

The Queen's University Belfast



**Public Authority Statutory Equality and Good Relations Duties
Annual Progress Report 2018- 2019**


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

<http://www.qub.ac.uk/diversity>

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 1 November 2018 and 1 September 2019

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 2018-2019, 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.

Policy/service delivery developments

- We equality screened our Equality and Diversity Policy and consulted on a draft Equality, Diversity and Inclusion Policy;
- We equality screened (or are actively equality screening) 11 other workplace policies;
- We published our Fair Employment Return findings in respect of employees in June 2019, for further details, click [here](#);
- We developed our new Disability Action Plan for 2019-20 in consultation with the Disability Forum;
- We delivered 1 Transgender Awareness training session for staff on campus in collaboration with Transgender NI (May 2019). Another session will be delivered in September 2019;
- We delivered 2 LGBT awareness training sessions for staff on campus in collaboration with the Here NI (March and April 2019);
- We delivered 2 Training sessions on Bullying and Harassment (May and August 2019);
- We delivered 2 training sessions on Stress and Emotional Resilience in collaboration with Employers for Disability NI (April 2019).

Outreach, Engagement and Events

In 2018-2019 reporting period, the University has delivered:

- 66 events related to Disabilities/Long Term Conditions/Mental Health (31 in 2017/18);
- 50 events related to Race/Ethnicity (34 in 2017/18);
- 48 events related to Gender Equality (20 in 2017/18);
- 41 events related to Sexual Orientation (23 in 2017/18);
- 32 events related to political opinion (30 in 2017/18);
- 8 events related to Religion/Faith (7 in 2017/18)
- 6 events related to age (6 in 2017/18);
- 6 events related to Dependents/Caring Responsibilities (9 in 2017/18);
- 2 events related to Marital Status (2 in 2017/18).

Awards

In 2018-2019 reporting period, the following awards were won by either the University or Students' Union:

- Award for **Inclusive Education** at the GNI Magazine Awards in November 2018;
- **Best LGBT Initiative** for PRISM- the University's LGBT+ STAFF Network and was highly commended **Best Race Initiative** at the Legal Island Equality and Diversity awards.
- **Equality and Diversity for "Beyond the Binaries"** at the University Human Resources (UHR) Awards for Excellence 2019;
- **Inspire Workplace Wellbeing Award** for promotion of menopause awareness in June 2019;
- QUB Students Union and Volunteer SU won an award at the UK Town and Gown Association awards for **homework clubs**.
- QUB Students' Union was awarded the **best LGBT+ campaign** at the NUS LGBT Conference 2018.
- QUB Students' Union was awarded the **Best Education Campaign 2018** for Disable the Label Campaign at the USI Student Achievement Awards and the NUS Disabled Students HE Union of the Year.

- 2 Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2018-19 (*or append the plan with progress/examples identified*).

Some examples of outcomes and impact of delivering equality and diversity positive action measures are set out in the response above.

The following evidence is presented in alphabetical order.

Athena SWAN (Gender Equality)

The University holds a Silver Institutional Award, **along with 15 Departmental Awards (2 Gold, 7 Silver, 6 Bronze)** – making the University a leader in gender equality in the Higher Education Sector.

The University submitted its application to renew its Institutional Silver Award in March 2019 and is awaiting the outcome at the time of writing. It also supported school submissions and renewals.

It continued to promote and deliver a wide range of gender equality activity through Athena SWAN – at both institutional and school level in the reporting period.

BAME Ambassador Task-force (QUB SU)

QUB Students' Union have 22 BAME Ambassadors who come from various ethnic backgrounds and actively work to represent BAME students on campus by:

- Being a voice for BAME students at QUB;
- Addressing the issues BAME students face while studying here; and
- Running campaigns on anti-racism, diversifying and decolonising our curriculum.

This year, the BAME Ambassadors task-force shaped and created new policies for our SU on various issues, such as 'decolonising education', 'anti-racism and anti-facism' & 'The BAME Attainment Gap'.

The BAME Ambassadors were also involved in extending these policies to our national unions, NUS-USI and USI.

Black, Asian, Minority and Ethnic and International (BAMEI) Staff Network-iRise

The University established a Black, Asian and Minority Ethnic and International Staff Network-"iRise".

This is one of the ways the University is demonstrating its commitment to equality, diversity, inclusion and respect for all staff.

The Network provides an opportunity for BAMEI staff to meet regularly to discuss work related matters and plan social events on campus.

iRise was formally launched on 12 June 2019 and has approximately 50 members. For further details, click [here](#).

Breastfeeding

Queen's staff and students returning from maternity leave who wish to continue breastfeeding their babies can avail of a private room at the Childcare site at 5 Rugby Road to express and store milk in a fridge specifically used for this purpose.

The Nursing Room is available Monday -Thursday, 9.00am - 5.00pm. Many areas of the University have signed up to the 'Breastfeeding Welcome Here' initiative.

Bullying and Harassment

The University held 2 Bullying and Harassment training sessions (May and August 2019). Another is planned for October 2019. Sessions covered:

- Queen's Core Values, Policies and procedures
- Legal framework and examples of harassment
- Consequences of bullying/harassment in the workplace
- Responsibilities of staff and managers
- Support available

51 staff attended these training sessions and feedback was very positive. We will deliver a further session to our Anti-Harassment Advisors in collaboration with the Equality Commission for NI on 17 September 2019.

Carers and Parents

The Students' Union launched a Parents and Carers Network in December 2018 to provide social support for students with dependants, with a dedicated online presence launched simultaneously.

A survey was launched to collect student experience with regards to childcare, academic needs and social needs. The survey has been completed and the Students' Union are in the process of analysing the results with a view to making relevant changes to support students over the next academic year. The Students' Union will be running events and initiatives throughout the next academic year and will work closely with both Childcare and the Graduate School on this project.

In addition, the Arts, Humanities and Social Sciences (AHSS) Parents Network was established in January 2019 and currently involves the following schools: Law, School of Social Sciences, Education and Social Work (SSES), History, Anthropology, Philosophy and Politics (HAPP) and Arts, English and Languages (AEL).

The University is currently developing a Carer's Passport for staff, which will enable employees to document their circumstances, how they impact on their work and identify appropriate support.

It is anticipated that the Carer's Passport will be launched in late 2019.

Cultural Awareness Events

The Students' Union held a number of cultural events on campus this year, including [Culture Shock](#), a series of workshops and events which were held for students who are interested in learning about different cultures.

In addition, the Students' Union with support from the African and Caribbean Society and the Diversity and Inclusion Unit, led our ever [Black History Month](#) campaign in Northern Ireland in October 2018.

