

The Queen's University Belfast



Public Authority Statutory Equality and Good Relations Duties

Annual Progress Report 2019-20

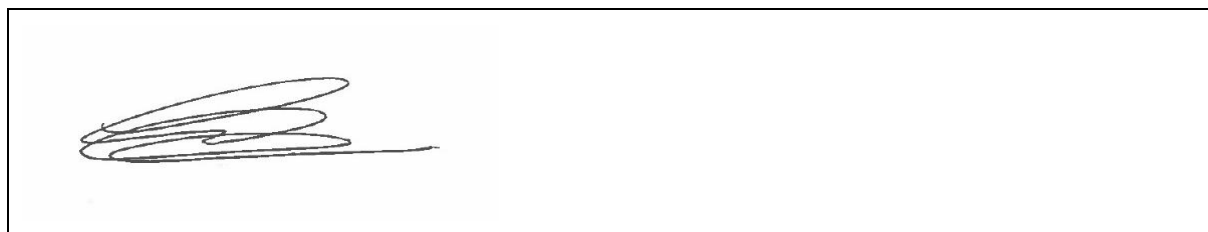
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Documents published relating to our Equality Scheme can be found at:

<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 2 September 2019 and 30 September 2020**

## **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 2019-2020, 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; the new Equality, Diversity and Inclusion Policy (2020) can be viewed [here](#);
- We equality screened (or are actively equality screening) 13 other workplace policies;
- We published our Fair Employment Return findings in respect of employees in June 2020, for further details, click [here](#);
- We updated our new Disability Action Plan for 2019-20 in consultation with the Disability Forum;
- We delivered 3 Transgender Awareness training sessions for staff on campus in collaboration with Transgender NI (24 September 2019, 30 July 2020 and 25 August 2020);
- We delivered 3 Sexual Orientation Awareness training sessions for staff on campus in collaboration with HRe NI (25 May 2020, 28 July 2020 and 18 August 2020);
- We delivered 4 Training sessions on Bullying and Harassment for staff (20 March 2019, 28 May 2019, 22 August 2019 and 24 October 2019);
- We delivered 3 Autism Awareness Sessions in collaboration with Employers for Disability NI (22 October 2019, 5 December 2019 and 14 September 2020);
- Since February 2019, the University has delivered 5 Mental Health First Aid Training Sessions in partnership with Action Mental Health (February 2019, November 2019, December 2019, March 2020). The University presently has 60 qualified Mental Health First Aiders throughout the University campus;
- We delivered 3 sessions on “Mood Matters” for all staff with Aware NI (5 September 2019, 16 October 2019, and 28 November 2019);
- We delivered 2 sessions on “Mood Matters for Managers and Supervisors” with Aware NI (19 September 2019, 21 November 2019);
- We facilitated a six-week programme on Stress Control delivered by the Belfast Health and Social Care Trust (BHSC) (from 19/09/2019 for 6 weeks);
- We delivered 2 training sessions on Stress and Emotional Resilience training, in association with Employers for Disability NI (7 October 2019 and 14 October 2019).
- We deigned and delivered specific Mental Health training to support all staff during the lockdown period. Since June 2020, the University has delivered 9 “Mindful Manager” training sessions in collaboration with Action Mental Health (3 June 2020, 10 June 2020, 8 July 2020, 15 July 2020, 5 August 2020, 12 August 2020, 19 August 2020, 2 September 2020 and 9 September 2020); and
- We delivered specific stress awareness webinar sessions for all staff as part of a Covid-19, Stress and Returning to Campus programme , delivered by Action Mental Health (14 August 2020, 21 August 2020, 28 August 2020, 3 September 2020, 15 September and 29

## PART A

September 2020). The second roll out of this programme (from September 2020) will deliver 7 further sessions, one session every fortnight until November 2020.

### **Outreach, Engagement and Events**

In the 2019-2020 reporting period, the University has delivered:

- 67 events related to Disabilities/Long Term Conditions/Mental Health (66 in 2018/19);
- 42 events related to Race/Ethnicity (50 in 2018/19);
- 22 events related to Gender Equality (48 in 2018/19);
- 36 events related to Sexual Orientation (41 in 2018/19);
- 22 events related to political opinion (32 in 2018/19);
- 6 events related to Religion/Faith (8 in 2018/19);
- 4 events related to age (6 in 2018/19);
- 13 events related to Dependants/Caring Responsibilities (6 in 2018/19);
- 1 event related to Marital Status (2 in 2018/19).

- 2 Please provide **examples** of outcomes and/or the impact of **equality action plans/ measures** in 2019-20 (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 retained its [Silver Institutional Award](#) and now has 16 Departmental Awards (3 Gold, 6 Silver, 7 Bronze) making the University a leader in gender equality in the Higher Education Sector.

The School of Medicine, Dentistry and Biomedical Sciences was awarded Gold in the latest round, having held Silver since 2012. The School of Mathematics and Physics and the School of Nursing and Midwifery both renewed their Silver Awards, while the School of Arts, English and Languages achieved a Bronze award. All awards are valid until 2025.

The University held a number of events throughout the campus to celebrate these successes and to raise awareness for, and highlight the University's continued commitment to, gender equality. Further details of the university's work in this field can be accessed [here](#).

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

The purpose of iRise is to promote the University as a welcoming place to work for BAME and International members of staff and specifically to:

- Provide a forum for networking and a means of peer support between BAME and International staff
- Liaise with other groups and networks, e.g. staff and student societies and to share information
- Communicate information and updates to colleagues
- Discuss and support a range of training and development opportunities
- Create and run a small social programme to encourage participation
- Represent the interest of BAME and International staff and inform the University on relevant issues

iRise conducted a number of activities in 2019-20. iRise, the Students' Union and the QUB African-Caribbean Society organised a range of events to celebrate Black History Month in November 2019 to engage with our vibrant and diverse community of Black students and staff.

We held nine events during Black History Month from 2nd-30th October 2019 which included:

- A range of musical performances, academic discussions with external speakers, an art exhibition in the Naughton Gallery tackling issues around diversity and inclusion within a sports context.
- Panels on intersectionality and gender diversity, and film screenings at the QFT such as 'Absent from the Academy', which sought to trace and uncover the impact the lack of Black

professors has on life in the UK and was followed by a panel discussion centred on the Black experience and representation in Higher Education today.

The purpose of these events was 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.

For full details on the events, please click [here](#).

Members of iRise also had an information stand at staff Induction sessions held on 18 October 2019 (attended by 113 new staff) and 27 February 2020 (attended by 86 new staff). This gave new staff the opportunity to meet iRise members and hear about its activities, as well as find out how to join the Network.

The network continues to provide a forum for networking and a means of peer support between BAME and International staff. iRise continue to represent the interests of BAME and International staff and work with colleagues to promote deeper understanding of the issues faced by LGBT colleagues and inform the University on relevant issues. For example, the network were consulted as part of the University's response to the Covid19 pandemic and have been instrumental in helping us shape a fair, inclusive and informed approach to many of the issues affecting BAME and International staff.

iRise were nominated and won 'Best Race Initiative' at the Northern Ireland Equality and Diversity Gala and Awards 2020. The award, which recognises the work and impact of the iRise staff network, was announced at the 2020 Legal Island Equality and Diversity Awards ceremony held virtually on Wednesday 9 September. The Legal Island Awards Judging Panel were particularly impressed by the range of race initiatives now going on at Queen's University.

### ***Race Equity Sessions***

In September 2020, iRise, in partnership with the Diversity and Inclusion Unit, offered two sessions on Racial Equity for staff at the University, facilitated by Dr Muna Abdi, Founder and Director of MA Education Consultancy.

The first webinar event: 'Racial Equity at Queen's: Staff Racial Awareness and Allyship Training' was designed for all staff interested in supporting antiracism work and took place on 28 September 2020. This webinar explored:

- Learning the language and developing literacy to support racial awareness
- Understanding personal, relational and systemic racism
- Understanding Whiteness and White privilege
- Unpacking Allyship

By engaging in this workshop, it is hoped that staff will have developed literacy in implicit bias and racial awareness; better understand what Active Allyship means; and develop confidence individually and as part of a team to have difficult conversations about race and racism at Queen's and beyond. The event, open to all staff was attended by 90 members of staff.

