

The Queen's University Belfast



Public Authority Statutory Equality and Good Relations Duties Annual Progress Report 2017- 2018

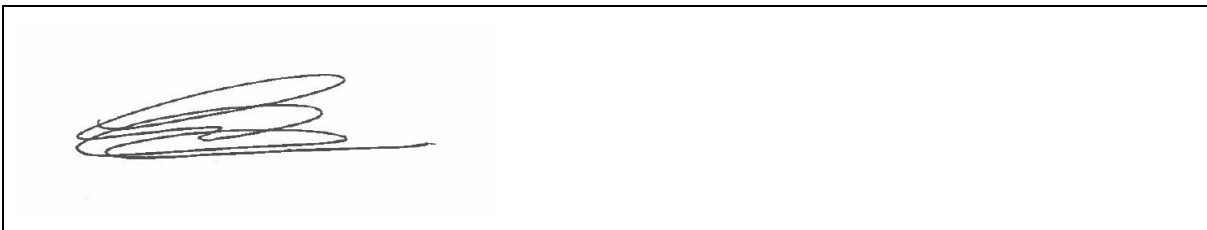
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Documents published relating to our Equality Scheme can be found at:

<http://www.gub.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 2017 and 1 November 2018

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 2017-2018, 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 published our new Equality Scheme and Action Plan in July 2018. Click [here](#) to view our Equality Scheme;
- We equality screened (or are actively equality screening) the following workplace policies:
 1. Trans Equality Policy
 2. Student Disability Policy
 3. Staff Expenses Policy
 4. Recruitment and Appointments Procedure
 5. Social Media Policy
 6. Eligibility to Work and Prevent Illegal Working
 7. Interviewing Applicants for Admission to Queen’s University Belfast Guidance
 8. Tiered Recognition Policy
 9. Undergraduate Admissions Policy
 10. Postgraduate Admissions Policy.
 11. Procedure for cleaning/clearing bedrooms for checkout.
 12. Policy and Guidance on Teaching and Teaching Support provided by PhD students and Teaching Assistants.
 13. Car Parking Permits Allocation Policy
 14. USS Consultation
 15. Smoking Policy
 16. Alcohol and Drugs Misuse Policy
 17. Recruitment and Retention Policy
- We published our Equal Pay Audit findings in March 2018;
- We published our Fair Employment Return findings in respect of employees in June 2018;
- We developed and consulted the Disability Forum on our new Disability Action Plan for 2018-19;
- We reviewed our Bullying and Harassment Policy and Procedure;
- We delivered 3 Transgender Awareness training sessions for staff on campus in collaboration with SAIL NI (March, June and September 2018);
- We delivered 3 LGBT awareness training sessions for staff on campus in collaboration with the Rainbow Project (March, April and October 2018);
- We delivered 4 Training sessions on Bullying and Harassment (April, June, September and October 2018);
- We delivered 2 training sessions on Disability Awareness in collaboration with Employers for Disability NI (12, 19 June 2018);
- We developed new website pages for staff on our Equality monitoring work including:

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- Article 55 Review;
- Disability Action Plan;
- Equal Pay Audits;
- Fair Employment Returns;
- Section 75 Annual Progress Report.
- We developed communications (a new website, twitter, Facebook etc) for PRISM, our LGBT+ Staff Network.

Outreach, Engagement and Events

Over the last 12 months a number of outreach and engagement events were delivered at QUB/available to QUB staff, including:

- 32 events related to Disabilities/Long Term Conditions/Mental Health;
- 20 events related to Gender Equality;
- 7 events related to Religion/Faith
- 34 events related to Race/Ethnicity;
- 23 events related to Sexual Orientation;
- 6 events related to age;
- 30 events related to political opinion;
- 9 events related to Dependants/Caring Responsibilities;
- 2 events related to Marital Status