The University held six events during Black History Month from 5-30th October. The campaign was extremely successful and was recognised at the Legal Island Equality and Diversity Awards 2019, receiving highly recommended for Best Race Initiative.

The purpose of the events were to engage with our vibrant and diverse community of Black students and staff in a celebration of history and excellence, and more importantly create a spirit of community.

The Language Centre delivered a number of events to celebrate [Chinese New Year](#) on and off campus including an Introduction to the Year of the Pig, a Chinese Culture Quiz, music, folk dancing, calligraphy and a presentation on the Chinese School of Animation.

The University also became an official 'Friend of Belfast Mela' in 2019, attended the Belfast Mela Press launch on 6 August and staff from across the University attended the [Mela](#) on 25 August to celebrate our people and diversity in Belfast and across Northern Ireland.

In addition, the University promoted external events to staff in the University such as the Belfast City Council [DiverseCity](#) Programme and it continues to seek opportunities to develop and deliver a range of welcoming and integration activities for international staff and students.

Disability

Inclusive Employment Scheme

Our Inclusive Employment Scheme is a great opportunity for those who have been unable to get work, or have had to leave work because of a disability, to develop skills and gain valuable work experience.

The Scheme continued in 2019 with 9 placements carried out across a wider range of roles including clerical, technical and operational roles.

Employers for Disability NI

The Diversity and Inclusion Unit hosted 2 training sessions hosted by Employers for Disability NI in April 2019 on Stress and Emotional Resilience.

The sessions were attended by 16 staff and covered:

- Stress and its effect on self and others
- Identifying own sources of stress and current management, using stress management inventory
- Link with physical wellbeing
- Assess own emotional resilience traits
- Identify strategies and techniques manage stress and enhance emotional wellbeing.

Other Disability Initiatives

There are a number of other disability friendly good practice initiatives in existence around the University:

- Queen's University Disability Forum (meets quarterly);
- Funded support is available for students with disabilities through Disability Support Allowance (DSA);
- One to one support is arranged by Disability Services for students through the Register of Support Providers at Queen's;
- Support is provided to disabled staff via the Disability Support Fund which allows QUB staff (who have disclosed their disability) to apply for funding to purchase various pieces of equipment to assist them when carrying out their work

Diversity Charter Mark NI

Queen's University Belfast achieved the Bronze Gender Diversity Charter Mark which was presented to Professor Ian Greer, President & Vice-Chancellor at a Business Leaders Diversity Breakfast hosted on campus in January 2019.

We will submit a progress report to Diversity Charter Mark NI in Autumn 2019 to outline our progress in advancing gender equality.

Equality, Diversity and Inclusion in the Curriculum

Since January 2019, the QUB Centre for Educational Development (CED) has developed a programme to promote Equality, Diversity and Inclusion (EDI) in the Curriculum.

Three working groups have been set up: Internationalisation of the Curriculum; Universal Design for Learning (UDL); and Inclusive Assessment. CED held a seminar on the programme on 2 September 2019, which was promoted across the University's staff round up, social media channels and websites.

CED are also working on a collaborative UK wide project with Advance HE and 9 other institutions on promoting EDI, including on: intersectional approaches to diversity and inclusion; internationalisation and decolonising the curriculum; and retention and attainment across disciplines.

Fair Employment Returns

We submitted our Fair Employment return to the Equality Commission for Northern Ireland in June 2019.

Our key workforce statistics as at February 2019 were as follows:

- **Gender-** 46.0 % of staff are male, 54.0% are female;
- **Community background-** 40.2% of staff are Roman Catholic, 35.0% Protestant and 24.8% non-determined;
- **Ethnicity-** 88.8% of staff are white, 7.0% are minority ethnic and 4.2% unknown

- **Disability**-74.9% of staff declared they do not have a disability, whilst 7.2% of staff declared that they have a disability.

We continue to develop initiatives in order to address under-representation in the University, for example through the use of Welcome Statements, our Social Charter Project and Inclusive Employment Scheme.

Family Friendly Policies

Staff can avail of a number of family friendly policies to ensure a work-life balance including Adoptive Leave, Career Break, Dependant Leave including Bereavement Leave, flexible working, parental leave, paternity leave (including Adoptive Paternity Leave) and Shared Parental leave. Further details on our family friendly policies can be accessed [here](#).

Homework Clubs

The Homework Club Programme gives Queen's University volunteers the chance to provide homework support to children and young people who live in areas of educational underachievement. In 2018-19, there were 17 clubs which assisted 550 children and young people.

Inclusion Really Does Matter Project

The [Inclusion Really Does Matter Project](#) QUB launch event took place in June 2019. The project is funded by the EPSRC under their Inclusion Matters Initiative and aims to promote equality, diversity and inclusion within Engineering and Physical Sciences. The faculty of EPS are working in collaboration with the University of Glasgow and University of Warwick.

International Women's Day

The University delivered 11 events to celebrate International Women's Day 2019 on campus.

Queen's Gender Initiative held a networking lunch to celebrate International Women's day 2019.

This year's theme was "Balance for Better" a call to action for driving gender balance across the world. The keynote speaker was Ms Lisa McLaughlin, Director-UK/US & EMEA, Alternative Legal Services at Herbert Smith Freehills.

Learning and Development (staff training)

During the reporting period the following numbers of staff completed the mandatory diversity training modules (e-learning):

- **Think Difference, Act Differently** – 73.29 % of all staff have completed this module;
- **Unconscious Bias** – 81.89% of all staff have completed this module.

LGBT+ Awareness

A formal launch of PRISM, the QUB Staff LGBT+ Network took place on 13 November 2018.

The Network was launched by the Vice-Chancellor Professor Ian Greer and is endorsed at the highest levels of leadership. PRISM continues to meet on a monthly basis.

In year, PRISM organised a series of events to celebrate International Day against Homophobia, Biphobia and Transphobia (IDAHOTB) in May 2019, which were focused on the themes: Awareness, Education and Celebration. In addition PRISM organised the University's attendance at Belfast Pride in August 2019. Over 600 members of staff, family and friends registered to attend the parade.

In addition, the University delivered 2 LGBT+ Awareness Staff training sessions in conjunction with Here NI (an organisation which supports lesbian and bisexual women and their families) in 2019, attended by 19 staff.

Queen's joined the Stonewall Diversity Champions Programme in 2018 and is profiled in the Stonewall "Starting Out" Careers Guide, 2018/19, click [here](#).

We advertise job opportunities on the Proud Employers website, a careers website which caters exclusively for LGBT people and allies.

In addition, we are a member of Working With Pride (WWP), which brings together LGBT staff and allies workplace networks from a range of organisations and employers in NI.

We will host an LGBT Allies session on 18 September in 2019 delivered by Stonewall as part of the Stonewall Diversity Champions Programme.