A second event specifically designed for and attended by senior leadership at the University: 'Racial equity at Queen's: Leadership Development on Racial Equity' was designed to help participants in senior management and leadership roles to move from an understanding of racism in a global and national context to an understanding of its function and impact within the university. Additional

aims included developing skills to engage in ongoing challenging and uncomfortable conversations and drawing upon existing strengths to create a vision that is inclusive and long lasting. This event was attended by 27 staff in positions of senior leadership throughout the University.

### ***Race Equality Charter***

In the last 12 months, the University became a member of the Advance HE Race and Equality Charter (REC) and intends to apply for Bronze submission to support its work in creating a diverse and inclusive workplace. This national Charter provides Universities with the framework to identify and critically reflect on institutional and cultural barriers standing in the way of minority ethnic staff and students. In doing so, REC aims to improve the representation, progression and success of minority ethnic staff and students within higher education.

The Charter covers:

- Academic staff
- Professional and support staff
- Student progression and attainment
- Diversity in the curriculum

### **Bullying and Harassment**

The University held 2 Bullying and Harassment training sessions (August 2019 and October 2019). These 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

80 staff attended these training sessions and feedback was very positive.

In addition, the Diversity and Inclusion and HR Business Partnering Units continue to deliver specific Bullying and Harassment training workshops to Schools and Departments throughout the University, as requested.

### ***Anti-Harassment Advisors***

Queen's is committed to creating an environment free from any form of harassment and ensuring all staff feel comfortable within the workplace. To support this, in January 2019, the University established a network of Anti-Harassment Advisors on Campus who can provide confidential information to staff on issues relating to bullying, harassment and discrimination.

Any member of staff who is experiencing harassment can contact an Anti-Harassment Advisor to seek advice, support or to talk to them about what they are experiencing in strict confidence and help them decide what steps to take next.

The Anti-Harassment Advisors provide support through:

- Listening to staff who believe they are being harassed, to clarify the options open to them and to assist them in resolving the matter informally where possible and provide similar support to those accused of harassment.
- Where requested, support individuals throughout the resolution of their concerns.
- This may include discussing with the individual what they may wish to say or write to the person who they feel has harassed or bullied them or to a senior member of staff who can take action.
- The aim is to empower and support the individual.
- Deal with all cases with the utmost confidentiality except in cases where there is an unacceptable risk to a member of staff, student or to the institution.
- Signpost to other appropriate support.
- Provide similar support to those accused of harassment.

Further information on can view details of our Anti-Harassment Advisors [here](#).

### **Carers and Parents**

To mark Carers Rights Day on Thursday 21 November 2019, the Diversity and Inclusion Unit held an Information Stand on campus. A representative from Carers NI attended along with staff from the People and Culture Directorate. Staff Carers were encouraged to attend and advice and information about support (both externally and within Queen's) was made available.

Carers Information Sessions for all staff were held on 24 January 2020, 20 February 2020 and 12 March 2020, supported by Carers NI. The session covered:

- General rights and entitlements for carers as well as your rights in the workplace
- Policies and Support available in Queen's
- External supports available

66 staff attended these training sessions and feedback was very positive.

A specific session was delivered as part of the Mental Health Awareness week (18 May 2020) programme of events, to support parents and carers during the Covid-19 pandemic lockdown. The session 'Parenting & Caring in a Pandemic' was delivered by Parenting NI and provided advice for parents and carers on how to support their mental health and wellbeing during lockdown. 48 staff attended the session and the feedback from those who attended was very positive.

### **Carers Network**

In 2020, the University launched a Staff Carers Network to support those employees with caring responsibilities. The Carers Network will enable carers across QUB to come together to chat and share experiences and information. Further information on the Carers Network is available [here](#).

A carers coffee morning was held on 11 June 2020, open to all carers at QUB, to enable those staff with caring responsibilities to meet and offer support during lockdown. Representatives from Carers NI were also invited to the session to provide staff further resources and signposting which could support them during this time. 15 staff attended this event and it is hoped this will become a regular feature throughout the year.

A Microsoft Teams Group has been established to enable members of the Carers Network, and those who attended the Carers Coffee morning. It is our hope that this Teams Group will act as a platform for Carers to stay in contact, seek advice or to share resources information which they feel may benefit others. It will also act as a platform on which we can hold staff briefing and/or training sessions to ensure members are equipped with the most up to date information and advice to support them.

### ***Sessions to Support Parents***

We delivered a range of sessions specifically designed to support Parents. These included sessions on:

- Raising Your Child's Self-Esteem (9 October 2019);
- Talking Tactics for Working Dads (4 December 2019);
- Parenting & Caring in a Pandemic (18 May 2020);
- Helping Children Manage Change Through the Pandemic (5 August 2020); and
- Children's Emotional Health (19 August 2020).

These events were delivered by Parenting NI and over 135 staff attended.

### **Cultural Awareness Events**

The University continued to hold and support a number of cultural awareness events in 2019-20. The Language Centre held a number of events in January 2020 to celebrate Chinese New Year including music, performance (including the Dragon Dance and parade, magic performance, etc.), as well as interactive cultural displays (e.g. Chinese zodiac signs, folk music and dance, calligraphy, painting and a Chinese Culture Quiz).

The Chinese Culture Forum, supported by iRise delivered a number of events throughout 2019-20, including Chinese tea culture and healthcare and lectures delivered by academics in the University on a range of topics ( e.g. the Ulster Museum and the history of Chinese immigrants, Chinese Wonder Women at Queen's and the role of China in World War II, amongst others).

### **Disability**

#### ***Autism Awareness Training***

The Diversity and Inclusion Unit hosted three Autism Awareness events (October 2019, December 2019, September 2020), delivered by Employers for Disability Northern Ireland (EFDNI). The sessions focused on how people on the autism spectrum are affected, their wide range of abilities, challenges, skills and strengths.

The sessions brought the individual perspective of people on the autism spectrum through a number of videos, in order to increase insight and enhance awareness of how best to interact with and support people on the autism spectrum in the workplace. 61 staff attended the training sessions.



### ***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 University marked its fifth year of the Scheme in association with various Disability organisations in March 2020. To date we have hosted just under 60 placements around the University in various posts including Clerical, Technical, Operational and IT, and the experience has proven to be a very worthwhile opportunity both for the individuals involved and the host departments.

We were hoping to commence our sixth year of this scheme in June 2020, however, in light of COVID-19 and the uncertainty of the days and weeks ahead, we have taken the decision to postpone the start date for those seeking placements until such time when it is safe to do so.

### ***Disability Network***

In September 2020, the University launched an informal Staff Disability Network to support those employees with disabilities and/or long-term conditions. It is hoped that the network will be a useful and valuable platform for staff in similar situations to get together and share their knowledge and experiences as well as providing an opportunity for staff to support each-other and provide them with a platform on which they seek the help they need to improve life in work.

### ***Shared Education***

In November 2019, the University received a Queen's Anniversary Prize, which are part of the national honours system and recognises outstanding achievement by universities and colleges in the United Kingdom, for the University's work on shared education.

Shared Education provides economic, social and educational benefits to children, schools and society by cross-denominational school collaboration.

Beginning as a pilot programme with just 12 schools in 2007, Shared Education has grown in over a decade to more than 700 schools and over 60,000 pupils now involved in regular, shared classes with Schools from different denominations.

Shared Education has made a considerable impact on Northern Ireland and beyond. Through its model of cross-sectoral school collaboration, using a strong academic research base, it has become a core pillar of education policy and practice in Northern Ireland and has been adopted by educators and policymakers in other divided societies across the world.

### ***Stress and Emotional Resilience training***

The Diversity and Inclusion Unit hosted 2 training sessions hosted by EFDNI on 7 and 14 October 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***

The University continues to deliver 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);
- The Needs Assessment Centre provides support, advice and guidance on the DSA process from the application for funding to receiving recommended support for students, Needs assessments is individual and tailored specifically to the individual student to prepare them for university life and enable them to reach their potential;
- Peer support is provided through regular social group meetings to enable students with disabilities and/or long-term conditions to meet other students;
- One to one support is arranged by Disability Services for students through the Register of Support Providers at Queen's to assist with specific academic challenges;
- 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**

The University received a Women in Business Gender Diversity Chart Mark Bronze Award in January 2019. The award, which recognises the University's commitment to gender diversity and progress made in support of it, was presented at a networking breakfast on 17 January 2019.

The event was attended by guests from other sectors, including the business community in Northern Ireland, and provided an excellent opportunity to discuss the benefits of promoting diversity and gender equality in the workplace.