Awards

- Queen's University Belfast is one of the UK's leading universities in terms of its work on gender equality. The University now holds 15 awards (2 Gold, 8 Silver, 6 Bronze). For more information on the SWAN Awards currently held by the University, [click here](#)
- We received the Women in Business Gender Diversity Charter Mark Bronze award in September 2018.
- We were Highly Commended at the Legal Island awards for our Trans Equality Awareness Programme in the Best LGBT initiative.
- We were Highly Commended for our Trans Equality Awareness Programme at the CIPD NI Awards in May 2018;
- Students' Union won the NUS best LGBT Campaign of the year in 2018 for the 'Beyond the Binaries: QUBSU Trans students week' Programme;
- Queen's Film Theatre was named "Best Age Friendly Business" at the Belfast Business Awards 2018;

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- 2 Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2017-18 (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

The University holds 15 awards (2 Gold, 8 Silver and 6 Bronze) – making the University a leader in gender equality in the Higher Education Sector.

At an institutional level, our submission for Gold was unsuccessful but we have engaged extensively with the Equality Challenge Unit, London for feedback.

We will be resubmitting for an institutional Gold Award in March/April 2019.

We also support school submissions and renewals and to assist with collation and analysis of relevant data. For more information on the SWAN Awards currently held by the University [click here](#).

Brexit Impact Information Sessions

We have delivered three Brexit Impact Information Sessions to International Staff in the reporting period in 2018. The HR Website is reviewed & updated on an ongoing basis for all International staff.

Bullying and Harassment

New Bullying and Harassment training was developed and delivered to ensure staff are trained in organisational procedure; equipped to effectively respond to formal and/or informal allegations of bullying/harassment; to ensure all complaints are dealt with in a professional, effective and timely manner.

Four sessions were delivered in the reporting period. The feedback from sessions was very positive as demonstrated by the following comments:

“Useful for rollout across the University.”
“Case law was useful and interesting in training.”
“Training was excellent”
“Well paced, informative good signposting.”

The Diversity and Inclusion Unit delivered two Train the Trainers sessions in June and September 2018 to 13 Human Resource Business Partners (HRBPs/AHRBPs) which enables them to cascade the training to schools/departments.

Anti-Harassment Advisors

The University launched the Anti-Harassment Network in October 2018.

All Anti-Harassment Advisors are university staff and volunteers who carry out this important role in addition to their day to day duties. For further details on the role of Advisors, click [here](#)

Changing the Culture

As part of the Changing the Culture initiative, Queens University is committed to providing a safe environment for everyone and operates a zero tolerance policy on sexual misconduct. A number of initiatives have been developed including:

- the recruitment of Student Wellbeing Officer with responsibility for safe and healthy relationships'
- 'Bringing in the Bystander' workshops to help bystanders intervene safely when instances of unacceptable behaviours occur such as bullying, harassment and sexual misconduct.

Convention on the Elimination of Discrimination against Women

Queen's contributed information to the Department for Economy's response to the UN Committee on the Elimination of Discrimination Against Women's (CEDAW) List of Issues in August 2018.

Queen's provided information on steps taken to improve female representation at senior levels as well as steps taken to address gender based bullying and harassment, particularly in relation to Transgender women and girls.

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, now in its fourth year has gone from strength to strength and had excellent feedback as demonstrated by previous testimonies:

"I will be disappointed when it ends but I am much more confident in my abilities now and less scared of the world of work..."

"I found the placement gave me a chance to meet new people, deliver new skills and be creative by allowing me to bring my own ideas to the role."

"I have loved being in three different areas meeting lots of staff within Queen's. Thank you for letting me part of the work placement experience."

The Scheme continued in 2018 with 8 placements carried out across a wider range of role including clerical, technical and operational roles.

EmployAbility Workshops

Disability Services invited a London based company called EmployAbility to deliver a 2 hour employability focused workshop in May 2018. The session was interactive and designed to empower and upskill students to improve their chance of success when applying to employers.

Employers for Disability NI

The Diversity and Inclusion Unit hosted two training sessions hosted by Employers for Disability NI in 2018. Evaluation from both sessions was positive as demonstrated by the following feedback:

"Very informative and well delivered, food for thought"

"Good balance of background /context and case studies."

"Excellent presentations, knowledgeable, gave lots of examples."

DisabledGo (AccessAble)

We are working in conjunction with DisabledGo (now AccessAble) to produce access guides for the University's buildings, services and teaching spaces. This initiative was launched in October 2018.

