group (March 2021) includes statutory, voluntary and community sector organisations. SERC along with other advisory group organisations in 2021-2022, helped inform the Shared Housing Good Relations plan for the Lisburn Area.

SERC is a member of the Newry, Mourne and Downe Intercultural Forum. This is an interagency partnership committed to working together towards an inclusive community to create opportunities that embrace diversity.

Driving lessons offered for Downpatrick Neighbourhood Renewal area

SERC offered adults living in the Downpatrick Neighbourhood Renewal area an opportunity to get free driving lessons as they work to gain qualifications.

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Working in partnership with the Department for Communities and Downpatrick Neighbourhood Renewal, SERC invited any residents aged 18 and over, who are unemployed and not in full-time education, to sign up to their 'Driving to Success' programme, which includes free driving lessons as part of an innovative course to gain nationally recognised qualifications.

Participants also had the opportunity to take driving lessons and obtain a full driving license with 2 groups participating with 22 achieving their licenses.

Since 2012, more than 250 participants have completed the Driving to Success course. Many students tell us that participation on the programme has helped to build their confidence and boosted their self-esteem and motivation alongside the new relevant and practical skills. Following completion of the course many feel they were inspired to continue their education at SERC.

Standard Operating Procedures (Sop's) and training provided

Standard operating procedures are reviewed and updated regularly, and these are communicated to staff through the Colleges Learning Engine which requires staff to read and sign off that they have understood the procedures. During the reporting period 3 new/revised local policies were screened out, approved, and placed on the Learning Engine for staff to access.

SERC Achievements

SERC was a finalist and winner of the Beacon Award for the Widening Participation award for their work in engaging with adults returning to education from deprived communities in Newcastle.

PART A

Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2020-21 (*or append the plan with progress/examples identified*).

Action Measure Undertaken	Outcome/Impact on Individuals
<p>Further embed equality and cultural diversity into the Curriculum and share best practice</p>	<p>The Students Union cohort of Liberation Officers grew in this academic year. 72 students were nominated with 41 students elected and 26 of which were successfully elected to liberation roles. Each campus' liberation roles were led by an Equality and Diversity Officer.</p> <p>There were also specific officers whose role was to focus on LGBTQIA, Trans, Women's, and Disabled issues on campus. These officer teams were involved with informing and supporting the needs of liberation groups on each SERC campus.</p> <p>As part of the Self Evaluation Review process, academic staff are encouraged to record equality related data which is used to identify issues and trends within their area of work and to demonstrate good practice within their teaching.</p> <p>A new Equality and Good Relations App was created for staff and students to provide information in relation to the college's commitment to Equality and Diversity. Information provides minutes of the Internal Equality Working group, Annual Progress Reports, Disability Action Plans, Equality Schemes, Screenings, and information on Liberation Officers.</p> <p>On the front page of the App there is a section where and students can send proposed items for the Agenda for the Internal Working Group.</p> <p>The college applied and was awarded Level 1 within the reporting period of the Disability Confident Scheme which will be valid and renewable after 3 years.</p>
<p>Promote and encourage student participation in college working groups and events</p>	<p>The Students Union attend the Colleges Health and Safety Committees, and they continue to work to review the number of access points for disabled students across the campuses.</p> <p>Students Union have 3 representatives on the Internal Equality Working Group.</p>
<p>Review workforce makeup and take action if necessary</p>	<p>Workforce makeup is reviewed on an annual basis as part of the Annual Monitoring report and no remedial action was required during the reporting period.</p>

<p>Identify new methods of communication to ensure information is understood</p>	<p>Academic staff continued to engage in updating the SER database during the reporting period to record equality related data which is used to identify issues and trends.</p> <p>FE Sector Equality Forum which consists of the 6 FE Colleges meet quarterly with a representative from the Equality Commission to review agree on processes and policies for implemented throughout all Colleges. During the reporting period the Equality Scheme was reviewed as a group and each college representative tailored the scheme to suit their specific requirements.</p> <p>A new Equality and Good Relations App was created for staff and students to provide information in relation to the college's commitment to Equality and Diversity. Information provides minutes of the Internal Equality Working group, Annual Progress Reports, Disability Action Plans, Equality Schemes, Screenings, and information on Liberation Officers</p>
<p>Increase awareness training among staff and students at the College</p>	<p>AccessAble, as part of a three-year agreement, undertook surveys and completed reports in relation to the Holywood, Lisburn, and Ards Campuses in the reporting period. Surveys are carried out to ensure that the right access support is in place and the information is updated and available for everyone within the community and updated on their website for those wishing to access the information on the accessibility within the College.</p> <p>SERC will also continually make improvements to ensure that the campuses are as accessible as possible by complying with the Facilities Improvement and Maintenance Plan to identify and remove any barriers to access.</p> <p>The Bangor SU officers ran a fundraiser for the Rainbow project during the month of February. February was chosen as it is LGBTQIA history month. The fundraiser not only helped raise funds for the rainbow project but also raised awareness for the LGBTQIA support available for students in the country and 260 students participated.</p> <p>As part of the fundraiser the Rainbow project came to the Bangor campus to run a sexual health drop in. They also gave a talk at the class rep meeting on campus to help promote the support services offered by the Rainbow Project.</p> <p>The Ards SU officers ran a fundraiser for Nexus in February, who came to campus to run a stall raising awareness of the services they offer. Nexus also gave consent workshops on the day to several classes on campus.</p> <p>The Trans officer in Bangor has been supporting the SU with signposting support for Trans students and creating a support network for Trans Students.</p> <p>Supporting Transgender and Gender Diverse students training event took place on the 29 September 2021. Eighteen</p>