Menopause Information Sessions

The University delivered a Menopause lunchtime information session on 16th November 2018 which was attended by 85 staff.

The session was delivered by two of the University's own academic GPs with a keen interest in women's health, Dr Helen Reid and Dr Jenny Johnston – both from the School of Medicine, Dentistry and Biomedical Sciences.

The sessions are designed to reduce stigma, prompt conversations in the workplace and inform staff on what to expect and when and how to seek help around issues relating to menopause. Initially planned as a standalone event, demand from staff for places was so high that further sessions were added.

More sessions are anticipated in 2019 due to demand.

Mental Health

A huge amount of Staff Mental Health & Wellbeing activity has been delivered this year.

The Students' Union launched OMNI at an event attended by the Vice Chancellor, student representatives, University staff and senior leaders on Wednesday 6 February 2019.

OMNI is the student mental health campaign, aimed at tackling mental health issues faced by students.

The OMNI campaign invited students to take part in a survey that will help shape a bespoke student mental health action plan, including a series of evidence-based campaigns aimed at targeting issues affecting student mental health at Queen's.

A total of 2,535 students took the survey which provided an insight into the issues that impact their mental health.

The University has now adopted mental health as a strategic priority.

A new three-year Institutional Framework for Mental Health for students and staff was developed and launched in 2019.

An OMNI Operational Working Group was established and includes representatives from People and Culture, Department of Academic and Student Affairs, the Students' Union and Marketing and Communication. The University has provided a significant investment to address mental health issues.

A £150,000 investment to help enhance mental health services for students living in Belfast was announced by Belfast HSC Trust, Queen's University and Ulster University (UU) on University Mental Health Day and is the first of its kind in Northern Ireland.

The pilot project aims to improve the link between local NHS care provision and on-campus support available to Queen's University and Ulster University students, ensuring that vulnerable students do not slip through gaps in the health system.

Mental Health Awareness Week 2019

There was a huge range of activity on campus to mark Mental Health Awareness Week (13-17 May 2019).

Throughout the week, there was a wide range of events and seminars held covering topics such as cyber bullying, the importance of sleep and the role of mental health nurses. We launched our annual Pedometer Challenge, offered staff the chance to take time away from their work to enjoy a range of holistic therapies or a tour of Botanic Gardens, and held a 'Purple Picnic' with our partners in Action Mental Health.

The University also hosted a vast range of information stands from our charity partners such as Aware NI, Inspire NI, Parenting NI and The Samaritans with tailored information and support available for all.

A number of high profile speakers joined us for a special lunchtime seminar to share their personal experiences with mental health.

Panelists included former GAA star, Oisín McConville, who will discuss his experience with gambling addiction, and Cool FM's Paulo Ross, sharing his story as a carer for a family member with mental ill-health. Over 140 staff attended this session. For further information on Mental Health Awareness Week, click [here](#).

Mental Health First Aid Training

The University offered Mental Health First Aid, delivered by Action Mental Health on campus. Specifically tailored to support employees and managers in a workplace environment, this course covered topics including identifying risk of harm, conducting sensitive and confidential discussions, positive action planning and the importance of self-care.

17 members of staff completed the training which was aimed at supervisors and managers.

Report and Support

Student Wellbeing officially launched the online reporting tool [reportandsupport](#) during Mental Health Awareness Week 2019 (13-17 May).

This system enables students to request support if they have been affected by either sexual misconduct, bullying, harassment or hate crime. There is also an option for staff or students to make a report on behalf of another student and anonymous reports can be made too.

[Advice and Guidance](#) for staff managing disclosures is also available from the [Safe and Healthy Relationships website](#).

Screening

Equality and Diversity Policy

In the reporting year, a Working Group consisting of academic colleagues, professional support staff and student representatives was established to review and equality screen the institutional Equality and Diversity policy.

We liaised with Trade Union representatives, the Equality Commission for Northern Ireland and others during this process.

A new draft institutional Equality, Diversity and Inclusion Policy has been developed as a result of our equality screening exercise.

We engaged with staff and students, seeking views on the draft policy at two drop in sessions in April 2019.

We had a two week consultation where staff and students could submit their written views in April 2019.

We then extended the consultation period for 12 weeks from 17 May until 9 August 2019, seeking views from internal and external consultees.

We reviewed and updated our list of external consultees in May 2019, click [here](#) for further details.

We will analyse the consultation responses with a view to bringing an options paper to Senate in Autumn.

Other workplace policies

In the reporting period, we equality screened (or are actively equality screening) 11 other workplace policies:

- Social Media Policy
- Car Parking Permits Policy
- REF Code of Practice
- No Smoking Policy;
- Alcohol and Drugs Policy;
- Recruitment and Retention Policy;
- Undergraduate Accommodation Guest Policy;
- Postgraduate Accommodation Guest Policy;
- Guidance on Funding for Part Time Study;
- Performance Development Review Policy;
- Academic Progression.

Please click here to view our [webpage](#) on policies screened.

Social Charter Project

As part of an ongoing commitment to promoting equality of opportunity, we have taken forward a project “A University for All”, one of 19 signature Social Charter Projects launched at Queen’s.

The University continues to engage with external stakeholders, Belfast City Council, GEMS NI and Urban Villages to raise awareness and promote employment opportunities within the University where under-representation has been identified in order to ensure a diverse workforce.

The Language Centre

The Language Centre at Queen’s continued to support staff and students of the University, as well as members of the public, in developing their language competence and cultural awareness, through the provision of language courses, both taught and online/blended course, as well as related training workshops focusing on cultural awareness and understanding.

In Academic year 2018/19, there were 3,383 language centre course registrations, across an offer of 25 different languages taught at a range of levels.

The Language Centre continues to support an increasing number of cultural awareness training opportunities across the University. For example, over 600 students attending discipline specific cultural awareness training, such as workshops delivered to Medical and Nursing and Midwifery students. These focused on key considerations for healthcare practitioners relating to working and communicating effectively with patients from diverse cultural backgrounds.

In addition to these training opportunities, The Language Centre currently supports the British Sign Language Level 1 and Level 2 teaching and assessment. Supporting people to improve their ability to communicate with the deaf community, including those living with hearing loss. This year there were 80 participants in these programmes.

Transgender Awareness

The University delivered a Transgender Equality Awareness training session in conjunction with Transgender NI, an organisation focused on supporting the human rights of transgender people in

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Northern Ireland. The training was attended by 13 members of staff in May 2019, with very positive feedback. Another session will be delivered in September 2019.

The University's work in this space was recognised at the UHR Awards when the University won an award for Equality and Diversity for "Beyond the Binaries".