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

Equality Scheme

We launched a consultation and engagement process for our new Equality Scheme (2018-2023) on 1 September 2017. After considering responses, the Equality Scheme and new action plan were developed and were approved by the Senate Committee in June 2018.

Please click [here](#) to view the New Scheme and Action Plan.

Equal Pay Audit (2017)

The University carried out an Equal Pay Audit in the last reporting period. This looked at pay in respect of gender, disability, ethnicity and community background.

The Equal Pay Audit was published in March 2018 and a webpage on Equal Pay was created in order to communicate the findings, both internally and externally.

Click here for the [Equal Pay Audit findings](#).

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.

Gender Equality

The University is seen as a leader in promoting gender equality and we have continued our work in this sphere in the reporting period. Initiatives include:

- Exploring the addition of portraits of women in the Great Hall;
- Delivery of the Third International Conference on "Women in Leadership in a Changing World" on 21 and 22 May 2018;
- Two listening exercises were arranged for female researchers, Swan Champions and Professional Services to feed into the QGI Strategic Plan 2017-2021.
- Sharing best practice in promoting gender equality within the University globally via the QGI through the Systemic Action for Gender Equality (SAGE Project) and Athena Swan;
- The launch of a pilot mentoring programme which seeks to support female Professional Service staff in Queen's to progress to senior leadership roles in the University in June 2018;

- Funding for a major research project 'Inclusion Really Does Matter: Improving Reactions to Gender Equality Initiatives Amongst Academics in Engineering and Physical Sciences' aims to continue to improve gender initiatives in collaboration with the University of Glasgow and University of Warwick on the project.

In addition, a number of initiatives are in development at the University, including:

- the 'Connected Leaders' programme,
- 'Grow Our Own' professors;
- the development of a new Women Leaders Network;
- The development of a female specific link on the careers website which will contain information on work life balance, career progression, mentoring schemes and case studies;
- The creation of specific Science, Technology, Engineering and Maths (STEM) pages for women at the University;
- Advertising on websites such as Mumsnet and Proudemployers; and
- The development of a Register of Interest.
- Updating of the criteria for the Professorial Review in 2018 to ensure clarity and transparency.

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 2017-18, there were 18 clubs which assisted 550 children and young people.

Learning and Development (staff training)

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

- **DiversityNow** – 90.57% of all staff have completed this module;
- **Unconscious Bias** – 76.91% of all staff have completed this module.

The DiversityNow Training package was reviewed in 2018 and a new training package is being co-designed with Aurion, with input from the Equality Commission for Northern Ireland and University representatives. It is anticipated this will be in place by Autumn 2018.

LGBT Awareness

A new staff LGBT+ Network, PRISM was established in 2018. Nine PRISM meetings took place in 2018. A formal launch of PRISM will take place in November 2018.

We joined the Stonewall Diversity Champions Programme in September 2018. Queen's profile is available on the Stonewall Starting Out Guide website, click [here](#) for further details. Queen's also starting advertising job opportunities on the Proud Employers [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 delivered 3 LGBT+ Awareness Staff training sessions in conjunction with the Rainbow Project in 2018

Feedback on the training was excellent as demonstrated by the following testimonies:

"I thought I knew a lot until the training. Achieved its objective of increasing my sensitivity."

"There is an opportunity to make this (or something similar) a compulsory part of staff training."

"Very helpful training. Should be rolled out across the University."

Menopause Information Session

The Staff Wellbeing Team held a Menopause lunchtime information session on 20th September 2018 which was attended by 40 staff.

Feedback from the event was very positive as demonstrated by the following testimonies:

"It exceeded my expectations"

"...it was very informative and would love further sessions to build on this one."

"Lots of good helpful information, delivered in a clear and sometimes humorous way by two very competent and informed GPs"

Due to demand, another session will be delivered on 15 November 2018.

Mental Health

A huge amount of Staff Mental Health HR & Wellbeing activity has been delivered this year; for example over 360 staff have attended 5 sessions on personal resilience training; mental health in the workplace; mindset and motivation and mood awareness (delivered by Aware NI). We will continue developing a range of activity for delivery during 18/19 as part of our commitment to Mental Health under our new Equality Scheme.