Following the initial submission in 2019, the University passed the annual assessment and in February 2020 retained the Diversity Charter Mark Bronze award for another 12 months, a recognition of our commitment and progress on gender diversity.

### **Equality, Diversity and Inclusion in the Curriculum**

#### ***Digital Accessibility***

During this reporting period, the University has invested significantly in improving Equality, Diversity and Inclusion in the curriculum, most notably with regards to digital accessibility.

Queen's introduced Canvas, a University-wide Virtual Learning Environment (VLE), across all academic programmes from September 2019. The successful roll-out of Canvas, during 2019-2020, has been a key enabler in the move to active connected learning and online learning, meeting the needs of a diverse digital student body.

The software underpinning Canvas is supplied by Instructure. Ensuring accessibility of the platform is a key focus of the provider, according to their [accessibility statement](#). Features of Canvas VLE which support accessibility include:

- change colours, contrast levels and fonts on documents
- zoom in without the text spilling off the screen
- navigate the content using just a keyboard
- navigate the content using speech recognition software
- listen to the content using a screen reader
- screen readers

In addition, accessibility of content and learning relating to those students for whom English is not a first language is greatly improved. Such students benefit from access to recorded material with captioning and transcription which they can review, pause and re-watch at any time to enable them to take notes at their own pace and support effective learning.

For those recording learning materials, the University has put in place appropriate tools, advice and support to ensure staff develop accessible content. Canvas includes an accessibility tool that checks common accessibility errors within the editor for those uploading teaching material. This tool can help staff design course content while considering accessibility attributes.

In addition, extensive training and guidance on how to enable digital accessibility has been embedded in all Canvas training during the staff training programme for the Institutional adoption of Canvas in September 2019 and staff can access further support, resources and guidance from the Digital Learning team within Centre for Educational Development. For further information on the support provided to enable digital accessibility click [here](#).

This focus on accessibility has also been embedded in the University's non-digital education.

### **Fair Employment Return**

We submitted our Fair Employment return to the Equality Commission for Northern Ireland on 5 June 2020.

Our key workforce statistics as at 6 February 2020 were as follows:

- **Gender** - 45.9 % of staff are male, 54.1 % are female;
- **Community background** - 37.4 % of staff are Roman Catholic, 31.7 % Protestant and 30.9% non-determined;
- **Ethnicity** - 87.8% of staff are white, 6.9 % are minority ethnic and 5.3 % unknown
- **Disability** – 70% of staff declared they do not have a disability, whilst 7.2% of staff declared that they have a disability.

We published our Fair Employment Return findings in respect of employees in June 2020, for further details, [click here](#).

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

Following our Fair Employment Return and Article 55 Report, we have expanded our general Welcome Statement to confirm that the University welcomes applications from all sections of society and particularly from individuals from the Black, Asian, Minority or Ethnic (BAME) community, persons with a Disability and those who identify as LGBT; we also provide evidence of our commitment to Equality to applicants by including information on our staff networks for our LGBT staff (PRISM), BAME staff (IRISE) as well as a Disability Support Network and Carers Network.

### **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](#).

The University also continues to provide generous leave entitlements for its staff which go beyond the statutory minimum. These provisions greatly help in creating a supportive working environment where all staff, including those with caring responsibilities, are able to apply for and avail of a wide range of leave options to help them achieve greater work/life balance and flexibility. These policies can be viewed [here](#).

### ***Manager Training – Family Friendly Policies***

Since 2019, knowledge sessions on Family Friendly Policies have been built into the People Manager Essentials Programme, a mixed gender management development programme designed to support people managers to build their people management knowledge, skills and effective behaviours. These knowledge sessions provide guidance and information to Managers on Family Friendly policies such as Family Leave, Dependents Leave and Flexible Working to ensure policies are applied fairly and consistently.

In addition, online manager guidance toolkits have been developed, including an online toolkit specifically relating to Family Leave. These manager guidance toolkits provide support and ensure consistency, fairness and full information on family friendly entitlements for all employees when making and responding to requests. Policy, guidance and information of these toolkits was communicated via Staff Round up (Internal Comms) and advertised on the Queen's webpage. This guidance toolkit can be viewed [here](#).

### **Hate Crime**

Queens University and QUBSU held a #NoPlaceforHate awareness raising event on 17 October 2019 in association with the PSNI and The Advocacy Service as part of the Changing the Culture initiative. This is one example of how Queens is committed to providing a safe campus. The event focused on:

- Celebrating the diverse culture in Queens University and across South Belfast;
- Raising awareness about the work being conducted by Local and statutory organisations to combat hate crime and fear of hate crime; and

- Hearing from the expert panel members including representatives from QUB, Hate Crime Advocates from Leonard Cheshire, The Rainbow Project, Migrant Centre and a representative from the Police Service of Northern Ireland and Public Prosecution Service.

### **Homework Clubs**

The Homework Club Programme continues to give Queen's University volunteers the chance to provide homework support to children and young people who live in areas of educational underachievement. In 2019-20, there were 10 clubs which assisted children and young people in a range of ways, from literacy and numeracy to specifically supporting young people preparing with the Transfer Test, with the aim of raising educational attainment. For more information on the Homework Club Programme, click [here](#).

### **Institutional Digital Accessibility**

In line with the new Web Accessibility Regulations (Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018) which came into force in September 2018 and build upon regulations in the Disability Discrimination Act 1995, requiring public bodies to take the necessary measures to make their websites more accessible by making them perceivable, operable, understandable and robust.

In the last twelve months, Information Services continued to work to ensure the University's webpages are compliant by 23 September 2020.

The Information Services Directorate have reviewed approximately 12,000 webpages under the qub.ac.uk domain to ensure, as outlined in our **Accessibility Statement**, that the University is committed to making the websites published by the Content Management System (CMS) accessible, in accordance with the **Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018** and to ensure that these websites are compliant with the **Web Content Accessibility Guidelines version 2.1** - AA standard.

The Web Support Team have provided training for all moderators to ensure their content meets accessibility requirements, and also created further resources for all content management system users to ensure that those working with web content are acting in line with the accessibility requirements for public sector bodies, and continue to promote and follow good practice in regards to web accessibility.

### **International Women's Day**

The University delivered a number of events to celebrate International Women's Day 2020 on campus.

These included:

- A Celebration of International Women's Day and the 20th Anniversary of QGI (campus-wide);
- Women in Finance: Inspiring the Next Generation, an all-female panel of successful leaders from the world of Financial Services (5 March 2020); and
- A guest speaker event from Irish Journalist and broadcaster, Mary Kenny (6 March 2020).

Further scheduled events have unfortunately been postponed due to the Covid-19 pandemic.

### **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:** 84.2% of all staff have completed this module;
- **Unconscious Bias:** 87.3% of all staff have completed this module.

### **LGBT+ Staff Network - PRISM**

Members of PRISM had an information stand at a staff Induction session held on 18 October 2019 (attended by 113 new staff) and 27 February 2020 (attended by 86 new staff). This gave new staff the opportunity to meet PRISM members and hear about its activities, as well as find out how to join the Network.

The network continues to provide a forum for networking and a means of peer support between LGBT+ staff, representing the interests of LGBT staff and working with colleagues to inform the University on relevant issues.

PRISM have proved to be an invaluable source of support and information as the University develops and reviews policies, processes and ways to greater promote deeper understanding of the issues faced by LGBT+ colleagues at home, in work and socially in line with the Stonewall Workplace Equality Index, a benchmarking tool by which many of the UK's top employers and universities are measured, has been invaluable.

The network play a key role in providing consultation and feedback on such issues, for example PRISM were consulted as part of the University's response to the Covid19 pandemic and have been instrumental in helping us shape a fair, inclusive and informed approach to many of the issues affecting LGBT+ staff (i.e. The University's Institutional Return to Campus Framework and Manager Guidance (June 2020)).

### **LGBT+ Awareness**

In year, there was a lot of activity to continue to raise awareness on LGBT equality.

PRISM held a number of activities including:

- Come Out for PRISM Coffee Morning-27 November 2019;
- A Launch of QUBSU's LGBT+ History Month 2020 Campaign;
- Disability in Queer spaces Session;
- LGBT+ History Month - Movie Night;
- LGBT+ Activism in NI Session;
- Queer Quiz Night;
- PRISM Network Members Lunch Space; and
- A virtual Pride event took place with various events and resources shared via Social Media.