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- 3** Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2018-19 reporting period? *(tick one box only)*

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

Please provide any details and examples:

- We reviewed our external Consultee list which is available on our website, click [here](#) for further details. All consultees were notified via email with regards to the Equality, Diversity and Inclusion Policy (2019) consultation.
- We reviewed how we record our equality data monitoring and we now monitor religious belief as well as community background.

- 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?

Details on changes to policy and practice can be found in each of the policies screened, see [webpage](#) for further information on details of decisions.

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

- x 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 2018-19 reporting period? *(tick one box only)*

☐ Yes, organisation wide

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- ☒ 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:

Welcoming statements were added to job advertisements where underrepresentation was identified in certain areas e.g in respect of persons with disabilities, females and male Protestants and ethnic minorities.

5 Were the Section 75 statutory duties integrated within performance plans during the 2018-19 reporting period? *(tick one box only)*

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

Please provide any details and examples:

6 In the 2018-19 reporting period were **objectives/ targets/ performance measures** relating to the Section 75 statutory duties **integrated** into corporate plans, strategic planning and/or operational business plans? *(tick all that apply)*

- ☐ Yes, through the work to prepare or develop the new corporate plan
- ☐ Yes, through organisation wide annual business planning
- ☐ Yes, in some departments/jobs
- ☒ No, these are already mainstreamed through the organisation's ongoing corporate plan
- ☐ No, the organisation's planning cycle does not coincide with this 2018-19 report
- ☐ Not applicable

Please provide any details and examples:

The University's Corporate Plan (2016-2021), and People and Culture Strategy- People First (2018-2021) both seek to ensure that equality and diversity objectives are mainstreamed into operational activities.

Equality action plans/measures

- 7** Please give details of changes or amendments made to the equality action plan/measures during the 2018-2019 reporting period (*points not identified in an appended plan*):
- An Action Plan, containing 37 measures was developed in conjunction with the new Equality Scheme for 2018-23.
- This Plan includes measures which the University has prioritised for implementation. The Action Plan includes measures which involve collaboration across directorates, faculties, schools and with key stakeholders such as the Students' Union, Trade Union representatives and external organisations.
- Some of the actions relate to measures which are already in place and their continuation is expected to make a positive impact.
- We will review our action plan in 2019/20
- Please click [here](#) for further details.
- 8** In reviewing progress on the equality action plan/action measures during the 2018-19 reporting period, the following have been identified: (*tick all that apply*)
- ☒ Continuing action(s), to progress the next stage addressing the known inequality
 - ☒ Action(s) to address the known inequality in a different way
 - ☒ Action(s) to address newly identified inequalities/recently prioritised inequalities
 - ☒ Measures to address a prioritised inequality have been completed

Arrangements for consulting (Model Equality Scheme Chapter 3)

- 9** Following the initial notification of consultations, a targeted approach was taken – and consultation with those for whom the issue was of particular relevance: (*tick one box only*)
- ☒ All the time ☐ Sometimes ☐ Never
- 10** Please provide any **details and examples of good practice** in consultation during the 2018-19 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 Diversity and Inclusion Unit has sought to develop and build meaningful relationships with key stakeholders, both internal and external, during the last 12 months.
- This has involved both formal and informal consultation with a number of external stakeholders. We reviewed our external consultation list in 2019, click [here](#) for further details.
- 11** In the 2018-19 reporting period, given the consultation methods offered, which consultation methods were **most frequently used by consultees**: (*tick all that apply*)

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- ☒ Face to face meetings
- ☐ Focus groups
- ☒ Written documents with the opportunity to comment in writing
- ☒ Questionnaires
- ☒ Information/notification by email with an opportunity to opt in/out of the consultation
- ☒ Internet discussions (social media engagement)
- ☒ Telephone consultations
- ☒ Other (*please specify*): 2 drop in sessions to inform the Equality, Diversity and Inclusion Policy consultation in April 2019. For further details, click [here](#).

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:

Formal meetings; informal meetings; telephone calls; meetings off site (at consultees' premises); meetings on campus; outreach events; training events and information events.

- 12** Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2018-19 reporting period? (*tick one box only*)

☒ Yes ☐ No ☐ Not applicable

Please provide any details and examples:

Yes.

Informal meetings were held with Trade Union representatives (UCU, NIPSA and Unite).

Informal meetings were held with representatives from the Equality Commission during the year, January and May 2019) and frequent telephone conversations/email seeking advice.

Formal consultation and engagement meetings were held with other key internal and external stakeholders.

- 13** Was the consultation list reviewed during the 2018-19 reporting period? (*tick one box only*)

☒ Yes ☐ No ☐ Not applicable

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

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

12

Our section 75 policy screening form can be downloaded [here](#).

- 15** Please provide the **number of assessments** that were consulted upon during 2018-19:

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

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

Equality, Diversity and Inclusion Policy (2019)

- 17** 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)

- 18** Following decisions on a policy, were the results of any EQIAs published during the 2018-19 reporting period? *(tick one box only)*

☐ Yes ☐ No ☒ Not applicable

Please provide any details and examples:

No Equality Impact Assessments were conducted during the reporting period.

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

- 19** From the Equality Scheme monitoring arrangements, was there an audit of existing information systems during the 2018-19 reporting period? *(tick one box only)*

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

Please provide any details:

The University's Diversity and Inclusion Unit continually monitors and regularly reviews its Equality Monitoring Information System, developing and improving the system and the accuracy of data held within it, where appropriate.

Our HR system has recently had the facility added to collect information on Sexual Identification (Male, Female, Other) and Gender Reassignment (Yes, No, Information Refused) but to date we have not asked for this information from staff or applicants.

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We reviewed and updated our External Consultee list as part of the Equality, Diversity and Inclusion Policy consultation process. The Consultee list is available [here](#).

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

☐ Yes ☒ No ☐ Not applicable

Please provide any details and examples:

N/A

21 Please provide any details or examples of where the monitoring of policies, during the 2018-19 reporting period, has shown changes to differential/adverse impacts previously assessed:

N/A

22 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:

- Monitoring of equality data (community background) is helping to inform our Social Charter project and the use of welcome statements in job advertisements. This is designed to encourage applications from under-represented groups to apply for employment opportunities at Queen's.
- We use our equality data to inform our Equality Screening exercises to inform policy development.

Staff Training (Model Equality Scheme Chapter 5)

23 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:

Training delivered during the reporting period included:

Training Action Measures	Outputs	Outcome / Impact
Staff induction	All new staff joining the University must undertake a Staff Induction Programme which includes awareness raising on Equality, Diversity and Inclusion	173 staff attended 4 staff induction sessions during the period 1 Nov 18 – 1 September 2019.
Delivery of online Think Difference Act, Differently	This training addresses issues such as equality, diversity, Section 75 and disability/gender discrimination, prejudice and stereotyping.	73.29% staff completed Think Difference, Act Differently (replacing DiversityNow) since it was introduced on 5 November 2018.
Recruitment and Selection Interviewing training session which addresses DDA and Reasonable Adjustments	Delivered 14 sessions during the period 1 Nov 18 – 1 September 2019.	226 staff were trained. Training was delivered face to face in a classroom environment.