Screening

In the reporting period, we equality screened (or are actively equality screening) 17 workplace policies. We introduced new equality screening guidance and assistance for staff to ensure that all policy leads and authors carry out equality screening exercise as part of our institutional policy review/development process. We also created a dedicated webpage, library of screened policies and frequently asked questions etc. Please click here to view our new [webpage](#) with useful resources.

Social Charter Project

As part of an ongoing commitment to promoting equality of opportunity, we have developed a project "A University for All", one of 19 signature Social Charter Projects launched at Queen's in November 2017. We developed relationships 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.

Staff Forum

The Staff Forum was established in 2018 in response to Staff Survey feedback. It is an opportunity for staff to share their views and ideas on how to improve key touchpoints which impact their experience at work. The Diversity and Inclusion Unit selected members and reviewed the composition of the Forum to ensure that it is balanced, with fair representation of all staff. For further information on the Staff Forum, [click here](#).

Stress (Risk Assessment) Toolkit and Guidance

We developed a Stress Risk Assessment Toolkit and Guidance. The objective of the toolkit is to provide information for line managers in the event of an employee reporting occupational stress.

Transgender Awareness

We developed our webpage on [Trans Equality and the Transition Process](#).

We delivered 3 Transgender Equality Awareness training in the conjunction with SAIL NI in 2018.

Feedback on the training was excellent as demonstrated by the following testimonies:

“Excellent facilitators. Highly informative and interesting.”

“Excellent training. Ellen and Rain’s knowledge was outstanding.”

“Very informative. Advisors of studies should be encouraged to attend.”

We will continue to roll out where practicable, all-gender toilet facilities in order to ensure compliance with our institutional Trans Equality Policy.

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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 2017-18 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:

1. Trans Equality Policy
2. Student Disability Policy
3. Staff Expenses Policy
4. Recruitment and Appointments Procedure
5. Social Media Policy
6. Eligibility to Work and Prevent Illegal Working
7. Interviewing Applicants for Admission to Queen's University Belfast Guidance
8. Tiered Recognition Policy
9. Undergraduate Admissions Policy
10. Postgraduate Admissions Policy
11. Procedure for cleaning/clearing bedrooms for checkout
12. Policy and Guidance on Teaching and Teaching Support provided by PhD students and Teaching Assistants.
13. Car Parking Permits Policy
14. USS Equality Impact Assessment
15. No Smoking Policy;
16. Alcohol and Drugs Policy;
17. Recruitment and Retention Policy.

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):*

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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 2017-18 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:

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. We continue to work closely with the Resourcing Team to ensure that Section 75 statutory duties are reflected in job advertisements etc.

5 Were the Section 75 statutory duties integrated within performance plans during the 2017-18 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 2017-18 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

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- 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 2017-18 report
- Not applicable

Please provide any details and examples:

The University's Corporate Plan (2017), and People and Culture Strategy- People First (2017) 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 2017-2018 reporting period (*points not identified in an appended plan*):

A new Action Plan, containing 37 measures, has been 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.

Please click [here](#) for further details.

- 8 In reviewing progress on the equality action plan/action measures during the 2017-18 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

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- 10** Please provide any **details and examples of good practice** in consultation during the 2017-18 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 (N.B. this is not an exhaustive list):

- Action Mental Health
- An Cuman Gaelach (QUB)
- Belfast City Council
- Employers for Disability NI
- Equality Commission of Northern Ireland
- Interfaith Forum
- Mencap
- Northern Ireland Human Rights Commission
- Stonewall
- Strategic Investment Board (Urban Villages Project)
- The Rainbow Project (LGBT+)
- Ulster Support Employment Limited (USEL)
- Working with Pride Network
- Young Unionists at Queen's

In addition, PRISM, the new staff LGBT+ Network was established in the reporting year to provide a safe and welcoming place for LGBT+ staff and allies to meet to discuss LGBT+ issues, workplace issues and plan social events on and off campus.