In this reporting period, there was a lot of activity to continue to raise awareness on LGBT+ equality:

- We delivered 3 Transgender Awareness training sessions for staff on campus in collaboration with Transgender NI (40 attended);
- We delivered 3 Sexual Orientation Awareness training sessions for staff on campus in collaboration with the HERe NI (17 attended); and

- We hosted an LGBT Allies session, delivered by Stonewall on 18 September 2019. We also developed a page on our LGBT Allies, see further information below.

### ***LGBT Allies***

Stonewall, an organisation which campaigns for the rights of LGBT people across the UK, delivered an LGBT Allies workshop in September 2019 to staff interested in understanding why active allyship is important, and in becoming an LGBT Ally at Queen's. The workshop gave non-LGBT+ staff an opportunity to:

- Develop a better understanding of the language and terminology used by and about the LGBT community;
- Explore what it means to be an LGBT ally, and why it's important to have visible and active allies in the workplace; and
- Identify practical ways to step up as an ally and to commit to inclusive behaviours

In April 2020, the University formally established a network of LGBT Allies on Campus. LGBT Allies across the Queen's campus are supported to identify and practice practical ways to step up an ally and to commit to inclusive behaviours in the University, creating a safe and supportive environment for all our LGBT staff and students. Further information on the support that LGBT Allies can provide can be found [here](#).

### ***Stonewall Workplace Equality Index (WEI)***

The University made its first submission to the UK Stonewall Workplace Equalities Index in 2019. The index provides a definitive benchmarking tool for employers to measure their progress on lesbian, gay, bi and trans inclusion in the workplace.

Considering feedback received from Stonewall as part of our submission, we are currently reviewing our Trans Equality Policy and FAQs and have identified further policies and procedures which we will review later this year; including our Family Friendly policies.

### ***Menopause Information Sessions***

The University delivered one Menopause lunchtime information session on 10 October 2019 which was attended by 60 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.

The session won the Outstanding Employee Lead Initiative at the 2019 Inspire Workplace Wellbeing Awards 2019 and the University has further Menopause Information Sessions scheduled for 2020.

## **Mental Health**

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

### ***Mental Health Awareness Week 2020 (18-22 May 2020)***

Following the Covid-19 pandemic, the University updated its Mental health programme to be delivered virtually to all QUB staff and students. A week-long programme of events based on the theme of 'Kindness' was designed to explore the importance of being kind to each other, being kind to ourselves, and the importance of spreading kindness in times of uncertainty.

The University hosted a number of activities aligned to the theme of kindness including sessions designed specifically to support the mental health of staff and students. We held ten events which included:

- A session on Parenting and Caring in a Pandemic providing advice on how to support mental health and wellbeing as a parent or carer during lockdown;
- Sessions exploring the importance of sleep and diet and the effect these can have on mental health; and
- A Panel event on 'Being kind online' exploring the impact that social media can have on mental health and wellbeing, and resources to support good mental health online.

Full details on the Mental Health Awareness Week 2020 programme events can be found [here](#).

### ***Mental Health Support & Training***

During this reporting period, there has been a huge amount of Staff Mental Health & Wellbeing activity and training.

A partnership approach, across and outside the university, with key bodies such as Action Mental Health and providers such as Aware NI and Employers for Disability NI, has resulted in a new, effective and innovative approach to a difficult issue. There were a number of training sessions delivered in year for both staff and students to promote mental health and wellbeing, including:

- Mood Matters training for all staff (attended by 22) 3 sessions
- Mood Matters training for Managers and Supervisors (attended by 15) 2 sessions
- Mental Health First Aid for Line Managers (attended by 60)
- Mindful Manger training for line managers (attended by 79)
- Covid, Stress and Returning to Campus (attended by 164 members of staff)

Coupled with ongoing support from Inspire Wellbeing (who provide confidential and professional counselling to all staff 24 hours a day, 7 days a week) and significant investment from the University, this has allowed us to design, deliver and evaluate a wide range of support, outreach, education workshops and interventions for staff.

### ***Mental Health First Aid Training***

The University has made a significant investment in Mental Health First Aid (MHFA) training. Following an initial pilot programme in 2019, the University committed to delivering a further 10 training programmes (10 x 2 full day sessions), during 2019-20, in partnership with Action Mental Health.



The model of allocating spaces to staff to the central programme has been adjusted to proportion a number of places to different areas and allowing them to agree locally who their representatives should be so as to ensure that those with the appropriate level of responsibility are trained which also helps to reassure colleagues of who should be approached to escalate issues to. This has also ensured a spread of trained Mental Health First Aiders throughout the University campus, available to both staff and students.

Our target was to effectively train 200 staff as qualified Mental Health First Aiders throughout the University (20 participants per session). To date, due to the Covid-19 pandemic, 60 members of staff have been trained as qualified Mental Health First Aiders. 14 further participants have completed one of the two sessions required for qualification and it is hoped that these staff will complete the course at a future date, when social distancing restrictions permit.

In addition, several departments funded their own Mental Health First Aid training through Action Mental Health including School of Electronics, Electrical Engineering, and Computer Science, the School of Psychology, the School of Nursing & Midwifery and Student Disability & Wellbeing Services.

### ***Mindful Manager Training***

In light of COVID-19, it was decided that due to the nature of the programme, training could be delivered remotely or virtually. In place of this, the University committed to providing a series of 'Mindful Manager' training courses, delivered by Action Mental Health NI to support any employee with line management responsibility.

The University has committed to delivering three sessions per month from June to October 2020. The Mindful Manager course aims to give managers the process to follow to ensure consistency and fairness to all staff presenting with mental health issues and how to promote mental health and wellbeing and support managers in how to talk about mental health with individuals who may approach them.

These sessions were designed specifically in response to the Covid-19 pandemic and designed to support our managers to best support University staff and their mental health. 79 managers have attended these sessions during this reporting period.

### ***Covid, Stress and Returning to Campus***

Supporting the mental health and wellbeing of our staff and students is a key institutional priority for the University and has been a key priority during the Covid-19 pandemic. This priority has been central to the design and delivery of a wide range of support for students and staff during the year as part of the Healthy Campus Framework.

We partnered with Action Mental Health NI to design sessions specifically to support QUB staff in relation to stress and returning to campus. The sessions provide an overview of stress and what causes it, whilst also equipping staff with practical strategies to both identify and cope with the stress of life during uncertain times.

In this reporting period feedback from staff has been very positive and as a result of the success of these sessions, we have now implemented a second roll out of the programme. Continuing to work with Action Mental Health NI we will be delivering one session each fortnight until November 2020 to support staff. 164 staff have attended the first 6 sessions during this reporting period.

### ***Recruitment of Additional Staff Resource***

The University recruited 3 Student Wellbeing Triage staff to manage the daily drop in and growing demand of direct student support requests.

With this additional staffing resource, the Disability & Wellbeing Service are able to offer more proactive outreach, including extended operating hours of the Drop-In service. This service continues to be very popular, allowing students to access 1-1 support on the same day and without the need for a pre-set appointment. The timeliness of access and the ability to re-visit as often as required are reported as key benefits by students.

Work has also been undertaken to create a better space for meeting students in distress.

### ***Inspire Student Support Hub***

The Inspire Student Support Hub provides instant access to a range of information, guidance and screening that is tailored specifically to help care for your individual wellbeing needs. This is available to all students at QUB.

### ***Low-Level Cognitive Behavioural Therapy (CBT) Pilot***

A new pilot programme of low-intensity Cognitive Behavioural Therapy (CBT) commenced within Student Wellbeing Services in November 2019. Psychological Wellbeing Practitioners (PWP) will deliver individual sessions to students presenting with mild to moderate anxiety and/or depression, panic attacks, sleep disruption and lack of motivation.

To date, 69 students have been referred to the Programme. The Practitioners provide an average of between five and nine sessions, per student. The feedback from the students who have benefited from this support has been extremely positive.

### ***Advance HE Project – Embedding Wellbeing in the Curriculum***

Throughout 2019-20, the School of Electronics, Electrical Engineering, and Computer Science (EEECS), have been leading on a collaborative project with Advance HE and 10 other Higher Education Institutes. The project aims to:

- Develop a clear picture of what embedding mental wellbeing in the curriculum looks like;
- Understand current levels of institution/department/subject readiness to implement change;
- Gain first-hand knowledge of how others have implemented and embedded change in relation to student wellbeing;
- Obtain practical guidance and advice to harness change and support to students.