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		The Resourcing team also delivered three 1:1 sessions over the summer.
Recruitment and Selection Interviewing Refresher training	Delivered refresher training during the period 1 Nov 18 – 1 September 2019.	9 staff were trained. Training was delivered face to face in a classroom environment.
Unconscious Bias Training	e-learning mandatory Training programme for all staff launched in March 2017.	To date, 81.89% of staff have completed this e-learning package.
An Introduction to Cultural Awareness and Sensitivity.	The aim of this course is to increase cultural awareness and sensitivity among those working with international students	There were 5 events with 39 participants attending the training from 1 Nov 18 – 1 September 2019.
Mood Matters for Managers and Supervisors	This is a fully interactive Programme which allows the participants to engage in activities that will greatly improve their awareness of mental health in the workplace.	There were 4 events with 38 participants from 1 Nov 18 – 1 September 19.
Mood Matters for Staff	This is a fully interactive Programme which allows the participants to engage in activities that will greatly improve their awareness of mental health in the workplace.	There were 8 sessions with 84 members of staff trained from Nov 18 – 1 September 2019.
Introduction to Chinese language and Chinese Culture	This course is aimed at anyone with an interest in learning about the Chinese Language and culture.	There were 4 sessions with 16 members of staff from November 18-1 September 2019.
Transgender awareness training sessions	1 Training sessions delivered by Transgender NI in May 2019.	13 staff attended the training session in May. Another session is scheduled to take place in September 2019.
LGBT+ awareness training sessions	2 Training sessions delivered by Here NI in 2019.	19 staff attended the training sessions held in March and April 2019.
Stonewall Allies Programme	1 session will delivered by Stonewall in September 2019.	Session will take place on 18 September 2019

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Bullying and Harassment training sessions	3 Training sessions delivered (or will be delivered) by Diversity and Inclusion Unit in 2019	27 staff attended the training sessions in May 2019. 24 staff attended in August 2019. A further session will be held in October 2019.
Stress and emotional resilience	2 training sessions delivered by EFDNI in 2019.	16 staff attended the training sessions.
Anti-Harassment Advisors Training and Information session	1 session will be delivered in collaboration with the Equality Commission in September 2019	This session will take place on 17 September 2019.

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

24 Please list **any examples** of where monitoring during 2018-19 across all functions, has resulted in action and improvement in relation to **access to information and services**:

During the reporting period, significant progress has been made by a wide range of Faculties, Schools and Departments in providing University staff with access to a wide range of information, advice and support services online through a variety of sources, including but not limited to:

- The Queen's University website: www.qub.ac.uk
- The QUB People and Culture website: <https://www.qub.ac.uk/directorates/HumanResources/>
- The QUB Disability Services website: <http://www.qub.ac.uk/directorates/sgc/disability/>
- The QUB Staff Wellbeing website: <http://www.qub.ac.uk/sites/wellbeing/>
- Queen's Accommodation website: <http://www.stayatqueens.com/>
- The Students Union Equality and Diversity website: <http://www.qubsu.org/YourUnion/MeettheTeam/StudentOfficers/EqualityandDiversity/>
- The Queen's Gender Initiative website: <http://www.qub.ac.uk/sites/QueensGenderInitiative/>
- PRISM, the QUB LGBT Staff Network website: <https://www.qub.ac.uk/sites/PRISM/>
iRise, the QUB BAME and International Staff Network: <https://www.qub.ac.uk/sites/iRise/>

The University continues to ensure information is signposted to University Staff and Students through a wide variety of other communications vehicles (email: Staff Round Up) and social media platforms (YouTube, Facebook, Twitter, Instagram).

The University makes its facilities available to a wide range of user groups and when required to do so can make its publications and general information available in alternative formats. However, this is a service that is rarely requested.

Complaints (Model Equality Scheme Chapter 8)

25 How many complaints **in relation to the Equality Scheme** have been received during 2018-19?

Insert number here:

9

Please provide any details of each complaint raised and outcome:

We received 9 complaints relating to the two week timescale of the Equality, Diversity and Inclusion Policy (2019) consultation. We reviewed the complaints and extended the consultation period upon advice from the

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Equality Commission for Northern Ireland. The complaints were investigated under Chapter 8 of the University's Equality Scheme 2018-2023. Correspondence was sent to complainants with regards to the outcome of the investigations. The consultation was then extended for a further 12 week period.

Section 3: Looking Forward

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

The five year Equality Scheme and Action Plan was approved by the Senate Committee in June 2018 and will be renewed in 2023.

The Scheme and Action Plan were published on the University's website on July 2018 and progress against the actions will be continually monitored.

27 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)*

- To analyse consultation responses on the institutional Equality and Diversity Policy and develop an options paper for Senate on implementation;
- Delivery of training sessions on sexual orientation/transgender/disability equality in the workplace (annually);
- Delivery of Bullying and Harassment Training (Annually);
- To continue to raise awareness amongst staff of the need to equality screen any new/reviewed workplace policies.

28 In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2018-19) reporting period? *(please tick any that apply)*

X Employment (identifying areas of underrepresentation in employment at the University and developing partnerships/solutions, e.g Behind the Scenes at Queen's, use of careers websites including Proud Employers.

X Goods, facilities and services

X Legislative changes (Gender Pay Gap Regulations for NI)

X Organisational changes/ new functions (Institutional Mental Health Framework)

☐ Nothing specific, more of the same

☐ Other (please state):

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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:

43

Fully achieved

1

Partially achieved

1

Not achieved

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

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

Local level for all items	Public Life Action Measures	Outputs ⁱ	Outcomes / Impact ⁱⁱ
2	To mainstream the disability duties into all decisions and activities	Review Communication forwarded to schools on Individual Student Support Agreements (ISSAs).	Additional guidance on standard reasonable adjustments was shared with Schools. This provided clarity on reasonable adjustments recommended for a range of conditions. This action measure has been completed.
3	To mainstream the disability duties into all decisions and activities	Code of Practice for Disability Support is on QOL and reviewed regularly to ensure the University is meeting its statutory and anticipatory duties.	Document updated to include reference to "Flexibility for Examinations". No other major changes in 18/19 of foreseen changes in 19/20.