- 11** In the 2017-18 reporting period, given the consultation methods offered, which consultation methods were **most frequently used by consultees**: (*tick all that apply*)

- Face to face meetings
- Focus groups
- Written documents with the opportunity to comment in writing
- Questionnaires
- Information/notification by email with an opportunity to opt in/out of the consultation
- Internet discussions (social media engagement)
- 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:

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

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12 Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2017-18 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 (December 2017, 3 and 17 May 2018) and frequent telephone conversations/email seeking advice.

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

13 Was the consultation list reviewed during the 2017-18 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)*:

17

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

Our section 75 policy screening form can be downloaded from the link above.

15 Please provide the **number of assessments** that were consulted upon during 2017-18:

0

Policy consultations conducted with **screening** assessment presented.

0

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

0

Consultations for an **EQIA** alone.

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

N/A

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

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Yes No concerns were raised No Not applicable

Please provide any details and examples:

No screening concerns were raised by consultees.

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 2017-18 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 2017-18 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. The EO Monitoring form is currently under review in this reporting period.

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:

Following consultation with the Equality Commission in the last reporting period, we have been reviewing and making changes to the EO Monitoring Form in this reporting period.

21 Please provide any details or examples of where the monitoring of policies, during the 2017-18 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:

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- A commitment has been made by the University to extend the collection of the monitoring data provided to the Department for the Economy across all PhD students;
- Monitoring of equality data (community background) is helping to inform our Social Charter project, which is designed to encourage applications from under-represented groups for employment opportunities.

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	143 staff attended 3 staff induction sessions during the period November 2017-1 st October 2018.
Delivery of online DiversityNow training.	This training addresses issues such as equality, diversity, Section 75 and disability/gender discrimination, prejudice and stereotyping.	474 staff completed the equality and diversity e-learning course (DiversityNow) since November 2017. 90.57% of staff (3706) have completed the DiversityNow training.
Recruitment and Selection Interviewing training session which addresses DDA and Reasonable Adjustments	Delivered 10 sessions during the period November 2017- 1 October 2018	153 staff were trained. Training was delivered face to face in a classroom environment.
Recruitment and Selection Interviewing Refresher training	Delivered refresher training during the period November 2017- 1 st October 2018	29 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, 3138 staff (76.91%) have completed this e-learning package. 797 staff have completed since November 2017.
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 4 events with 31 participants attending the training from November 2017 to 1 October 2018.
Mood Matters for Managers and Supervisors	This is a fully interactive Programme which allows the participants to engage in	There were 3 events with 35 participants from November 2017 to 1 October 2018.

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	activities that will greatly improve their awareness of mental health in the workplace.	
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 five events with 23 attendees from November 2017 to 1 October 2018.
Transgender awareness training sessions	3 Training sessions delivered by SAIL NI in 2018.	37 staff attended these training sessions.
LGBT+ awareness training sessions	3 Training sessions delivered by the Rainbow Project in 2018.	Over 30 staff attended the training sessions held in March, April and October 2018.
Bullying and Harassment training sessions	3 Training sessions delivered by Diversity and Inclusion Unit in 2018	107 staff attended the training sessions in April, June September and October 2018.
Train the Trainers sessions	Two training session delivered by the Diversity and Inclusion Unit on 28 June 2018 and 26 September 2018.	13 HRBPs/AHRBPs attended the training sessions
Disability Awareness Training sessions	2 training sessions delivered by EFDNI in 2018.	32 staff attended the training sessions.
Anti-Harassment Advisors Training and Information	5 October 2018	14 Staff attended the training session.

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

- 24** Please list **any examples** of where monitoring during 2017-18, 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 Human Resources Website: <https://www.qub.ac.uk/directorates/HumanResources/>
- The University's Diversity and Inclusion Unit's website: <https://www.qub.ac.uk/directorates/HumanResources/DiversityandInclusionUnit/>
- 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/>

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 medial 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 2017-18?

Insert number here:

1

Please provide any details of each complaint raised and outcome:

Not upheld (internally); Not upheld (externally by the Equality Commission).