	<p>members of staff were invited to attend the interactive online session which was facilitated by staff from The Rainbow Project which is a health organisation that works to promote the health and well-being of lesbian, gay, bisexual and/or transgender people and their families in Northern Ireland. The session examined how to support trans and gender diverse people in college, focusing on practical steps that staff can take to help and support.</p> <p>In response to the growing LGBTQ+ community within SERC, gender identity awareness training was delivered by Cara Friends to raise awareness, inform, and sensitively support this diversity amongst staff and students. 24 staff attended over the 2 sessions. Training sessions were also made available online for wider staff to review as and when required.</p> <p>The SU organised separate LGBTQIA awareness training for both staff and with 12 SU officers and Class reps. These were provided by Cara-Friend and the Rainbow Project respectively.</p> <p>The college applied and was awarded Level 1 within the reporting period of the Disability Confident Scheme which will be valid and renewable after 3 years and will apply for Level 2. Staff were informed via the staff intranet.</p> <p>The on-line Equality and Diversity training module is a mandatory module for all staff to complete and they must revisit every 2 years.</p>
<p>Grow and enhance relations with local community groups</p>	<p>Due to ongoing Covid 19 regulations engagement with Communities was limited.</p> <p>Choice Housing Association and Clanmill Housing are currently delivering the Governments 'Housing for All' shared neighbourhoods in Saintfield, Ballynahinch and Crossgar. The advisory group members include statutory, voluntary and community sector organisations. SERC representation on this advisory group in 2021-2022, along with other organisations, helped inform the Shared Housing Good Relations plan for the Rowallane Area.</p> <p>Choice Housing Association is currently delivering the Governments 'Housing for All' shared neighbourhoods in Lisburn. The recently formed advisory group (March 2021) includes statutory, voluntary and community sector organisations. SERC along with other advisory group organisations in 2021-2022, helped inform the Shared Housing Good Relations plan for the Lisburn Area.</p> <p>SERC is a member of the Newry, Mourne and Downe Intercultural Forum. This is an interagency partnership committed to working together towards an inclusive community to create opportunities that embrace diversity.</p> <p>In November 2021, SERC launched their horticultural therapy garden in Holywood with funding by the Ulster Garden Fund</p>

	<p>and is accessible to the whole of the surrounding Hollywood community.</p> <p>The aim of the garden is to provide a safe space for the local public to use and immerse themselves into the therapy elements of the garden.</p> <p>In December 2021 SERC Student's Union collected food donations for Christmas hampers and supported the Lisburn Foodbank, Bangor Foodbank, Fountain Foodbank, (Downpatrick), Newtownards Foodbank and The Pantry Foodbank (Newcastle). As well as food donations the Lisburn Foodbank appealed for the donation of pyjamas.</p> <p>In March 2022, Students Union appealed for donation of Easter Eggs for local foodbanks with 156 eggs contributed by staff and students.</p> <p>Students Union led way for the Ukrainian Appeal by undertaking collection points over five campuses for donations from staff and students in conjunction with the British Red Cross Society with £1777.99 being raised and 5 box vans filled with clothing and essentials.</p> <p>The Bangor SU officers ran a fundraiser for the Rainbow project during the month of February 2022 during LGBTQIA history month with £62.49 being raised. The fundraiser not only helped raise funds for the rainbow project but also raised awareness for the LBGTQIA support available for students in the country. Two hundred and sixty students participated in the event.</p> <p>As part of the fundraiser the Rainbow project came to the Bangor campus to run a sexual health drop in. They also gave a talk at the class rep meeting on campus to help promote the support services offered by the Rainbow Project.</p> <p>The Ards SU officers ran a fundraiser for Nexus in February with £15.00 being raised. Nexus came to the Ards campus on to run a stall raising awareness of the services they offer with 76 students attending. Nexus also gave consent workshops on the day to several classes on campus 20 students attending.</p> <p>Students Union held a raffle and held a Mario Kart Tournament in the student pod in the Lisburn Campus for staff and students with £173.56 being raised for Eimear's Wish.</p> <p>Funding was secured in the reporting period from the Belfast Harbour fund to build a biodiversity garden in SERC's Newcastle campus for the community of Murlough visit for launch in May 2022.</p>
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	<p>The garden will provide herbs and berries which the local community can access to use in their cooking. The aim of the garden is to raise the profile of the importance of biodiversity.</p> <p>SERC Level 2 trainees in Carpentry, Joinery, Motor Vehicle, Land Based Engineering and Engineering recently completed work on an Eco Shed for St Joseph's Primary School, Ballycruttle.</p> <p>The work on the shed recommenced in 2021 and on completion it was delivered to St Joseph's Primary School, where the staff and pupils can make good use of it for a range of eco activities involving children throughout. Due to this initiative the school gained the prestigious green flag award.</p> <p>SERC offered adults living in the Downpatrick Neighbourhood Renewal area an opportunity to get free driving lessons as they work to gain qualifications.</p> <p>Working in partnership with the Department for Communities and Downpatrick Neighbourhood Renewal, SERC invited any residents aged 18 and over, who are unemployed and not in full-time education, to sign up to their 'Driving to Success' programme, which includes free driving lessons as part of an innovative course to gain nationally recognised qualifications.</p> <p>Participants also had the opportunity to take driving lessons and obtain a full driving license with 2 groups participating, one in April 2021 and the other group in October 2021 with the programme running for 16 weeks.</p> <p>Since 2012, more than 250 participants have completed the Driving to Success course.</p>
<p>Conduct staff and Equality surveys</p>	<p>Annual staff and student surveys were conducted during the reporting period.</p> <p>In the 21/22 student survey the Big 14 Survey was completed by 3,267 students and 95.8% of them felt that the College ensures that all students are treated equally and with respect.</p> <p>In the 2021/22 Staff survey, 368 staff completed the survey. 86.2 % of staff felt that the college has effective policies in place to ensure all staff are treated equally. 82% felt that the College is committed to equal opportunities for its employees and 88.4% staff felt they were treated irrespective of characteristics and 83% felt that the college was supportive of staff who experienced bullying.</p>
<p>Conduct access audits across all campuses on</p>	<p>The College has a 3-year contract with AccessAble (previously Disabled Go), which will be due for renewal in January 2023.</p>