Project participants seek to promote the enjoyment of learning and teaching, enhancing the student experience, promoting inclusive practice, and equitable student outcomes; increase their understanding of mental health and wellbeing in learning and teaching and how to maximise the benefits; and are committed to taking meaningful steps to design and introduce changes in their practice, at the level of programmes and individual courses, and/or strategic design for future change.

The School's chosen project focused on improving positive wellbeing, and reducing stress, in the final year dissertation project. This initiative was chosen given the significant impact it can have on both

student and staff wellbeing. This is an excellent example of how areas have response to emerging trends and themes within their disciplines, rather than a one-size-fits all approach.

### ***Belfast Health & Social Care (BHSCT) Student Mental Health Pilot Project***

In 2019, the University joined a tripartite pilot project, along with colleagues in Ulster University, and the Belfast Health & Social Care Trust to develop a 'fast-track' student mental health service. The project, which is supported by a Band 7 Community Practice Nurse (CPN), Band 6 Mental Health Practitioner and a 0.5fte Psychiatrist aims to improve accessibility to secondary mental health services for students attending QUB or UU, with a permanent or temporary Belfast postcode, by reducing wait times for assessment, diagnostic and remedial support.

It seeks to provide:

- A co-produced student-friendly mental health service
- The development of clinics on campus staffed by BHSCT Mental Health professionals as well as non-campus clinics – all organised around the structure of the academic year
- Agreed referral, assessment and treatment pathways with student support services, GPs and Trust mental health services
- Timely assessment, diagnosis and engagement in remedial treatment programmes
- A joint planning forum led by student support and BHSCT mental health personnel to include; Ulster University, Queen's University Belfast, BHSCT, Student Unions, local GP representation and students with lived experience of mental ill health to produce a robust care pathway

In its first year of operation, the service has proven to be very popular. Currently 148 Queen's students have been seen by the Service via a dedicated space on campus and since the physical closure of the University campus, the Service continues to support students in the scheme on a remote basis.

### **Report and Support**

The [Report and Support](#) mechanism 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.

We have also published [advice and guidance](#) for staff managing disclosures from the [Safe and Healthy Relationships website](#) to support staff in this area.

### **Safe Harbour Scheme**

In the reporting year, the School of Mathematics and Physics piloted a new initiative in the School in allow staff to confidentially raise concerns about their work environment outside of the existing line-management structure. To promote a safe, supportive and professional work environment, the School has trained and appointed four members of academic staff as 'safe harbours'.

These staff are trained and available to is to listen to your concerns and signpost relevant university procedures, policies and services.

These staff are trained and available to welcome listen to any PhD students, research or academic staff in the School and provide support and signpost them to relevant university procedures, policies and services.

## PART A

Staff may approach a safe harbour to discuss more-or-less any issue, but they are in place particularly to be able to discuss issues such as:

- Bullying & Harassment;
- Professional (mis)conduct;
- Mental Health & Wellbeing; or
- Work-life balance.

### Screening

In the reporting period, we equality screened (or are actively equality screening) 13 workplace policies:

- Accommodation Policy and Procedure for servicing of bedrooms following the departure of residents
- Guidelines on Staff Requests to Undertake Part-Time Courses of Study
- QUB REF 2021 Code of Practice
- Personal Development Review Policy
- Smoking Policy
- Social Media Policy for Staff
- Guidelines on Learning and Career Development Days for Researchers
- Equality, Diversity and Inclusion Policy
- Policy on the Acceptance of Gifts, Gratuities and Hospitality
- Supporting our Return to Campus Manager Guidance
- Atypical Workers Policy
- Grievance Policy
- Connected Learning
- Workload Allocation Model Guidance

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.

We were hoping to commence our second ‘Behind the Scenes at Queen’s’ event in May 2020, however, in light of COVID-19 and the uncertainty of the days and weeks ahead, we have taken the decision to postpone this event until it is safe to do so.

### The Language Centre

The Language Centre at Queen’s continue 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 2019/20, there were just under 3,000 Language Centre course registrations, across an offer of 25 different languages taught at a range of levels. This number was slightly lower than in previous years due to the loss of our 3rd semester offer resulting from lockdown.

Due to the Covid-19 pandemic and lockdown, there have been changes in the ways of offering support. The Language Centre moved swiftly to develop and offer 8 blended learning, fully online accessible beginner language learning resources titled 'Lockdown Language Learning'. This offer was free and offered online to all QUB students and staff members, as well as members of the public.

Over 22,000 individual learners (students, staff and members of the public) from across the globe partook in Lockdown Language Learning during the period of lockdown from May – August 2020 and significant positive feedback was received.

Cultural Awareness training was delivered by the Language Centre, in person and online, once working from home arrangements took effect. In addition to the Cultural awareness workshops for Staff (60 staff), discipline specific sessions were delivered to students in Nursing and Midwifery (300 students) and Psychology (80).

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 58 participants in these programmes.

### ***Chinese Culture Forum 2020***

Against a backdrop of Queen's increasing engagement with China in research, education, business and socio-cultural exchanges in both academic and professional contexts, the Chinese Culture Forum aims to provide opportunities to anyone that would like to gain insights into contemporary Chinese culture, as well as the experiences of Chinese people living and working in Belfast, through a series of interactive talks from a range of invited speakers, both Queen's staff and students, as well as external guests as part of the Queen's Internationalisation agenda.

The forum is a platform for ongoing exchange of ideas and sharing experiences of individuals who are interested in Chinese culture, contemporary or traditional, with an intention to understand better Chinese cultural products, practice and perspectives through intercultural dialogues. During this reporting period the Chinese Culture Forum delivered a wide variety of events including a series of activities including:

- Sessions on intercultural perspectives to promoting Chinese language and culture programmes at Queen's, writing a post-graduate research project: Issues arising from Chinese students and a session exploring Chinese tea culture and healthcare
- A collaboration with the Ulster Museum examining Language and History: The Ulster Museum and the Chinese community in Northern Ireland;
- Celebrating UN Chinese Language Day through A Taste of Mandarin Chinese online course; and
- An online Dragon Boat Festival in June 2020.

### ***Chinese Language Interest Group***

Following the successful [celebrations of CNY 2020 at Queen's](#), the Language Centre established a [Chinese Language Interest Group](#) (Chinese LIG) in March 2020. This is a student-led learning community that aims to enhance a better understanding of Chinese culture through learning its language, with social activities taking place throughout the academic year. It is led by voluntary Chinese students for learners of Chinese or anyone who is genuinely interested in Chinese language and culture at Queen's and beyond and is open to all staff and students.

Due to Covid-19, the group moved online to MS Teams from 12 March 2020 and has continued to find alternative ways of engagement in a more flexible manner. Feedback from participants has been very good and we hope that this initiative and its activities will continue to raise awareness, engagement and participation in Chinese Culture.

### ***Lockdown Language Learning***

The Language Centre continued to offer students, staff and members of the public the opportunity to avail of free, online and accessible language learning resources at beginners level in French, German, Irish, Italian, Japanese, Latin, Mandarin Chinese and Spanish, during the Covid-19 lockdown. These resources were intended to help as many people as possible to consider picking up a new language in a positive way to make use of our time during the lockdown fight against pandemic and promote cultural awareness.

For further information on the classes available, please visit the [Language Centre website](#).

### **Transgender Awareness**

The University delivered 3 Transgender Awareness training sessions in conjunction with Transgender NI attended by 40 staff in the reporting period (24 September 2019, 30 July 2020 and 25 August 2020).

PART A

**3** Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2019-20 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:

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.

**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 differences made, or potentially to be made, for individuals is referenced in each of the policy screening documents, see [webpage](#) for further information.

**b** 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*):

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

x 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 2019-20 reporting period? (*tick one box only*)

Yes, organisation wide

PART A

- 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:

Specific welcoming statements are now added routinely to job advertisements where underrepresentation is identified.

5 Were the Section 75 statutory duties integrated within performance plans during the 2019-20 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

6 In the 2019-20 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 2019-20 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) seek to ensure that equality and diversity objectives are mainstreamed into operational activities.



PART A

**Equality action plans/measures**

- 7 Please give details of changes or amendments made to the equality action plan/measures during the 2019-2020 reporting period (*points not identified in an appended plan*):

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

- 8 In reviewing progress on the equality action plan/action measures during the 2019-20 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 2019-20 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 University has sought to develop and build meaningful relationships with key stakeholders, both internal and external, to help shape its approach to policy development, training, outreach and developing greater awareness of equality, diversity and inclusion in the workplace and on campus.

- 11 In the 2019-20 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)

PART A

Telephone consultations

- x 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.