Section 3: Looking Forward

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

The Equality Scheme was reviewed in 2017 and new Equality Scheme and Action Plan were approved by the Senate Committee in June 2018. It is next due for review in 2023.

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)*

- Mental Health Awareness for staff and students.
- To continue to raise awareness amongst staff of the need to equality screen any new/reviewed workplace policies;
- Implementation of the new eLearning Equality, Diversity and Inclusion 'Think Difference, Act Different' training package for all staff;
- To review/ equality screen the institutional Equality and Diversity Policy. This work will involve consultation and engagement with key stakeholders.

28 In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2017-18) reporting period? *(please tick any that apply)*

X Employment (New Resourcing Team, Recruitment and Selection Procedure and associated Guidance?)

X Goods, facilities and services

X Legislative changes (Gender Pay Gap Regulations)

X Organisational changes/ new functions (People and Culture Strategy, People First, Development of Staff Forum)

Nothing specific, more of the same

PART A

Other (please state):

PART B

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

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

42

Fully achieved

1

Partially achieved

2

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).	Supporting documentation cascaded to Schools for beginning of 2018/19 academic year to underpin and provide rationale on the reasonable adjustments and supports offered through ISSAs.
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.	Reviewed for 2018-19 and no updates required.

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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 Draft Disability Action Plan 2018-19 was discussed at the Disability Forum in March 2018. Feedback was obtained and further objectives were added to the Draft plan.
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 Scheme was consulted upon in 2017. The Action Plan (2018-2023) was approved by Senate in June 2018 and is hosted on the DIU website.
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 2018.
8	To encourage participation of persons with disability in public life	Raise awareness of mental health and caring information sessions for staff	A large amount of Staff Mental Health HR & Wellbeing activity delivered this year; for example over 360 staff have attended 5 sessions on personal resilience training; mental health in the workplace; mindset motivation and mood awareness.
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 2017 and September 2018, QUB advertised 494 jobs externally. All adverts contained a welcoming statement</p> <ul style="list-style-type: none"> • 414 (84%) welcomed persons with a disability • 55 (11%) welcomed Females and Persons with a Disability

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			<ul style="list-style-type: none"> 25 (5%) welcomed Male Protestants and Persons with a Disability
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.	Assessments for reasonable adjustments are conducted by HRBPs with staff as required as part of an iterative process.
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 the Department for Communities (DFC) and appropriate non-Governmental Support Groups.	The Inclusive Employment Scheme continues to go from strength to strength. In 2018, we worked collaboratively with a range of organisations resulting in 8 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.	32 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.	Sections of both the UG and PG Prospectus dedicated to prospective students with a disability that emphasise the services

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			available and support in making applications.
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	New grant award agreement in place with DfE to sustain support provided to eligible students with disabilities and long-term conditions through the Register of Support Providers for 2018/19.
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.	Agreed the 2018 UG Open day location in Green Room of Whitla Hall which ensures co-location to other services as well as offering a quieter and more intimate space for discussion.
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 currently run volunteering opportunities for students with various organisations with a disability focus and

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			endeavour to continue working to connect students with the disabled community in NI.
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	One of the key objectives of the Sports Strategy 2018-2023 is to 'Promote and encourage Physical Activity, Resilience and Wellbeing' and increase participation in Sport across the University community."
22	To encourage participation of persons with disability in public life	Where possible, use accessible venues for development and alumni relations events	We hold key events for alumni and donors on campus, the main ones being in the Great Hall or Riddel Hall, which are accessible. Where Alumni events are held in GB or overseas, there would usually be disabled access in those venues.
23	To encourage participation of persons with disability in public life	Produce guidance on facilities for persons with a disability (DisabledGo) in consultation with staff and student representatives in Queen's.	The Guidance has been produced and rebranded as AccessAble and is ready to go live. The website will be unveiled at an event in October 2018
24	To encourage participation of persons with disability in public life	To ensure graduate/recruitment/placement fairs are more accessible for current students with sensory or mobility issues.	Our Disabled Students' Officer last year had begun dialogue with the teams within the university to look we can improve the accessibility of these events. We are currently looking into putting measures into practice for the upcoming Fresher's fairs in this academic year.