<p>physical environment, information, and services</p>	<p>An annual review is in the contract each year by qualified surveyors. During the reporting period the surveyors visited Ards, Lisburn and Holywood and findings were updated on the website.</p>
<p>Ensure staff undertake equality and diversity training</p>	<p>The on-line Equality and Diversity training module is mandatory module for all staff to complete and review every 2 years. It is a mandatory requirement for all new starts to undertake commencing employment.</p> <p>An accessibility mandatory module was created and released in March 2020 that encompassed 6 accessibility training webinars. Additionally, an 'Accessibility Short Course' was rolled out by the Learning Academy in March 2022, providing greater opportunity to highlight staff can provide.</p>
<p>Mental Health Charter</p>	<p>The College is signed up to the Equality Commission's Mental Health Charter and commitment remains ongoing with training and awareness sessions to help and support staff and students with wellbeing frameworks in place.</p> <p>Due to Covid-19 and remote working it was recognised the impact the situation may had on individual's mental health, therefore there were additional support mechanisms continued to be put in place. Support services remained in place for both staff and students such as Inspire Wellbeing offering 24/7 counselling, support on their wellbeing hub and the Colleges 9 Mental Health First Aiders remained committed and supporting both staff and students remotely and face to face.</p> <p>In April 2021 during Stress awareness month information and support was provided to staff via the Mind Yourself Newsletter with links to relaxation and 30-day stress challenge.</p> <p>Workplace Health Leadership group delivered 2 workshops via MS Teams, Workplace Mental Health, and Managing Mental Health Working at Home.</p> <p>In May 2021 during Mental Health Awareness information and support was offered to staff:</p> <ul style="list-style-type: none"> • Mental Health video created by management and staff which included a poster campaign "How I look after my mental health was launched". New Mental Health policy was launched with training provided and guidance notes for Line Managers and mental health first aiders to launch the mental health action plans which is a supporting mechanism for those experiencing mental health issues. • Further online modules such as life balance, loss and bereavement were released on the Hays on-line learning module.

	<ul style="list-style-type: none"> • Mind Body and Business offered Building resilience seminar virtually to help maintain wellbeing and work performance during Covid. • Workplace Leadership group provided seminars virtually on Mindful Manager and Take 5 Steps to Wellbeing. • Under the Feel-Good Fitness programme – 4-week session was delivered via MS Teams for Tai Chi. <p>Men’s Health Week in May 2021, information and support was accessible – Take time to look after yourself</p> <p>In June 2021 Mental Health mandatory module was released to all staff via the Learning Engine and there will be a requirement to complete it every 2 years.</p> <p>In August 2021, 350 staff attended the academic staff development which was delivered online over 2 mornings with sessions scheduled for 45-60 minutes. Corporate staff also had the opportunity to avail of the sessions. The range of wellbeing sessions offered included: Managing Fear and Anxiety, Working Well at Home, Managing Stress and Resilience, Emotional Freedom Techniques, Engaging Well with SERC, and Tai Chi session.</p> <p>In February 2022, 246 Corporate staff development the theme was Rethink, Recharge and Reconnect with staff having the opportunity to choose from CPD and wellbeing sessions. The wellbeing sessions included Mindfulness, Identifying signs and symptoms of stress, making your money go further, Pension advice, The importance of a good night’s sleep and how nutrition helps, Boosting your immunity, Tai Chi and Progressive muscle relaxation</p> <p>World health Day on the 10 October 2022, information and support was sent via the Mind Yourself newsletter with signing for support and included:</p> <ul style="list-style-type: none"> • Connecting with a colleague – coffee and connect day – either on campus or online. • Launched the Holding on to Hope Changing world campaign which was collaboration between Health & Social Care partners across NI to encourage everyone to hold on to hope, to nurture our mental & emotional wellbeing and to raise awareness of the local and regional services. • 2 sessions were provided by Mood Matters workplace to provide skills and techniques to look after your mental health, manage feelings. • Inspire Wellbeing sessions were offered online with championing positive mental health, 5 steps to wellbeing and hosting conversations to break the
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	<p>stigma around mental health with 5 sessions live and recordings available afterwards</p> <ul style="list-style-type: none"> • Vitals Nutrition Foods Mood workshop with ideas and practical suggestions to support good mental health • Mental Health Ireland - Webinar titled “The Man I Am” - Guest speakers share their own experiences and challenges of minding their mental health and wellbeing, and how this lived experience can support and empower others <p>Stress awareness month November 2021:</p> <ul style="list-style-type: none"> • Information, support, and signposting was made provided via the Mind Yourself newsletter • Inspire Wellbeing Managing Stress and Anxiety information session via MS teams <p>Two further sessions were delivered for Mind Together for Line Mangers with a qualified counsellor.</p> <p>Self-care support sessions were offered and delivered for Mental Health first Aiders with a trained Counsellor.</p> <p>Inspire Wellbeing launched Inspirational points fact sheets online in conjunction with their Inspirational points campaign for both staff and students.</p> <p>Launch of new support services from UK Healthcare which included counselling services, Health Assured Wellbeing hub and App.</p> <p>Two Loss and bereavement webinars were delivered online by Inspire Wellbeing and one for line managers and one for staff.</p> <p>Action Cancer delivered a 1-hour virtual session to support individuals dealing with additional stresses from working from home. The information provided was on healthy nutrition, physical activity and dealing with stress.</p> <p>In February 2022, the College engaged in the Change your Mind campaign which is run by Inspire Workplace Wellbeing. Under this campaign the Time to Talk event took place on the 3 February 2022. Events included:</p> <ul style="list-style-type: none"> • Coffee and connect morning for staff to meet either on campus on or online • Wellbeing information stand for staff and students in the Lisburn Campus • Time to Talk and Walk in the Lisburn campus for staff and students • Tea break quiz hosted by the Enterprise team and was themed as Mental Health • Webinar – the impact of covid-19 on Children’s Mental Health
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	<p>Wellness Wednesdays Webinars which consisted of wellbeing webinars which had been devised by UK Healthcare were accessible on the Staff Intranet and the Mind Yourself App to be accessed directly. Webinars ranged from as little as 5 minutes to 20 minutes and included stress, resilience, mindfulness, coping with bereavement and healthy living.</p> <p>In March 2022, the 2nd Feel Good Fitness programme was launched for staff and students to support their mental health and wellbeing by engaging with physical activities. The 30-minute sessions ranged from Tabata, Tai Chi, Boxfit, Stretch and Tone, Breath and Movement, Circuits and Weights with the opportunity to attend on campus or online.</p> <p>HSENI delivered a Fatigue and Burnout session for Line Managers on behalf of NICHS.</p> <p>Student Health and wellbeing</p> <p>As part of the Student Union's wellbeing there is a health and wellbeing hub which is visited weekly on average by 420 students a week. Posts are made available three times a week that support student wellbeing, with 93 posts in total over the reporting period.</p> <p>Participation in mental health awareness days and in collaboration with HR undertake health campaigns such as Time to Talk day.</p> <p>Inspire wellbeing continued to offer counselling services, access to their wellbeing hub and inspirational point fact sheets and they delivered wellbeing information sessions in relation to their services which 185 students attended.</p> <p>Action Mental Health delivered 9 Mindset resilience sessions and 112 students participated.</p> <p>Student Engagement delivered Take 5: Five Ways to Wellbeing for 86 students.</p> <p>VR mindfulness, using Oculus VR headset with guided mediation was undertaken by 15 students during exam session.</p> <p>Ascort delivered 36 sessions with 398 students participating via online for drug and alcohol awareness.</p> <p>Youth Health Service provided online support to 189 students which supported info about YHADS, sexual health, mental health, counselling and in March 2022 they returned to the 4 main campuses 1 day per week.</p>
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PART A