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4	To mainstream the disability duties into all decisions and activities	Consult on proposed changes to relevant policies and procedures and obtain the views and comments of sector groups and staff with a disability.	The Disability Action Plan was discussed at the Disability Forum in May 2019. Views were sought on updates and further objective were added to the Plan for 2019-20.
5	To mainstream the disability duties into all decisions and activities	As a result of any consultation process, develop appropriate action measures based on feedback received from disabled staff and senior managers.	The Equality and Diversity Policy was equality screened and a new draft Equality, Diversity and Inclusion Policy was consulted upon. The views of a number of external disability organisations was sought as part of the consultation. Click here for further details
6	To mainstream the disability duties into all decisions and activities	Provide an Annual Progress Report to the University Operating Board, Standing Committee and subsequently to the Equality Commission on the plans taken under this action plan.	The Annual progress report will be submitted to UOB, Standing Committee and to the Equality Commission in October 2019
8	To encourage participation of persons with disability in public life	Raise awareness of mental health and caring information sessions for staff	<p>Mental health and support was an institutional priority in 2019.</p> <p>A large amount of Staff Mental Health HR & Wellbeing activity was delivered this year. There was a wide range of activity on campus to mark Mental Health Awareness Week (13-17 May 2019).</p> <p>We delivered Mental Health First Aid Training to 17 members of staff.</p> <p>EFDNI delivered Stress and Emotional Resilience training to 16 members of staff.</p>

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			<p>We held 4 Mood Matters sessions for Managers and Supervisors, attended by 38 participants.</p> <p>We held 8 Mood Matters sessions for staff attended by 84 participants.</p>
9	To encourage participation of persons with disability in public life	Include a specific welcoming statement encouraging persons with a disability to apply for roles where there is an identified issue of under-representation	<p>Between November 2018 and September 2019, QUB advertised 559 jobs externally. All adverts contained a welcoming statement:</p> <ul style="list-style-type: none"> • 501 welcomed persons with a disability • 12 welcomed Females and Persons with a Disability • 3 welcomed Male Protestants and Persons with a Disability • 1 welcomed Roman Catholic, Disability and Ethnic Minorities.
10	To encourage participation of persons with disability in public life	Continue to provide applicants with an opportunity to indicate any reasonable adjustments which may be required to assist them during the recruitment process.	Candidates are asked at application stage and also at interview if they require any reasonable adjustments during the recruitment process.
11	To encourage participation of persons with disability in public life	Annually review necessary reasonable adjustments required to assist them during the recruitment process.	The Resourcing Team liaise with applicants where they are informed a reasonable adjustment is required during the recruitment process and liaise with HRBPs and the Diversity and Inclusion Unit.

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12	To encourage participation of persons with disability in public life	Maintain and further develop the QUB Inclusive Employment Scheme for people with a disability in conjunction with appropriate non-Governmental Support Groups.	The Inclusive Employment Scheme continues to go from strength to strength. In 2019, we worked collaboratively with a range of organisations resulting in 9 matched placements this year.
13	To encourage participation of persons with disability in public life	Support and deliver outreach initiatives involving external stakeholders where appropriate, aimed at supporting those with a disability.	64 events related to Disabilities/Long Term Conditions/Mental Health were delivered in the reporting period.
14	To encourage participation of persons with disability in public life	Continue to encourage prospective students with a disability to apply to the University.	Dedicated sections in prospectus and website for prospective students with disabilities, outlining and emphasising the support available. Student blog content being produced from students with a disability to discuss their experiences.
15	To encourage participation of persons with disability in public life	Monitor the number of applicants with a disability applying to study at the University	Annual list provided in June from Admissions and reported through Higher Education Statistics Agency (HESA) and Widening Access and Participation Plan (WAPP) Returns.
16	To encourage participation of persons with disability in public life	Continue to widen participation and learning opportunities through the Register of Support Providers for Students	We worked with DfE to support the review of the Disability Support Allowance to consider expansion of support providers and review rates of pay.

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17	To encourage participation of persons with disability in public life	Improved accessibility at Open Days, events, etc. Student Disability and Wellbeing have requested a location in a quieter area during offer days, Open days etc to be more inclusive and accessible.	Disability and Wellbeing hosted an information event to offer holders in April 18. This focused on the range of in course and funded supports available to students.
18	To encourage participation of persons with disability in public life	Continue to meet the accommodation needs of students whilst pursuing study at Queen's University.	In Accommodation, we continue to meet with students prior to coming to University and during the year to assess their accommodation needs.
19	To encourage participation of persons with disability in public life	Encourage students with disabilities to volunteer with organisations with a disability focus.	Volunteer SU work with a range of organisations both in and outside of Belfast that have a disability focus
20	To encourage participation of persons with disability in public life	Queen's Sport aim to create opportunities for people with disabilities through providing access to programmes and facilities in order to encourage participation in physical activity	The University's Sports Strategy " Our Gameplan " 2019-2024 includes the aim to use the Sports development continuum as a vehicle to attract, retain and motivate staff and students, and to help build support for mental health and overall wellbeing.
22	To encourage participation of persons with disability in public life	Where possible, use accessible venues for development and alumni relations events	When hosting events, accessibility to venues and mobility are always taken into consideration. We ask on invitation letters for events, or at booking, for people to specify any access requirements and we make suitable adjustments to arrangements as required.
23	To encourage participation of persons with disability in public life	Produce guidance on facilities for persons with a disability (AccessAble) in consultation with	The Guidance was produced and rebranded as AccessAble .The website was unveiled at an event in October 2018

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		staff and student representatives in Queen's.	
24	To encourage participation of persons with disability in public life	To ensure Fresher's Fairs are more accessible for current students with sensory or mobility issues.	New stepless venue for the Fresher's Fair (i.e. the lawn marquee and Whitla Hall. Stewards present at each entry and exit point and throughout the Fair, for crowd control and to assist attendees / exhibitors in need.
26	To encourage participation of persons with disability in public life	Encourage students with a disability to be school representatives including school level student and staff consultative committees and academic board representatives	Opening statements in Students' Union election literature state that we wish to make the posts as accessible as possible and encourage students to approach us if they wish to seek additional advice and support. Student Officers are asked to promote elections to student under-represented student groups.
27	To encourage participation of persons with disability in public life	Include a welcoming statement in all advertisements and promotional material encouraging students with a disability to nominate themselves for elected positions, particularly elections to the Executive Management Committee and positions within clubs and societies.	Opening statements in Students' Union election literature states that we wish to make the posts as accessible as possible and encourage students to approach us if they wish to seek additional advice and support.