Consultation with Trade Unions, Staff networks (iRise and Prism) in respect of Return to Work Guidance and Framework during the Covid-19 pandemic.

- 12 Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2019-20 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 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 2019-20 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*):

13

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

- 15 Please provide the **number of assessments** that were consulted upon during 2019-20:

n/a

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

PART A

n/a	Policy consultations conducted <b>with an equality impact assessment</b> (EQIA) presented.
n/a	Consultations for an <b>EQIA</b> 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)*

- x Yes       No concerns were raised       No       Not applicable

Please provide any details and examples:

The approach to consultation on the Equality, Diversity and Inclusion Policy was reconsidered, and extended, following concerns raised by students that the consultation period fell around examination periods. The consultation period was therefore extended to accommodate their request.

**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 2019-20 reporting period? *(tick one box only)*

- Yes       No       Not applicable

Please provide any details and examples:

N/a

**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 2019-20 reporting period? *(tick one box only)*

- x 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.

PART A

**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 2019-20 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:

<b>Training Action Measures</b>	<b>Outputs</b>	<b>Outcome / Impact</b>
Staff Induction	All new staff joining the University must undertake a Staff Induction Programme which includes awareness raising on Equality, Diversity and Inclusion	199 staff attended 2 staff induction sessions during the period 2 September 2019 – 1 September 2020
Delivery of online Think Difference Act, Differently	This training addresses issues such as equality, diversity, Section 75 and disability/gender discrimination, prejudice and stereotyping.	84.2% staff have completed Think Difference, Act Differently (replacing DiversityNow).

## PART A

Recruitment and Selection Interviewing training session which addresses DDA and Reasonable Adjustments	Delivered 24 sessions during the period 2 September 2019 – 1 September 2020.	163 staff were trained. Training was delivered face to face in a classroom environment. The Resourcing team also delivered one to one sessions over the summer.
Unconscious Bias Training	e-learning mandatory Training programme for all staff launched.	To date, 87.3% 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 3 events with 440 participants attending the training during this reporting period.
Mood Matters for Managers and Supervisors	This is a fully interactive Programme, delivered by Aware NI, which allows the participants to engage in activities that will greatly improve their awareness of mental health in the workplace.	There were two events with 15 participants from 2 September 2019 – 30 September 2020 (19 September 2019, 21 November 2019).
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 3 sessions with 22 members of staff trained from 2 September 2019 – 30 September 2020 (5 September 2019, 16 October 2019, and 28 November 2019).
Stress Control	This six-week programme (one class per week) delivered by the Belfast Health and Social Care Trust (BHSC) teaches skills and techniques for managing stress.	There were 6 sessions (one class per week) with 25 members of staff attending (from 9 October 2019 for 6 weeks).
Stress and Emotional Resilience Training	2 training sessions delivered by Employers for Disability NI.	16 staff attended the training sessions (7 October 2019 and 14 October 2019).
Mindful Manager	9 Sessions delivered by Action Mental Health since June 2020 (3 June 2020, 10 June 2020, 8 July 2020, 15 July 2020, 5 August 2020, 12 August 2020, 19 August 2020, 2 September 2020 and 9 September 2020).	79 staff attended the training sessions during this reporting period.

## PART A

Covid, Stress and Returning to Campus	During this reporting period, 6 sessions delivered by Action mental Health to support staff mental health and transition to return to work on campus (14 August 2020, 21 August 2020, 28 August 2020, 3 September 2020, 15 September and 29 September 2020)	164 staff attended these training sessions during this reporting period 2019-2020.
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 3 sessions with 10 members of staff from 2 September 2019 – 1 September 2020.
Transgender awareness training sessions	3 sessions delivered by Transgender NI in 2019-20.	There were 3 sessions with 40 members of staff trained from 2 September 2019 – 1 September 2020.
Sexual Orientation Awareness training sessions	3 Training sessions delivered by HERe NI in 2019-20.	17 staff attended the training sessions held from 2 September 2019 – 1 September 2020.
Stonewall Allies Programme	1 session was delivered by Stonewall in September 2019.	23 staff attended the training
Bullying and Harassment training sessions	4 Training sessions delivered by Diversity and Inclusion Unit in 2019-20	124 staff attended the training sessions on 20 March 2019, 28 May 2019, 22 August 2019 and 24 October 2019.
Mental Health First Aid Training	5 Sessions delivered by Action Mental Health since February 2019. Further sessions from April 2020 had to be postponed due to Covid-19.	60 staff attended the training sessions (February 2019, November 2019, December 2019, March 2020).

PART A

Autism Awareness	3 Sessions delivered by Employers for Disability NI.	61 staff attended the training sessions (22 October 2019 and 5 December 2019 and 14 September 2020).
Anti-Harassment Advisors Training and Information session	1 session was delivered in collaboration with the Equality Commission in September 2019	This session took place on 17 September 2019 attended by 25 staff.

PART A

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

**24** Please list **any examples** of where monitoring during 2019-20 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](http://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 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 2019-20?

Insert number here:

0
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Please provide any details of each complaint raised and outcome:

**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 are continually monitored.



PART A

**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)*

- Delivery of training sessions on sexual orientation/transgender/disability equality in the workplace (annually);
- Delivery of Bullying and Harassment Training (Annually);
- Delivery of Active Bystander Training;
- 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 (2019-20) reporting period? *(please tick any that apply)*

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.

Goods, facilities and services

Legislative changes (Gender Pay Gap Regulations for NI)

Organisational changes/ new functions (Institutional Mental Health Framework)

Nothing specific, more of the same

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:

39

Fully achieved

1

Partially achieved

4

Not achieved

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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 <sup>i</sup>	Outcomes / Impact <sup>ii</sup>
2	To mainstream the disability duties into all decisions and activities	To review the Code of Practice for Disability Support and ensure the University is meeting its statutory and anticipatory duties in respect of students with disabilities and long-term health conditions	Code of Practice has been reviewed and is available on the Disability Services website for staff, and Queen’s Online under Supporting Students documents.
3	To mainstream the disability duties into all decisions and activities	To provide our Section 75 Annual Progress Report to Standing Committee and to the Equality Commission on the actions taken under this plan	Fully achieved.
4	To mainstream the disability duties into all decisions and activities	To review methods and means of communication of Individual Student Support Agreements (ISSAs) to students	The process for sharing ISSAs with students has been streamlined with support from IS. A new SharePoint site has been created by Student Disability and Wellbeing Services to securely communicate ISSAs to students in a timely manner.
5	To mainstream the disability duties into all decisions and activities	To ensure Disability Services Registration and Assessment meetings occur in a timely manner	Disability Services have significantly reviewed the process for new student registration appointments.  The waiting time for an assessment appointment in Sept 2020 was maximum 3 weeks. This is a significant reduction to previous years.
6	To mainstream the disability duties into all decisions and activities	To create guidance on special examination arrangements and supports for short term	Disability Services reviewed the process for implementing Special Examination Arrangements and Supports for students with a short-term impairment.

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		impairments or any changes to normal examination processes	The revised process and supporting documentation was clearly communicated to Schools and Examinations Service to ensure understanding.
7	To mainstream the disability duties into all decisions and activities	To provide support and resources to enable staff to embed Universal Design for Learning (UDL) across all teaching programmes	Supporting staff to embed UDL is a continuing responsibility and is part of our objectives and this is done through designing and developing resources, through UDL workshops and school away days. For more information on the resources available please click <a href="#">here</a> .
8	To mainstream the disability duties into all decisions and activities	To review “Work Placement Policy” to ensure inclusion and accessibility are central tenets as students with disabilities and long-term conditions face greater barriers to accessing work related learning opportunities	A review was undertaken and the revised <a href="#">work based and placement learning</a> , accessible on the DASA webpages. The policy specifically outlines the responsibilities of each member of staff to ensure that inclusion and accessibility are central considerations for work placements.
9	To mainstream the disability duties into all decisions and activities	To implement the Institutional Mental Health Framework (OMNI) and to engage with our stakeholders on key deliverables	<p>The OMNI Movement, launched in February 2019, helped to reinvigorate the conversation at a local level on mental health and wellbeing for students and staff.</p> <p>Launched by the Students’ Union, and supported by the Vice-Chancellor, the MH framework has been engaging with key stakeholders throughout the reporting period.</p> <p>Mental Health First Aid Training for staff, a key tenet he and effective use of branding is a large part of the success of year 1 initiatives.</p>