Introduction of Transgender toilets on each campus	The internal Equality Working group agreed and devised toilet signage, promoting gender neutral toilets, which has been placed on designated toilets in each campus in previous reporting periods.
Commit to Every Customer Count with ECNI	The College committed to Every Customer Counts and has met the commitments outlined in their charter. The commitment to customers is to provide an exemplary and accessible customer service that all customers can due and benefit from in a manner that respects their dignity and independence and promotes equality opportunity and choice.

PART A

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

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

Please provide any details and examples:

In the reporting period the Equality Scheme 5-year review was undertaken at the FE Sector Equality Group and each College finalised and adopted the scheme relevant to their own college. Approval for the new scheme was given by the Equality Commission in April 2022 so the revised scheme for 2022 to 2027, therefore no changes are within this reporting period.

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

Please provide any details and examples:

n/a

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

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

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

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

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

Other *(please specify and give details):*

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

Arrangements for assessing compliance (Model Equality Scheme Chapter 2)

- 4 Were the Section 75 statutory duties integrated within job descriptions during the 2021-22 reporting period? *(Tick one box only)*
- Yes, organisation wide
 - Yes, some departments/jobs
 - No, this is not an Equality Scheme commitment
 - X No, this is scheduled for later in the Equality Scheme, or has already been done
 - Not applicable

Please provide any details and examples:

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

Self-evaluation report is completed with Academic staff which records what is being undertaken under Section Statutory 75 statutory duties.

- 6 In the 2021-22 reporting period were **objectives/ targets/ performance measures** relating to the Section 75 statutory duties **integrated** into corporate plans, strategic planning and/or operational business plans? *(Tick all that apply)*
- Yes, through the work to prepare or develop the new corporate plan
 - X Yes, through organisation wide annual business planning

PART A

- 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 2021-22 report
- Not applicable

Please provide any details and examples:

Self-evaluation report is completed with Academic staff which records what is being undertaken under Section Statutory 75 statutory duties.

Equality and Diversity training was developed and is a mandatory module for all staff and must be undertaken every 2 years.

New mental policy and mental health actions plans were developed, guidance provided, and line managers and mental health first aiders were trained.

Mental Health Awareness mandatory was devised and is a mandatory module for all staff and must be undertaken every 2 years.

Equality action plans/measures

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

Actions completed: Actions ongoing: Actions to commence:

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

Further embed Equality and Cultural Diversity into the Curriculum and share best practice

As reported in the last period this is well embedded in the Colleges IS: EF process and continues to encourage the consideration and sharing of the equality and cultural diversity within the curriculum delivery. This equality category was incorporated into the College's self-evaluation reports (SER) app for the academic year and continues to be used by academic staff and continues to be kept under review. This was designed to ensure equality is incorporated into the syllabus taught and the app will capture this information.

Promote and encourage student participation in College Working groups and events

Three elected students in the Students Union attend the Internal Equality Working Group and attend and report at the Health and Safety meetings on all campuses.

Register for Mental Health Charter (ECNI) to promote good health to staff and students

SERC has registered with the Equality Commission for the Mental Health Charter and continues to review, provide training for both staff and managers throughout the reporting period.

SU and HR work in collaboration to deliver health and wellbeing initiatives to support and promote good health and wellbeing and these have been outlined in section 2 of the report.

Introduction to transgender toilets on each campus

In 2018-19 reporting period the Internal Equality Working Group agreed signage for gender neutral toilets and the signs were placed on the disabled toilet doors on all campuses.

Commit to Every Customer Counts with ECNI

SERC committed to Every Customer Counts with ECNI, the self-assessment checklist was undertaken, and all standards were met with notification being placed in all reception's areas for visitors and staff to view.