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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.	The Student Officer team will be bringing this to the Executive Management Committee for approval ensuring that this is put in place and will be a part of our election material in years to come.
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.	The constitutional amendments that were passed in the last student council of the previous academic year (17-18) include changes in order to be able to better cater to accessibility needs of election candidates.
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.	The membership of the Forum is reviewed annually to ensure a representative cohort of staff and students in line with positive diversity and inclusion practices.
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 Officer positions).
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	Attendance at Education Authority transition events; presentations and stand at UG Open Days and Letter Offer Open Days.

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34	To promote positive attitudes towards 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.	The Procurement Office make reference to Equality and Diversity in our Invitation to Tender documents, this provides direction to suppliers regarding this matter
36	To monitor and review progress	Communicate availability and monitor uptake of the Disability Support Fund	Details on the Disability Support Fund was communicated on the Diversity and Inclusion Unit's website and Staff Round Up in March 2018 as well as to Directors/Heads of School.
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 (see also 23).
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 (1 January 2018) and post constitution to assess the impact of the new welcoming statement.	The Senate was reconstituted in January 2018.
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 2018.
41	To monitor and review progress	Monitor the participation of students with a disability	The Students' Union will work to monitor representation and participation of disabled

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		represented on school, faculty and University Committees, consultative groups and working groups.	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 2017/18 annual student feedback survey indicated that 89% of students that responded were very satisfied/satisfied with the support they received from Disability Services.
43	To provide training and raise awareness on the disability duties	Replace DiversityNow and ensure it accurately addresses disability duties and disability related issues.	The University has developed a new elearning Equality and Diversity training package. We consulted with stakeholders to ensure the new training package accurately addresses disability related issues.
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).	Regular training module as part of PGCHET. For full details, see section 2 (b) below

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

	Training Action Measures	Outputs	Outcome / Impact
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44	Equality and Diversity Training (DiversityNow)	Annual Mandatory staff training through e-learning.	474 members of staff completed the online Diversity e-learning course (DiversityNow) since November 2017. 3706 (90.57%) staff have completed DiversityNow Training.
	Unconscious Bias training	Mandatory staff training launched in March 2017. Content included on unconscious bias towards those with disabilities.	3138 staff (76.91%) staff have completed the package. 797 staff have completed the package since November 2017.
	EFDNI Training sessions x 2, 12 June and 19 June 2018.	Workshops (1.5 hours) aim to raise awareness on disability issues.	The sessions have taken place with very positive feedback from the 40+ staff who attended the sessions.
	Bullying and Harassment Training	The four workshops (1hr 15mins) covering the legal framework, examples of bullying, harassment and victimisation; responsibilities of staff and managers; and Support available.	Four sessions have taken place with very positive feedback from over 100 staff who attended the sessions.
	Train the Trainers session	Two sessions (2.5 hours) delivered on 28 June and 26 September 2018.	The training was delivered to 13 Human Resources Business Partners to enable them to cascade Bullying and Harassment training to their schools and departments.
	Anti-Harassment Advisor Training and Information session	One session (1.5 hours) delivered on 5 October 2018	14 Staff attended the training and information session to enable them to volunteer as Anti-Harassment Advisors.

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	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 and reasonable adjustments.
45	Deliver specific training relating to disability awareness in the learning environment as part of the PGCHET.	Regular training module as part of PGCHET	Provided annually to PGCHET 1st year cohort, podcast for Social Work Practice Teachers to increase awareness and ability to support students with disabilities and long-term conditions on placement.

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 working with Marketing, Recruitment, Communications and Internationalisation (MRCI) to assess what steps can be taken to make our magazines available in other formats. Our materials reflect the diversity of our staff, student and alumni bodies where possible and appropriate.
31	Review the University's Communication Strategy to encourage positive attitudes towards disability.	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.	Sections of both the UG and PG Prospectus are dedicated to prospective students with a disability that emphasise the services available and support in making applications. See also action 33.