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			<p>During the first year, a student survey on mental health was undertaken and results reported to inform key actions, Mental Health First Aid Training for staff was delivered resulting in 60 trained MH First Aiders throughout campus.</p> <p>The University will continue to engage with staff and students and the Student’s Union will remain a key partner in the development of the Healthy Campus Framework and actions going forward.</p>
11	To encourage participation of persons with disability in public life	To include a specific welcoming statement encouraging persons with a disability to apply for roles where there is an identified issue of under-representation	<p>The University continues to include a specific welcoming statement encouraging persons with a disability to apply for roles where there is an identified under representation.</p> <p>An example of such a welcoming statement can be found here: “The University is committed to equality of opportunity and welcomes applications from all.</p> <p>However, our employment monitoring data tells us that individuals from Black, Asian and Minority Ethnic (BAME) communities, people with a disability and those who identify as LGBT+ are currently under-represented at the University. As such, we particularly welcome applications from these individuals.”</p>
12	To encourage participation of persons with disability in public life	To continue to provide applicants with an opportunity to indicate any reasonable adjustments which may be required to assist them during the recruitment process	<p>Applicants are provided with the opportunity to indicate any reasonable adjustments at any stage of the recruitment process.</p> <p>Candidates are asked to contact the Recruitment team if they require any adjustments which may assist them during the recruitment process.</p>
14	To encourage participation of persons with disability in public life	To support and deliver outreach initiatives, involving external stakeholders where	<p>Through membership of Employers for Disability NI (EFDNI) we forward on any useful information received to colleagues with specific conditions.</p>

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		appropriate, aimed at supporting staff with a disability/long term condition	<p>We continue to deliver, in partnership with EFDNI, autism awareness training sessions to support awareness and support for those staff with a disability/long term condition.</p> <p>We have also created a Staff Disability Network to provide support for those staff with a disability/long term condition.</p>
15	To encourage participation of persons with disability in public life	To monitor the number of applicants with a disability applying to study at the University	<p>Disability Services continue to link with Admissions and Access Service, to monitor and identify applicants to the University who have disclosed a disability.</p> <p>Information on the range of supports available and how to access these services was subsequently communicated to students.</p>
16	To encourage participation of persons with disability in public life	To improve accessibility at Open Days, events, etc.	<p>Due to the Covid-19 Pandemic, Open Days did not take place on-campus. Virtual Open Days ran in a very successful way with high-profile communications to ensure information was accessible and well-promoted.</p> <p>Sessions were recorded to allow prospective students to watch afterwards.</p> <p>Live chat features were available, from current students and staff.</p> <p>Student Disability &amp; Wellbeing ran a number of webinar sessions outlining supports available at Queen's for those with a disability and/or long-term condition.</p> <p>Service user testimonies were also provided in specific videos produced by the University's Strategic Marketing &amp; Communications team.</p>

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			<p>For other on-campus and virtual events, the upgrade of the “What’s on at Queen’s?” scheme has enhanced the overall accessibility of events for students, staff, and members of the public. Accessibility information can be included, as well as links to AccessAble (providing venue accessibility information), and contact information for attendees who may have specific queries or access requirements.</p>
17	To encourage participation of persons with disability in public life	To continue to meet the accommodation needs of disabled students whilst pursuing study at Queen’s University	<p>Student Accommodation achieved all requirements for any student who applied and stayed in accommodation in 19/20.</p> <p>Each student who advises they have a disability or long term condition is contacted by a member of the Accommodation team (if their disability or long term condition and any reasonable adjustments are relevant) to determine their own individual requirements so we can meet their needs.</p>
19	To encourage participation of persons with disability in public life	To create opportunities for people with disabilities through providing access to programmes and facilities in order to encourage participation in physical activity	<p>Queen’s Sport continues to create opportunities for people with disabilities through providing access to programme and facilities to encourage participation in physical activity. For example by ensuring:</p> <ul style="list-style-type: none"> <li>• The promotion and delivery of inclusive activity classes for people of all abilities; and</li> <li>• That all sporting facilities are accessible to all staff, students and the wider community.</li> </ul>
21	To encourage participation of persons with disability in public life	To use accessible venues for development and alumni relations events where possible	<p>When organising events, alternative needs are considered, possible limitations identified, and accessibility or special requirements are accommodated where possible. For example, ensuring that access is possible for those with</p>



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			<p>limited mobility, ensuring hearing loops are provided and working guide dogs are allowed to attend.</p> <p>If we are arranging tours of campus we will identify the limitations or special requirements of visitors in advance and adjust tours to suit.</p> <p>Guests are asked to identify any special requirements on booking forms to ensure that support can be provided as needed and we endeavour to support the alumni to the best of our ability.</p> <p>All internal venues are managed by Eventus Department who have ensured suitability for the needs of all users.</p>
22	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	<p>In 2019 the Freshers’ Fair layout was adjusted to reduce the number of stalls overall and to create wider walkways / remove pinch points to improve physical accessibility.</p> <p>In 2020 the Freshers’ Fair was held entirely online following the Covid-19 pandemic and related restrictions. As such, Clubs and Societies’ online presence enhanced to allow for online sign-ups at any time during the year.</p> <p>In addition, the upgrade of the “What’s on at Queen’s?” scheme has enhanced the overall accessibility of events including the Freshers’ Fair.</p>
25	To encourage participation of persons with disability in public life	To include a welcoming statement in all advertisements and promotional materials encouraging students with a disability to nominate themselves for elected positions, particularly elections to the Executive Management Committee, and positions within clubs and societies	<p>This information cannot be included on <i>all</i> promotional materials (e.g. social media graphics etc.) as they are graphical in nature. However, the following is included in the core election promotional information on Students’ Union website to which all potential candidates are directed:</p>

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			<p><i>“The Students’ Union aims to be as accessible as possible and we are continuously working to make our elections more accessible. We will make all the reasonable adjustments that we can to make our elections and our roles as accessible le as possible.</i></p> <p><i>Each case will be different and require a personalised approach. If you have any queries contact the <u>Student Voice</u> team at the earliest possible opportunity and we can start working on a tailored support package to meet your requirements.”</i></p>
26	To encourage participation of persons with disability in public life	To ensure that reasonable adjustments are put in place for candidates with a disability during elections for sabbatical and non-sabbatical posts	<p>All candidates are advised to contact Student Voice if they require reasonable adjustments and all nomination forms for these posts include sections for candidates to highlight any potential accessibility requirements.</p> <p>Any candidate that completes this section of the form is contacted personally to identify support requirements and potential reasonable adjustments. Individual support plans are then put in place.</p>
27	To encourage participation of persons with disability in public life	To ensure representation of staff members and students with a disability on the University’s Disability Forum	Both staff members and students with a disability are represented on the University’s Disability Forum. In addition, representatives from the newly formed Staff Disability Network will attend future forum meetings.
28	To encourage participation of persons with disability in public life	To encourage and support students with a disability to represent the University and the Students’ Union at external events or to external organisations	Any Sabbatical Officer, Non-Sabbatical-Officer, Student Councilor, or delegate to a National Union Conference representing the Students’ Union will have an accessibility plan in place.

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			<p>Potential requirements are captured during the nomination period and followed up on after election, partnering with the relevant external organisations to identify support needs and how they are addressed.</p> <p>Examples for all of the above in recent years include:</p> <ul style="list-style-type: none"> <li>• Provision of sign-language interpreters at events;</li> <li>• Paying travel / subsistence costs an accompanier to events;</li> <li>• Provision of soft/hard seating for individuals;</li> <li>• Securing accessible hotel accommodation / single room accommodation;</li> <li>• Providing large print copies of documentation; and</li> <li>• Providing quiet spaces / rooms for election candidates.</li> </ul>
30	To encourage participation of persons with disability in public life	Train 5 Support Providers as electronic note takers to better meet the needs of students with hearing impairments	<p>A total of five Support Providers achieved the Level 3 OCN qualification in Electronic Note Taking to enable them to provide discreet support to students with hearing losses by live streaming notes to the student’s device.</p> <p>The Register of Support Providers at Queen’s now has a total of six Electronic Note Takers available to students recommended for this form of one-to-one support.</p>
31	To encourage participation of persons with disability in public life	To produce a video of QUB students with ASD to provide information on how the McClay Library works	<p>‘My Library, My Space’, a student-led collaborative project between students with ASD, Library Services, Video Production and Disability Services was launched in November 2019. The video is available on the Library</p>