Actions ongoing:

Review workforce makeup and take remedial action if necessary

Workforce makeup is reviewed on an annual basis as part of the Annual Monitoring report and no remedial action was required during the reporting period.

Increase exploitation of monitoring data on QLS for planning, policy development and market intelligence

The College MIS department increasingly uses student monitoring data to inform campaigns and projects undertaken by the College such as Widening Access Participation strategy. The new monitoring specification used in the reporting period will allow for wider exploitation of data across all Colleges.

Conduct Access Audits across all campuses on physical environment, information, and services

Audits are carried out annually by AccessAble and in 2021/22 the Surveyor visited the Ards, Holywood, and Lisburn campuses to update guides and information that is accessed on their website.

Increase awareness training amongst staff and students to include focus groups

Equality awareness is increased through staff undertaking the Equality and Diversity mandatory module every 2 years.

An Equality and Good Relations App was devised and launched which is readily accessible for both staff and students. The App was created to provide information in relation to the college's commitment to Equality and Diversity.

Information included in the App is:

- Annual Progress reports where the College reports to the Equality Commission NI on the work undertaken in relation to Equality and Diversity;
- Details on the Internal Working Group which is made up of staff and student representatives and minutes of the meetings;
- Disability Action plans;
- Screening of policies;
- Equality Schemes; and
- Information on the Colleges Liberation Officers for students.

On the front page of the App there is a section where staff or students can send proposed items for the Agenda for the Internal Working Group.

Equality and Diversity is raised through the student Induction process.

Each campus has the Equality leaflet displayed in prominent places for accessibility for staff and students. In 2021/22 the Internal Equality and Working group revised and updated the information leaflet.

Several of the Liberation Officers attended the NUS-USI conference and were involved with the creation of policies that will be put in place by NUS-USI. They contributed on the decision making of these policies that will help support positive equality outcomes for students at a national level.

In response to the growing LGBTQ+ community within SERC, diversity training was delivered to raise awareness, inform, and sensitively support this diversity amongst staff and students. 24 staff attended. Training sessions were also made available online for wider staff to review as and when required.

The SU organised separate LGBTQIA awareness training for both staff and SU officers and Class reps. These were provided by Cara-Friend and the Rainbow Project respectively.

As part of promoting a positive, safe, and supportive learning environment for all students, a Supporting Transgender and Gender Diverse students training event took place on 29 September 2021. Eighteen members of staff were invited to attend the interactive online session which was facilitated by staff from The Rainbow Project which is a health organisation that works to promote the health and well-being of lesbian, gay, bisexual and/or transgender people and their families in Northern Ireland. The session examined how to support trans and gender diverse people in college, focusing on practical steps that staff can take to help and support.

Develop group support sessions for students in underrepresented groups

As part of the “Bring IT On Campaign” SERC hosted an online event called “Encouraging Girls into IT”. The event outlined the courses and career prospects available in the IT industry and the overall aim of the event was to inspire a new generation of female IT professionals.

‘Bring IT On’ is a programme funded by the Department for the Economy, is designed to encourage, and educate young people about the career pathways in IT. The “Encouraging Girls into IT” event provided the young minds of today the help and support needed to climb the ladder to success. The HLA in Bangor and Foundation Degree in Downpatrick

seen an increase in females enrolling in computing/IT. The Foundation Degree in Downpatrick has increased 30% in the last academic year.

In response to the growing LGBTQ+ community within SERC, diversity training was delivered to raise awareness, inform, and sensitively support this diversity amongst staff and students. 24 staff attended. Training sessions were also made available online for wider staff to review as and when required.

The SU organised separate LGBTQIA awareness training for both staff and SU officers and Class reps in February 2022 with 12 students attending. These were provided by Cara-Friend and the Rainbow Project respectively.

The Trans officer in Bangor has been supporting the SU with signposting support for Trans students and creating a support network for Trans Students.

Conduct Staff and student equality surveys

Annual staff and student surveys were conducted during the reporting period.

In the 21/22 student survey the Big 14 Survey was completed by 3,267 students and 95.8% of them felt that the College ensures that all students are treated equally and with respect.

In the 2021/22 Staff survey, 368 staff completed the survey. 86.2 % of staff felt that the college has effective policies in place to ensure all staff are treated equally. 82% felt that the College is committed to equal opportunities for its employees and 88.4% staff felt they were treated irrespective of characteristics and 83% felt that the college was supportive of staff who experienced bullying.

Ensure staff undertake Equality and Diversity training

On-line Equality and Diversity training module was launched in January 2017 via the Colleges Learning Engine as a mandatory requirement for all staff to complete and staff are required to undertake every 2 years.

New employees are required to complete this module upon commencement of employment.

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

Reviewed under the Equality Scheme with approval and implementation from April 2022.

- 9** In reviewing progress on the equality action plan/action measures during the 201-22 reporting period, the following have been identified: (*tick all that apply*)

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

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

PART A

- Action(s) to address newly identified inequalities/recently prioritised inequalities
- X 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
- x Not applicable

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

The new mental health policy was screened and approved in March 2021 with Mental Health action plans and guidance notes devised and launched to staff in April 2021 with training sessions offered for line managers.

In the reporting period 3 new and reviewed policies had been approved and placed on the Colleges learning engine for staff to access.

An Equality and Good Relations App was devised and launched which is readily accessible for both staff and students. The App was created to provide information in relation to the college's commitment to Equality and Diversity.

Twenty-three staff attended recruitment and selection training prior to sitting on recruitment and selection panels.