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28	To encourage participation of persons with disability in public life	Ensure that adjustments are put in place for candidates with a disability during elections for sabbatical and non-sabbatical posts.	<p>Students' Union Constitution amended (via the Students' Union Council and University Senate) to include a requirement for the Students' Union to consider accessibility in all elections to sabbatical, non-sabbatical and Students' Union Council posts and to provide on-going support to successful candidates.</p> <p>All nomination forms for sabbatical, non-sabbatical, Union Council, School Representative and Course Representative elections include a section for candidates to state any accessibility concerns or requirements that they may have. Processes in place for following up with candidates and approving / implementing reasonable adjustments, liaising with Disability Services where necessary.</p> <p>Post-election, successful candidates to sabbatical, non-sabbatical, Union Council and School Representative posts are contacted and invited to state any accessibility concerns or requirements that they may have. Processes in place for following up with candidates and approving / implementing reasonable adjustments, liaising with Disability Services where necessary.</p>
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29	To encourage participation of persons with disability in public life	Ensure representation of staff members and students with a disability on the University's Disability Forum.	We review this annually to ensure inclusion of Part-Time Students Officer who is an elected person with a lived experience of disability.
30	To encourage participation of persons with disability in public life	Encourage and support students with a disability in making applications for membership of external organisations.	The SU is involved in a number of initiatives that supports disabled students in making applications for membership of external organisations (e.g the NUS/USI and the election of QUB students to attend National Students' Union conferences in NI, ROI and GB, including events specifically for disabled students).
32	To promote positive attitudes towards disability	Continue to promote a positive student experience for students with a disability and support available through outreach and recruitment activity	Disability Services held a transition event for offer holders in 2018/19 who wish to study for the 2019-20 academic year. Disability support provided to existing students by DASA is profiled on University website with dedicated section and clear signposting to access the support.
36	To monitor and review progress	Communicate availability and monitor uptake of the Disability Support Fund	Details on the Disability Support Fund is communicated annually on People and Culture website and Staff Round as well as to Directors/Heads of School. The next communication is to take place in November 2019.

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37	To monitor and review progress	Monitor the number of persons with a disability in the University's workforce.	This is reviewed on a monthly basis in order to contact new staff to ascertain if a Personal Emergency Evacuation Plan (PEEP) is required. This is a live, iterative process.
38	To monitor and review progress	Monitor the number of applicants with a disability to vacancies at the University following implementation of the welcoming statement.	Data is monitored and welcoming statements used in job advertisements to address areas of under-representation.
39	To monitor and review progress	Survey the membership of the Senate in relation to the number of persons with a disability prior to reconstitution to assess the impact of the new welcoming statement.	The Senate was reconstituted in January 2018. The action measure has been completed.
40	To monitor and review progress	Report to the Standing Committee on an Annual basis the progress on the Disability Action Plan.	The Disability Action Plan Annual Progress report is submitted to the Standing Committee annually. The report is due to be submitted in Autumn 2019.
41	To monitor and review progress	Monitor the participation of students with a disability represented on school, faculty and University Committees, consultative groups and working groups.	The Students' Union works to monitor representation and participation of disabled students' in the university for example through our monitoring forms in the election process.
42	To monitor and review progress	Seek student and staff feedback on an annual basis relating to disability support.	The Annual Survey was completed. 70% of students were satisfied with the interactions with Disability Services. We will maintain satisfaction levels for incoming year.

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43	To provide training and raise awareness on the disability duties	Replace DiversityNow and ensure that it accurately addresses disability duties and disability related issues.	<p>The new e-learning package Think Difference, Act Differently” was launched in November 2018. The new package contains scenarios related to discrimination and harassment on the basis of disability.</p> <p>Staff are required to complete the e-learning programme. To date, 73.29% of staff have completed the training.</p> <p>We will continue to monitor the number of staff who have completed “Think Difference, Act Differently”.</p>
44	To provide training and raise awareness on the disability duties	Continue to deliver Equality and Diversity Training to new and existing staff where applicable	Staff are required to complete Equality and Diversity and Unconscious bias e-learning courses. For full details, see section 2(b) below.
45	To provide training and raise awareness on the disability duties	To deliver specific training relating to disability awareness in the learning environment as part of the Postgraduate Certificate in Higher Education Teaching (PGCHET).	We continue to deliver this training annually as part of the PGCHET.

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

	Training Action Measures	Outputs	Outcome / Impact
44	Think Difference Act Differently	Annual Mandatory staff training through e-learning.	73.29% of staff have completed the training.

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	Unconscious Bias training	Mandatory staff training launched in March 2017. Content included on unconscious bias towards those with disabilities.	81.89% of all staff have completed the package.
	Bullying and Harassment Training	Two workshops (1hr 30 mins) covering the legal framework, examples of bullying, harassment and victimisation; responsibilities of staff and managers; and Support available.	Two sessions have taken place in May (attended by 27 staff) and August (attended by 24 staff) with very positive feedback. Another session will take place in October 2019.
	Deliver Equality and Diversity training session in induction training for new University staff.	Regular staff induction training module.	DIU regularly provide a specific session in the University Induction programme covering disability issues.
45	Deliver specific training relating to disability awareness in the learning environment as part of the PGCHET.	Regular training module as part of PGCHET	We continue to deliver this training annually as part of the PGCHET.

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

	Communications Action Measures	Outputs	Outcome / Impact
21	Provide accessible Development and Alumni Services	To continue to ensure that marketing, internationalisation, communications and engagement activity reflect the diversity of our staff and student bodies; and are made available in other formats, including subtitles.	We are mindful of the diversity of our key stakeholders and make every effort to ensure that this is reflected in our marketing, communications and engagement activity e.g. the Graduate magazine - for those who use screen readers or prefer larger font, an on-line version is available. We endeavour to ensure that everything on the DARO website is disability compliant.

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			<p>Website and publications continue to be produced to ensure accessibility for those with a disability and adhere to key principles, e.g. minimum font size, avoiding text over images, ensure significant contrast in text vs background etc. All publications are made available in alternative formats upon request.</p>
31	<p>Review the University's Communication Strategy to encourage positive attitudes towards disability.</p>	<p>Review a range of internal and external communications policies, practices and procedures to ensure that disability is portrayed positively and to identify opportunities to include positive images of disability in University publications, social media and on websites.</p>	<p>On-going. For example, the new social media policy currently being considered by UEB includes specific reference to disability and ensuring that University social media activity is aligned with Equality and Diversity Policy and content is produced with accessibility in mind (e.g. sub-titling videos etc).</p>
33	<p>Review the University's Communication Strategy to encourage positive attitudes towards disability.</p>	<p>Positively promote the profiles of staff and /or students with a disability demonstrating the contribution they have made to Queens</p>	<p>Student with a disability (partially sighted) has been commissioned to write a blog for the University website about his experience as a student with a disability at Queen's. This will be used to inform prospective students about the support available and raise awareness amongst the existing student body. Staff Profile including a Q&A in production for the Staff Gateway website with a member of staff who has joined the University as part of an access scheme for those with disability.</p> <p>The University Internal Communications Team worked closely with Diversity and Inclusion Unit and Staff Wellbeing to promote, raise awareness and</p>

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			participate in Mental Health Awareness Week and associated initiatives.
34	Ensure accessibility of the University's website, publications, internal documents and information systems.	Ensure that all University publications and internal documentation shall be made available in alternative accessible formats upon request.	Publications are made available in alternative formats upon request.