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33	Review the University's Communication Strategy to encourage positive attitudes towards disability.	Positively promote the profiles of staff and /or students with a disability demonstrating the contribution they have made to Queens	There are numerous examples of positively portraying staff and students with a disability in our profiles/news stories, social media and other communications channels as well as print and broadcast media.
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.	The following statement is in all of our publications, committing to making it available in other formats upon request. The University website is designed and built with accessibility in mind. Our commitment to accessibility is set out in the Website accessibility statement.

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	The University established the Staff Forum in March 2018. The Diversity and Inclusion Unit selected members and reviewed the composition of the Forum to ensure that it is balanced, with fair representation of section 75 groups including disability.

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

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	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 2017.	Awareness raised of disability related issues and the services provided by EFDNI.
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3. Please outline what action measures have been **partly achieved** as follows:

	Action Measures partly achieved	Milestonesiii / 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	We conducted a desktop review in relation to bullying and harassment policies in 2018 looking at best practice.	<p>We have delivered:</p> <ul style="list-style-type: none"> • 4 training sessions on Bullying and Harassment; • 2 Train the Trainers sessions on Bullying and Harassment. <p>Both had scenarios related to disabilities.</p>	Review to be completed by July 2019.

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

	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 planning to introduce 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.

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26	Encourage students with a disability to be school representatives including school level, student and staff consultative committees and Academic Board representatives	The Students' Union has plans to create Disability Forums for students to communicate better and connect with their disability officers in their schools.
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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. As a result of monitoring, we have developed a number of new action measures for 2018-19 that were not in the Disability Action Plan 2016-2020.

If yes please outline below:

	Revised/Additional Action Measures	Performance Indicator	Timescale
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1	Review the University's Bullying and Harassment Procedure, ensuring references to disability discrimination and harassment and training for staff.	Mainstream the disability duties into all decisions and activities	Spring 2018
2	Review Communication forwarded to Schools on Individual Student Support Agreements.	Mainstream the disability duties into all decisions and activities	September 2018
3	Code of Practice for Disability Support hosted on the University's website and reviewed regularly to ensure that the University is meeting its statutory and anticipatory duties in respect of students with long term conditions.	Mainstream the disability duties into all decisions and activities	June 2018
7	Introduce a Guaranteed Interview Scheme to encourage persons with a disability to apply for roles at the University.	Increase the representation of persons with a disability amongst staff	Ongoing
8	Raise awareness of mental health and caring information sessions for staff	Increase the representation of persons with a disability amongst staff	Ongoing
14	Continue to encourage prospective students with a disability to apply to the University.	Increase the representation of disabled students at the University.	Ongoing
15	Monitor the number of applicants with a disability applying to study at the University	Increase the representation of disabled students at the University.	Ongoing
16	Continue to widen participation and learning opportunities through the Register of Support Providers for Students.	Increase the representation of disabled students at the University.	Ongoing
17	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.SU are offering a similar initiative and SDW keen to share learning.	Increase the representation of disabled students at the University.	Ongoing
18	Continue to meet the Accommodation needs of students whilst pursuing study at Queen's University	Increase the representation of disabled students at the University.	Ongoing

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19	Encourage students to volunteer for opportunities with organisations with a disability focus.	Promote opportunities for students to participate in the activities and functions of external organisations.	Ongoing
20	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.	Increase the participation of persons with disabilities in sports	Ongoing
21	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.	Provide accessible Development and Alumni Services	Ongoing
22	Where possible use accessible venues for development and alumni relations events.	Provide accessible Development and Alumni Services	Ongoing
23	Produce guidance on facilities for persons with a disability (Disabled Go) in consultation with staff and student representatives in Queen's and external bodies.	Develop a guide that will support staff, students and visitors with a disability to access the University and its facilities.	Summer 2018
24	To ensure graduate/ recruitment/placement fairs are more accessible for current students with sensory or mobility issues,	Provide positive experiences for students with a disability to engage with employability and skills development.	Ongoing
36	Communicate availability and monitor uptake of the Disability Support fund.	Monitor and report on the successful implementation of the University's Disability Action Plan	Annually
43	Replace DiversityNow and ensure it accurately addresses disability duties and disability related issues.	Increase staff awareness on the disability duties and matters relating to disability.	Ongoing

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?

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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.

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