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

- Face to face meetings
- Focus groups
- X 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

PART A

- 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:

N/a

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

- Yes X No Not applicable

Please provide any details and examples:

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

- X Yes – No Not applicable – no commitment to review
note:
approved
April 2022

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]

SERC website under the Public Information section

[Public Information - SERC](#)

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

3

PART A

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

n/a	Policy consultations conducted with screening assessment presented.
n/a	Policy consultations conducted with an equality impact assessment (EQIA) presented.
n/a	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:

All policies screened were screened out and placed on the College website as part of the Colleges Quarterly reporting.

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 2021-22 reporting period? *(Tick one box only)*

- Yes
 No
 Not applicable

Please provide any details and examples:

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

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

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

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Please provide any details:

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

Yes No X Not applicable

Please provide any details and examples:

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

n/a

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

n/a

Staff Training (Model Equality Scheme Chapter 5)

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

As part of the College Induction all new starts are required to complete the on-line training modules in the Learning Engine and staff who have reached renewal date for:

- Equality and Diversity
- Child protection course
- Protection of Vulnerable Groups
- Mental Health Awareness

The HR Business Partner delivered in-house Recruitment and Selection training for 23 Managers to ensure panel members followed policy and regulations.

An accessibility mandatory module was created and released in March 2020 via the Learning Engine that encompassed 6 accessibility training webinars. Currently 249 staff members have viewed these modules. Additionally, an 'Accessibility Short Course' has been rolled out by the Learning Academy in March 2022, providing greater opportunity to highlight staff can provide. Throughout the reporting period all training the Colleges commitment was to embrace and promote Equality and Diversity has been prevalent.

Supporting Transgender and Gender Diverse students training event took place on 29 September 2021. Eighteen members of staff were invited to attend the interactive online session which was facilitated by staff from The Rainbow Project which is a health organisation that works to promote the health and well-being of lesbian, gay, bisexual and/or transgender people and their families in Northern Ireland. The session examined how to support trans and gender diverse people in college, focusing on practical steps that staff can take to help and support.

In response to the growing LGBTQ+ community within SERC, gender identity awareness training was delivered by Cara Friends to raise awareness, inform, and sensitively support this diversity amongst staff and students. 24 staff attended over the 2 sessions. Training sessions were also made available online for wider staff to review as and when required.

The SU organised separate LGBTQIA awareness training for both staff and with 12 SU officers and Class reps. These were provided by Cara-Friend and the Rainbow Project respectively.

- 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:

The on-line training modules are continuously ongoing with new starts and staff throughout their employment with the College through the refresher cycles on the Learning Engine. Modules educate staff on the Colleges commitment to equality, diversity, and good relations.

An 'Accessibility Short Course' has been rolled out by the Learning Academy in March 2022, providing greater opportunity to highlight staff can provide.

In the 2021/22 Staff survey, 368 staff completed the survey. 86.2 % of staff felt that the college has effective policies in place to ensure all staff are treated equally.

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

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

n/a

Complaints (Model Equality Scheme Chapter 8)

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

Insert number here:

1

Please provide any details of each complaint raised and outcome:

A complaint was raised by an employee regarding the Colleges associated with Fields for Life Charity. This complaint has been responded to and is concluded.

Section 3: Looking Forward

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

January 2022 the Equality Scheme underwent a review and was approved by the Equality Commission in April 2022. New Equality Scheme is effective from April 2022 to 2027.

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

New Action Plan in conjunction which was reviewed with the revised Equality Scheme for 2022-2027.

Monitor, review and update the Disability Action Plan.

Screening training by the Equality Commission will be delivered to policy holders.

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

x Employment

x Goods, facilities, and services

PART A

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

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

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

8

Fully achieved

3

Partially achieved

0

Not achieved

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

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

Level	Public Life Action Measures	Outputs ⁱ	Outcomes / Impact ⁱⁱ
National ⁱⁱⁱ			
Regional ^{iv}			
Local ^v			

PART B

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

	Training Action Measures	Outputs	Outcome / Impact
	<p>Create an open and inclusive workplace culture which displays respect for those with mental ill health</p>	<p>In this reporting period due to Covid 19, and with some staff continuing to work at home and some students online learning there has been a continued increase in supporting staff with Mental ill health.</p> <p>Mental Health First Aiders continued to offer face to face and online support with numbers increasing and reducing the stigma associated with mental health.</p> <p>Mental Health Policy identifies and outlines the aims and objectives of what the college is doing and will do to support mental health in the workplace.</p> <p>Mental health action plans and guidance materials were devised, and briefing sessions were undertaken for line managers in May 2022 to assist and support them in the new processes.</p> <p>As outlined in Part 2, page 24 of this report demonstrates an intensive programme to support mental health was undertaken for both staff and students.</p>	<p>Awareness increased due to collaboration of more health and wellbeing initiatives with Students Union and Northern Regional College where a partnership was piloted in 2021/22.</p> <p>There has been a 4.6% decrease in staff stating stress/mental health due to staff absences between the academic years 2020/21 and 2021/22.</p>

PART B

	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
1	Promote the use of AccessAble website to encourage participation for prospective students.	AccessAble logos and links are displayed on SERC intranet. AccessAble able ran an information session for Students in September 2021 to advise of the site and how to avail and use the guides.	Staff receive internal communication about the services offered they are encouraged to guide and inform new and current students of the service.
2	Encourage students with a disability to participate more fully in college life.	Students with disabilities have been encouraged to take part more fully in college life through representation on	The Students Union cohort of Liberation Officers grew in this academic year.