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			<p>webpages <a href="#">here</a> introduces the McClay Library as well as its features.</p> <p>This has proven to be very popular, particularly in the context of Covid-19 to help offer a virtual tour of our world-class library and study facilities.</p>
32	To encourage participation of persons with disability in public life	Provide a mechanism for accepting block bookings from individual students referred by Disability Services	The facility for individual students to block book study rooms for the entire semester is available to all students referred by Disability Services.
34	To encourage participation of persons with disability in public life	To continue to promote a positive student experience for students with a disability and support available through outreach and recruitment activity	<p>Due to Covid-19, the planned Information session for prospective students in April 2020 did not take place. As an alternative communication tool, Disability Officers delivered a webinar for students and parents. This outlined the full range of supports available to students with a disability and/or long term condition and offered information on the steps to register with the service.</p> <p>Disability Officers facilitated a number of peer led support groups throughout the academic year for students with ASC and epilepsy.</p> <p>The Disability Services website was significantly reviewed in year. This ensured that students and staff have access to clear and up-to-date information on the full range of supports available.</p> <p>Student Disability &amp; Wellbeing Drop-in was extended to run daily from 11am – 3pm to ensure students have access to timely information and supports.</p>

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			A total of three new freelance Needs Assessors and 21 self-employed Support Providers were recruited in 2019/20 to supplement assessment and support resources available to students with disabilities / long-term conditions.
39	To monitor and review progress	To communicate availability and monitor uptake of the Disability Support Fund	The Diversity and Inclusion Unit continue to promote and communicate availability of the Disability Support Fund via internal communications and via the <a href="#">website</a> . Uptake is monitored and reported to the Disability Forum to communicate availability.
40	To monitor and review progress	To monitor the number of persons with a disability in the University's workforce	This action is monitored and reviewed during on an ongoing basis and as part of our statutory monitoring obligations.
41	To monitor and review progress	To monitor the number of applicants with a disability to vacancies at the University following implementation of the welcoming statement	The People and Culture Directorate continues to monitor and report the number of applicants with a disability to vacancies at the University following implementation of the welcoming statement.
42	To monitor and review progress	To seek student and staff feedback on an annual basis relating to disability support. Maintain satisfaction levels for incoming year	Feedback from staff and students is sought from representatives of the Disability Forum, which meets on a quarterly basis.

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

	<b>Training Action Measures</b>	<b>Outputs</b>	<b>Outcome / Impact</b>
43	Think Difference Act Differently	Annual Mandatory staff training through e-learning.	84.2% % 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.	87.3% % 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.	1 workshop took place on 24 October 2019 took place with 29 staff attending. Ad-hoc B&H training has taken place throughout the University's Schools and Directorates during this reporting period.
	Deliver Equality and Diversity training session in induction training for new University staff.	Regular staff induction training module.	The Diversity and Inclusion attend all Staff Welcome events and promote Equality and Diversity and all Equality and diversity mandatory training – Think Difference, Act Differently and Unconscious Bias. BAME and International and LGBT Staff Networks are also present at this event for all new staff.  All staff must complete mandatory “Think Difference, Act Differently” Equality and Diversity training online and Unconscious Bias training as part of their induction.
44	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.

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

	<b>Communications Action Measures</b>	<b>Outputs</b>	<b>Outcome / Impact</b>
20	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 continue to ensure that marketing, internationalisation, communications and engagement activity reflect the diversity of our staff and student bodies.  Accessibility of online versions of documents is enshrined in our equality screening documentation and guidance and all staff are encouraged to ensure resources are available in accessible formats.
33	Review the University's Communication Strategy to encourage positive attitudes towards disability	To 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.	We continue to work with colleagues in Marketing, Recruitment, Communications and Internationalisation to ensure that positive images are used.
35	Review the University's Communication Strategy to encourage positive attitudes towards disability	To positively promote the profiles of staff and /or students with a disability demonstrating the contribution they have made to Queens	We continue to work with colleagues in Marketing, Recruitment, Communications and Internationalisation to ensure that images are used which reflect the diversity of our staff and student bodies.
36	Ensure accessibility of the University's website, publications, internal documents and information systems	To ensure that all University publications and internal documentation shall be made available in alternative accessible formats upon request	Accessibility of online versions of documents is enshrined in our equality screening documentation and guidance and all staff are encouraged to ensure resources are available in accessible formats.

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

	Encourage others Action Measures	Outputs	Outcome / Impact
18	To encourage participation of persons with disability in public life	To encourage students to volunteer for opportunities with organisations with a disability focus	Volunteer SU offer a wide range of volunteering opportunities for students and have specifically partnered with organisations with a disability focus such as RNIB and Action on Hearing Loss. For more information please click <a href="#">here</a> .
23	To encourage participation of persons with disability in public life	To encourage members of staff with a disability to apply for membership of committees, consultative groups and working groups where appropriate	The Disability Forum is one way in which we encourage members of staff with a disability to apply for membership of working groups and committees. This will also be expanded on and encouraged through the Staff Disability Network.
24	To encourage participation of persons with disability in public life	To encourage students with a disability to be School representatives including School level Student and Staff Consultative Committees and Academic Board representatives	A key remit of the Disabled Students’ Officer is to encouraging disabled students to become more involved in the Union and in representative roles. This is also communicated through the Disabled Students’ Network to students with a disability.
37	To promote positive attitudes towards persons with disability	To 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.	Our previous and new <a href="#">Equality, Diversity and Inclusion policy (2020)</a> state that all visitors and anyone providing services to, or those contracted to work at, the University including sub-contractors, are expected to comply with this policy. Breach of this policy could result in the termination of the contract.  We have also outlined this commitment in our Supply Chain Code of Conduct which all suppliers must comply with.



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2 (e) Please outline **any additional action measures** that were fully achieved other than those listed in the tables above:

	<b>Action Measures fully implemented (other than Training and specific public life measures)</b>	<b>Outputs</b>	<b>Outcomes / Impact</b>
	We engaged with Employers for Disability NI on outreach, collaborative working and fundraising activities.	A breakfast was held to raise awareness of EFDNI and to mark International Day of Disabilities on 29 November 2019.	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	Milestones / Outputs	Outcomes/Impacts	Reasons not fully achieved
38	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	Significant development has taken place on this resource in 2019/20.		<p>The impact of having to work remotely and focus on a wide range of other development to support our existing core offer and, our reactionary Lockdown Language Learning offer, have meant that we have been unable to complete the development of the online resource: 'An Introduction to BSL and Deaf Awareness' within the intended timeframe.</p> <p>Despite having to postpone this development project, we are hopeful to complete this development and launch this course in early 2021.</p>

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

	Action Measures not met	Reasons
1	To review the University's Bullying and Harassment procedure. As part of the review, we will ensure Equality Screening is undertaken	Due to Covid-19 the University identified a need to prioritise further policies which required urgent attention. As such, the review process will be completed in the next reporting period.
10	To scope the feasibility of introducing a Guaranteed Interview Scheme to encourage persons with a disability to apply for roles at the University	Due to resourcing changes in the Recruitment Team this action has not yet been achieved and the feasibility of a scheme scoped, we hope to review and achieve this action in our next Disability Action Plan for the next reporting period.
13	To consider the feasibility of paid placements as part of the Inclusive Employment Scheme	<p>Due to Covid-19 we were unable to hold our sixth year of the unpaid IES in June 2020. Due to the uncertainty of the days and weeks ahead, we have taken the decision to postpone the start date for those seeking placements until such time when it is safe to do so.</p> <p>Due to this and the uncertainty regarding resource and budget cuts this scoping exercise has not yet been fully achieved.</p>
29	Proposed pilot of employability skills tutor being considered by DfE	Still under consideration.

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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 four 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 not part of the 2019/20** revised plan, see below.

Revised/Additional Action Measures	Performance Indicator	Timescale
Staff Disability Network	It is hoped that the network will be a useful and valuable platform for staff in similar situations to get together and share their knowledge and experiences as well as providing an opportunity for staff to support each-other and provide them with a platform on which they seek the help they need to improve life in work.	Launched Summer 2020

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Staff Carers Network	The Carers Network will enable carers across QUB to come together to chat and share experiences and information. Further information on the Carers Network is available <a href="#">here</a> .	Launched Summer 2020
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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. Proposed changes to the Disability Action Plan are discussed and consulted upon with staff and students in a range of ways and at regular meetings of the University’s Disability Forum.

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<sup>i</sup> **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.

<sup>ii</sup> **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.