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

	Encourage others Action Measures	Outputs	Outcome / Impact
25	To encourage participation of persons with disability in public life	Encourage members of staff with a disability to apply for membership of committees, consultative groups and working groups where appropriate	We continue to Encourage members of staff with a disability to apply for membership of committees, consultative groups and working groups where appropriate
35	To promote positive attitudes towards persons with disability	Ensure that the University's Terms and Conditions for Supplies, Work and Services requires suppliers and contractors to subscribe to Equality and Diversity where appropriate.	<p>The Procurement Office make reference to Equality and Diversity in our Invitation to Tender documents, this provides direction to suppliers regarding this matter</p> <p>In addition, the standard terms and conditions sets out requirements where misconduct or inappropriate behaviour including breaches of the University's Equality and Diversity Policy occur.</p> <p>This ensures that the outside contractors are aware of the University's commitment.</p>

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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
	We engaged with Employers for Disability NI on outreach, collaborative working and fundraising activities.	A cake sale was held to raise awareness of EFDNI and to mark International Day of Disabilities in December 2018.	Awareness raised of disability related issues and the services provided by EFDNI.

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

	Action Measures partly achieved	Milestones / Outputs	Outcomes/Impacts	Reasons not fully achieved
1	Review the University's Bullying and Harassment Procedure, ensuring references to disability discrimination and harassment and training for staff	<ul style="list-style-type: none"> Review of Bullying and Harassment Complaints Procedure (ongoing). Delivery of 3 bullying and Harassment training sessions available to all staff. 	<p>We have delivered (or will deliver):</p> <ul style="list-style-type: none"> 3 training sessions on Bullying and Harassment in 2019 (May, August and one in October 2019). <p>The sessions included examples of case law related to disability discrimination.</p>	A review of a number of our policies including the Bullying and Harassment Complaints Procedure is currently under way.

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

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	Action Measures not met	Reasons
7	Introduce a Guaranteed Interview Scheme to encourage persons with a disability to apply for roles at the University	We are still exploring the possibility of introducing a Guaranteed Interview Scheme which is aimed at ensuring applicants with a disability or long term condition who meet the essential criteria are invited to interview.

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

The Diversity and Inclusion Unit actively monitors measures in the action plan as part of a live, iterative process. We informally gain feedback from staff across the on a range of subjects. Feedback is regularly discussed at team meetings which can help inform new initiatives.

(b) Quantitative

The Disability Forum monitors progress against the action plan measures at meetings which take place three times a year. Progress is also monitored by the Diversity and Inclusion Unit, who provide the University Operating Board with a Progress Report on an annual basis. Quantitative data is collected, collated and analysed across equality categories. Our equality monitoring system and database is reviewed regularly and where necessary, changes and/or new data may be commissioned.

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?

Yes, we carried out additional measures that were not in the **2016-20 plan nor part of the 2018/19** revised plan, see below.

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Revised/Additional Action Measures	Performance Indicator	Timescale
Develop and launch an institutional Mental Health Framework (People and Culture/DASA).	The Framework has now been developed and we will report on progress on implementation in the 2019/20 Annual Progress report.	Completed Summer 2019
Convene a task and finish group to review AccessAble data and identify errors and potential areas for improvement (Library Services).	The group was convened. Errors were reported back to AccessAble and areas for improvement were put in to place where possible in-house, or referred to Estates. A second survey is in place for August after which, the information will be reassessed.	April 2019
Ensure Library Staff receive training to assist students with Disability/long terms conditions (Library Services/Disability Services).	Completed – this training was delivered on 2 occasions by 4 Disability Services staff. Feedback from Library Staff was overwhelmingly positive.	Completed January 2019

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

The Disability Action Plan is a live iterative document with regular updates, initiatives and associated projects. The Diversity and Inclusion Unit monitors and reviews progress against the specific measures and is amended as appropriate.

We have developed a number of new action measures for the **2019-20 Action plan** that were not in the Disability Action Plan 2016-2020 and we will report in more detail on the progress of implementation in the **2019/20 Annual Progress report**. See below for summary of details.

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Revised/Additional Action Measures	Performance Indicator	Timescale
Review methods and means of communication of ISSA's to students (Student Disability and Wellbeing) .	Option on QOL.	March 2020
Disability Registration and Assessments meetings with new students will focus on strengths in addition to support needs (Student Disability and Wellbeing) .	These will be communicated on Part A of ISSA's	Ongoing
Create Guidance on Special Examination Arrangements and Supports for Short term impairments or any changes to normal examination processes (Student Disability and Wellbeing) .	Guidance will be created by specified timescale .	September 2019
Review of learning, teaching and assessment to ensure UDL practices are embedded across all teaching programmes (CED and Student Disability and Wellbeing) .	Review will be completed and UDL practices embedded across all programmes.	2019-20
Review of "Work Placement Policy" to ensure that inclusion and accessibility are central tenets as students with disabilities and long terms conditions face greater barriers to accessing work related learning opportunities (Careers and Student Disability and Wellbeing) .	Review of policy will be completed.	2019-20
Proposed Pilot of Employability skills tutor being considered by DfE (Student Disability and Wellbeing) .	Decision will be made on proposed pilot.	Ongoing
Train 5 Support providers as electronic note takers to better meet the needs of students with hearing impairments (Student Disability and Wellbeing) .	Training of support providers will be completed.	September 2019.
Produce a video of QUB Students with ASD to provide information on how the McClay Library works (Library Services/Disability Services and Media Services) .	The video has been filmed and editing has started. The video will be ready by the start of the next academic term at the latest. Four students with ASD either acted, did voice overs or filmed the entire video. They were wholly responsible for what was filmed and the wording. Library Services, Disability Services and Media	August 2019

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	Services worked in partnership to help deliver this and to offer advice where needed.	
Provide a mechanism for accepting block bookings from individual students referred by Disability Services (Library Services/Disability Services).	The rooms are still under construction but booking will likely follow the existing format for block booking rooms with support providers although the students will request the rooms themselves.	August 2019
To develop an understanding of deaf awareness and British Sign Language at a beginner level (The Language Centre).	The Language Centre is currently working to produce an online learning resource in order to support QUB students, staff and members of the public to develop their ability to communicate with the deaf community through a flexible, online accessible, platform.	January 2020

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.