PART B

	Communications Action Measures	Outputs	Outcome / Impact
		college committees as well as participating in onsite events.	<p>72 students were nominated with 41 students elected and 26 of which were successfully elected to liberation roles. Each campus' liberation roles were led by an Equality and Diversity Officer.</p> <p>There were also specific officers whose role was to focus on LGBTQIA, Trans, Women's, and Disabled issues on campus. These officer teams were involved with informing and supporting the needs of liberation groups on each SERC campus</p>

PART B

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

	Encourage others Action Measures	Outputs	Outcome / Impact
1	Continue to encourage the participation of disabled people on committees, student representatives on the Governing Body groups across the College.	The Students Union held elections for disabled officers and a representative participated in the Internal Equality Working group.	Participation and involvement from representatives in college groups to influence College policy and decisions.
2			

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
	Increase awareness of specific barriers faced by people including linking in with National awareness days or weeks.	<p>The College is signed up to the Equality Commission’s Mental Health Charter and commitment remains ongoing with training and awareness sessions to help and support staff and students with wellbeing frameworks in place.</p> <p>Due to Covid-19 and remote working it was recognised the impact the situation may had on individual’s mental health, therefore there were additional support mechanisms continued to be put in place. Support services remained in</p>	Briefing sessions were delivered for Line Managers on the Mental Health Policy and Mental Health Action plans to help and support staff. A mandatory module was released on the learning engine to raise general awareness around mental health and signposting to services.

PART B

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
		<p>place for both staff and students such as Inspire Wellbeing offering 24/7 counselling, support on their wellbeing hub and the Colleges 9 Mental Health First Aiders remained committed and supporting both staff and students remotely and face to face.</p> <p>In April 2021 during Stress awareness month information and support was provided to staff via the Mind Yourself Newsletter with links to relaxation and 30-day stress challenge.</p> <p>Workplace Health Leadership group delivered 2 workshops via MS Teams, Workplace Mental Health, and Managing Mental Health Working at Home.</p> <p>In May 2021 during Mental Health Awareness information and support was offered to staff:</p> <ul style="list-style-type: none"> • Mental Health video created by management and staff which included a poster campaign “How I look after my mental health was launched”. New Mental Health policy was 	

PART B

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
		<p>launched with training provided and guidance notes for Line Managers and mental health first aiders to launch the mental health action plans which is a supporting mechanism for those experiencing mental health issues.</p> <ul style="list-style-type: none"> • Further online modules such as life balance, loss and bereavement were released on the Hays on-line learning module. • Mind Body and Business offered Building resilience seminar virtually to help maintain wellbeing and work performance during Covid. • Workplace Leadership group provided seminars virtually on Mindful Manager and Take 5 Steps to Wellbeing. • Under the Feel-Good Fitness programme – 4-week session was delivered via MS Teams for Tai Chi. 	

PART B

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
		<p>Men’s Health Week in May 2021, information and support was accessible – Take time to look after yourself</p> <p>In June 2021 Mental Health mandatory module was released to all staff via the Learning Engine and there will be a requirement to complete it every 2 years.</p> <p>In August 2021, 350 staff attended the academic staff development which was delivered online over 2 mornings with sessions scheduled for 45-60 minutes. Corporate staff also had the opportunity to avail of the sessions. The range of wellbeing sessions offered included: Managing Fear and Anxiety, Working Well at Home, Managing Stress and Resilience, Emotional Freedom Techniques, Engaging Well with SERC, and Tai Chi session.</p> <p>In February 2022, 246 staff attended corporate staff development over 2 mornings online. Academic staff were also invited to the sessions. Staff had the opportunity to avail of a range of activities including:</p>	

PART B

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
		<p>World health Day on the 10 October 2022, information and support was sent via the Mind Yourself newsletter with signing for support and also included:</p> <ul style="list-style-type: none"> • Connecting with a colleague – coffee and connect day – either on campus or online. • Launched the Holding on to Hope Changing world campaign which was collaboration between Health & Social Care partners across NI to encourage everyone to hold on to hope, to nurture our mental & emotional wellbeing and to raise awareness of the local and regional services. • 2 sessions were provided by Mood Matters workplace to provide skills and techniques to look after your mental health, manage feelings. • Inspire Wellbeing sessions were offered online with championing positive mental health, 5 steps to wellbeing and hosting conversations to break the stigma around mental health 	

PART B

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
		<p>with 5 sessions live and recordings available afterwards</p> <ul style="list-style-type: none"> • Vitals Nutrition Foods Mood workshop with ideas and practical suggestions to support good mental health • Mental Health Ireland - Webinar titled "The Man I Am" - Guest speakers share their own experiences and challenges of minding their mental health and wellbeing, and how this lived experience can support and empower others <p>Stress awareness month November 2021:</p> <ul style="list-style-type: none"> • Information, support, and signposting was made provided via the Mind Yourself newsletter • Inspire Wellbeing Managing Stress and Anxiety information session via MS teams <p>Two further sessions were delivered for Mind Together for Line Mangers with a qualified counsellor.</p> <p>Self-care support sessions were offered and delivered for Mental Health first Aiders with a trained Counsellor.</p>	

PART B

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
		<p>Inspire Wellbeing launched Inspirational points fact sheets online in conjunction with their Inspirational points campaign for both staff and students.</p> <p>Launch of new support services from UK Healthcare which included counselling services, Health Assured Wellbeing hub and App.</p> <p>Two Loss and bereavement webinars were delivered online by Inspire Wellbeing and one for line managers and one for staff.</p> <p>Action Cancer delivered a 1-hour virtual session to support individuals dealing with additional stresses from working from home. The information provided was on healthy nutrition, physical activity and dealing with stress.</p> <p>In February 2022, the College engaged in the Change your Mind campaign which is run by Inspire Workplace Wellbeing. Under this campaign the Time to Talk event took place on the 3 February 2022. Events included:</p> <ul style="list-style-type: none"> • Coffee and connect morning for staff to meet either on campus on or online 	

PART B

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
		<ul style="list-style-type: none"> • Wellbeing information stand for staff and students in the Lisburn Campus • Time to Talk and Walk in the Lisburn campus for staff and students • Tea break quiz hosted by the Enterprise team and was themed as Mental Health • Webinar – the impact of covid-19 on Children’s Mental Health <p>Wellness Wednesdays Webinars which consisted of wellbeing webinars which had been devised by UK Healthcare were accessible on the Staff Intranet and the Mind Yourself App to be accessed directly. Webinars ranged from as little as 5 minutes to 20 minutes and included stress, resilience, mindfulness, coping with bereavement and healthy living.</p> <p>In March 2022, the 2nd Feel Good Fitness programme was launched for staff and students to support their mental health and wellbeing by engaging with physical activities. The 30-minute sessions ranged from Tabata, Tai Chi, Boxfit, Stretch and</p>	

PART B

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
		<p>Tone, Breath and Movement, Circuits and Weights with the opportunity to attend on campus or online.</p> <p>HSENI delivered a Fatigue and Burnout session for Line Managers on behalf of NICHHS.</p> <p>As part of the Student Union’s wellbeing there is a health and wellbeing hub which is visited weekly on average by 420 students a week. Posts are made available three times a week that support student wellbeing, with 93 posts in total over the reporting period.</p> <p>Participation in mental health awareness days and in collaboration with HR undertake health campaigns such as Time to Talk day.</p> <p>Inspire wellbeing continued to offer counselling services, access to their wellbeing hub and inspirational point fact sheets and they delivered wellbeing information sessions in relation to their services which 185 students attended.</p> <p>Action Mental Health delivered 9 Mindset resilience sessions and 112 students participated.</p>	

PART B

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
		<p>Student Engagement delivered Take 5: Five Ways to Wellbeing for 86 students.</p> <p>VR mindfulness, using Oculus VR headset with guided mediation was undertaken by 15 students during exam session.</p> <p>Ascertain delivered 36 sessions with 398 students participating via online for drug and alcohol awareness.</p> <p>Youth Health Service provided online support to 189 students which supported info about YHADS, sexual health, mental health, and counselling</p>	
2	Explore the scope of offering meaningful placements and work shadowing and volunteering for people with a disability	<p>The Training Organisation works closely with Disability Action to assist students with placements and work experience.</p> <p>SERC encourages students with disabilities to access internal and external placement opportunities and will assist and guide students and placement providers to consider and implement reasonable adjustments to ensure that a safe and secure placement opportunity is provided.</p>	This remains ongoing and reviewed for each student to meet their own individual requirements.

PART B

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
	Consider development of a (Sectoral) Disability Advisory group that could involve staff and students.	The FE Sector group has placed this as an agenda item in their quarterly meetings and remains ongoing. The group discussed and agreed to register for Level 1 assessment to become a Disability Confident Employer/	Increase sharing among colleges to examine what is currently being done and what could be implemented. Level 1 was achieved and will apply and with the intention to progressing to Level 2.
	Through widening participation scheme increase number of students with a disability entering the College	The College introduced a new FE pilot program specifically for SEN mature students in Downpatrick and Bangor.	Thirty-two students were enrolled for this from October 2020 and completing in June 2021 with the intention due to its success of also running in Lisburn.

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

PART B

	Action Measures partly achieved	Milestones/ Outputs	Outcomes/Impacts	Reasons not fully achieved
1	Monitor and review the progress of the Disability Action Plan	<p>Reviewed and discussed with representatives in the FE Sector group as ongoing Agenda Item.</p> <p>College applied and registered for Level 1 to be Disability Confident Employer.</p>	Opportunity for sharing of information, new ideas with departments to implement in own College to review processes.	Ongoing during the reporting period
2	The College will endeavour to influence the Department for the Economy to ensure participation of disabled people on the Governing Body of the Colleges	When vacancies exist and on an on-ging basis	Governing Body to include members with disabilities	Difficulty with achievement of this measure due to appointments being made externally

PART B

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

	Action Measures not met	Reasons
1	Introduce training for front line staff on disability and the provision of goods, facilities, and services	Ongoing – full training for disability etiquette and relevant legislation to be delivered
2		

5. What **monitoring tools** have been put in place to evaluate the degree to which actions have been effective / develop new opportunities for action?

(a) Qualitative

Evaluation feedback, focus groups for staff and students and consultative forums i.e.:

- The Internal Equality Working group meet regularly and review the actions which forms a standard item on the agenda.
- The Chief HR Officer monitors actions as part of the reporting process to the Governing Body.
- Evaluations are completed following training which provides valuable feedback.

PART B

(b) Quantitative

Statistics on staff appointments, attendance at events/training, enrolment and student retention and achievement i.e.:

- The annual student survey the “Big 14 Survey” with 3267 respondents and 368 staff completing the staff survey undertaken help identify trends or increases/decreases in satisfaction.
- The use of data from the QLS systems allows for monitoring of students with disabilities.
- The on-line training modules to assess the number of staff trained and completion of tasks.
- The Colleges complaint procedure ensures all complaints are recorded and those relating to disability are communicated.
- Yearly Action Plans based on priorities are developed within the Mind Yourself programme, activities and support remain ongoing with the Mental Health Charter, the Mental Health Policy, Mental Health action plans and the Everyone Counts charter.

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

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

Please select n/a

If yes, please outline below:

	Revised/Additional Action Measures	Performance Indicator	Timescale
1			
2			

PART B

	Revised/Additional Action Measures	Performance Indicator	Timescale
3			
4			
5			

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

-
- ⁱ **Outputs** – defined as act of producing, amount of something produced over a period, processes undertaken to implement the action measure e.g., Undertook 10 training sessions with 100 people at customer service level.
 - ⁱⁱ **Outcome / Impact** – what specifically and tangibly has changed in making progress towards the duties? What impact can directly be attributed to taking this action? Indicate the results of undertaking this action e.g. Evaluation indicating a tangible shift in attitudes before and after training.
 - ⁱⁱⁱ **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments
 - ^{iv} **Regional**: Situations where people can influence policy decision making at a middle impact level
 - ^v **Local** : Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora.