

# EQUALITY COMMISSION FOR NORTHERN IRELAND

## Public Authority 2011 – 2012 Annual Progress Report on:

- **Section 75 of the NI Act 1998 and**
- **Section 49A of the Disability Discrimination Order (DDO) 2006**

This report template includes a number of self assessment questions regarding implementation of the **Section 75 statutory duties** from *1 April 2011 to 31 March 2012 (Part A)*.

This template also includes a number of questions regarding implementation of **Section 49A of the DDO** from the *1 April 2011 to 31 March 2012 (Part B)*.

Please enter information at the relevant part of each section and ensure that it is **submitted** electronically (by completing this template) and in hardcopy, with a signed cover letter from the Chief Executive or, in his / her absence, the Deputy Chief Executive to the Commission **by 31 August 2012**.

In completing this template it is essential to focus on the application of Section 75 and Section 49. This involves progressing the commitments in your equality scheme or disability action plan which should lead to outcomes and impacts in terms of measurable improvement for individuals from the equality categories. Such outcomes and impacts may include changes in public policy, in service provision and/or in any of the areas within your functional remit.

### **Name of public authority** (Enter details below)

The Open University in Ireland

### **Equality Officer** (Enter name and contact details below)

S75:  
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# **Part A: Section 75 Annual Progress Report 2011 - 2012**

## **Executive Summary**

- What were the key policy / service developments made by the authority during this reporting period to better promote equality of opportunity and good relations and what outcomes were achieved?
  - The key policy/service developments made by The Open University in Ireland (OUI) in Northern Ireland were carried out against a background of The Open University (OU) developing and implementing its new equality scheme which seeks to comply with both the UK Equalities Act 2010 and Section 75 of the Northern Ireland Equality Act 1998. This has progressed following discussions with the Equality Commission for Northern Ireland, which confirmed this was possible.
  - As a designated public body in Northern Ireland the OUI continued to comply specifically with the duties of Section 75 of the NI Act 1998 and Section 49A of the Disability Discrimination Order (DDO) 2006. However as a smaller unit of 60 staff based in the Belfast Office and 300 part time tutors, the OU in Northern Ireland accounts for less than 1% of the total retinue of staffing in the University. The large majority of staff are based in the University's main campus in Milton Keynes, where its governance and committee structure, policy and decision-making and most senior management are also based.
  - The revised UK-wide Equality Scheme has been subject to consultation and has now been submitted to ECNI in accordance with the deadline of 1<sup>st</sup> May 2012. Discussions with the ECNI about the Scheme are ongoing, amendments and clarifications have been made and it is hoped that the Scheme will formally be approved by the Commission in the coming months.
  - The consultation process, including the stakeholder event held by the Equality Coalition, has enhanced good relations with external stakeholders and broadened the diversity of interest in The Open University in Northern Ireland.
  - The forward to the new Equality Scheme by the Chancellor and Vice Chancellor states that "As an organisation with social justice at the heart of our mission, we are committed to developing an inclusive university community and contributing to an inclusive and just society".  
The scheme is available at:  
<http://www.open.ac.uk/equality-diversity/pics/d136235.pdf>

- Based on robust equality analysis during 2011, the University has developed equality objectives for the period 2012-16, which are set out in Table 2 on page 7 below.
- What are the main initiatives planned in the coming year to ensure the authority improves outcomes in terms of equality of opportunity and good relations for individuals from the nine categories covered by Section 75?
  - The overarching objective of the Open University in Northern Ireland remains the same: to be open to everyone through the promotion and presentation of educational opportunity and social justice.
  - For the University as a whole, the main imperative will be the launch and promotion of the new Equality Scheme (See section 7 and 8 below) and the implementation of its Equality Objectives for 2012-16. The Equality Objectives were developed by the University's senior leadership and its Equality and Diversity Management Group to meet the statutory deadline in Great Britain to publish specific and measurable equality objectives, a requirement of the Public Sector Equality duty under the Equality Act 2010. A "champion" on the Vice Chancellor's Executive and a senior accountable executive (SAE), mostly at Director level, has been identified for each objective.
  - A new strategic level Equality and Diversity Strategic Management Group, chaired by the University Secretary, has been established and will meet for the first time in December 2012, following a review of the effectiveness of the University's Equality and Diversity Management Group. SAEs will be asked to attend this group to report on progress on their objectives.
  - The University's Equality Objectives for the period 2012-2016 are shown in the Table 2 on page 7 below:
  - We will be seeking to revise our Disability Action Plan for Northern Ireland during 2012/13.
  - We will be identifying an area in our forthcoming OU in Ireland Business Plan 2013/14 which will be subject to Equality Analysis and expect to report on the outcome in our next annual report to ECNI.
  - We are seeking to replace the current paper-based system for Religious Affiliation monitoring in Northern Ireland with an new electronic system that will be the same for all applicants and staff, but with a specific community background question for posts in NI.
  - We will seek to increase the number of partners involved in our Community Partnerships Programme, which seeks to foster involvement in higher education, by at least two.
  - We will develop further our public relations strategy and in particular to foster good relations with the five largest political parties in NI and with elected representatives of all political affiliations and with a range of activities designed to promote the Open University to the community in Northern Ireland and to develop the reach of higher education within the population.

## **New / Revised Equality Schemes**

- Please indicate whether this reporting period applies to a new or revised scheme and (if appropriate) when the scheme was approved?
  - The University's Equality Scheme is designated to cover 2012-2016. Clearly the preparatory work and the development and approval of equality objectives has been substantially completed during the period 2011-12.
  - Following public consultation (see section 10 below) the University's new Equality Scheme was submitted to the Equality Commission.
  - Discussions have taken place with the University's Head of Equality and Diversity about the draft scheme and its compliance with Section 75 requirements, and we are currently awaiting approval by the Commission.

## **Section 1: Strategic Implementation of the Section 75**

### **Duties**

- Please outline evidence of progress made in developing and meeting *equality and good relations objectives*, performance indicators and targets in corporate and annual operating plans during 2011-12.

**Since its inception in 1969 the Mission of the Open University has been:**

The Open University is open to people, places, methods and ideas.

Our Strategic Plan for 2012-2015 conforms that our Values are

#### *Inclusive*

We play a unique role in society, making Higher Education open to all

We promote social justice through the development of knowledge and skills

#### *Innovative*

We lead the learning revolution, placing innovation at the heart of our teaching and research

We continuously seek new and better ways to inspire and enable learning

We create world class research and teaching

#### *Responsive*

We respond to the needs of individuals and employers and the communities in which they live and work

We are dedicated to supporting our students' learning success.

The strategy of the open is strategy is to *secure our mission* by:

- **Delivering an outstanding student experience, and**
- **Enhancing the capabilities of the University**

Implementing our equality scheme will support the achievement of our strategy in the ways outlined below.

**Table 1: How the equality scheme contributes to the University Strategy**

<b>Deliver an outstanding student experience:</b>	<b>Enhance the capabilities of the University:</b>
<ul style="list-style-type: none"><li>• <b>Support the delivery of a market-leading enquirer experience</b> by attracting and retaining increasing numbers of students from diverse backgrounds</li><li>• <b>Support a study experience that maximises students' chances of</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Support research and scholarship that is externally recognised for excellence and impact</b> by leading research and scholarship in social justice and inclusion</li><li>• <b>Support people and culture that enable us to deliver high performance,</b> by attracting and retaining a diverse</li></ul>

**success in achieving their study goals**

by responding positively to individual needs and circumstances and addressing barriers to success

- **Support journeys from informal to formal learning** by promoting diversity and inclusion through open media

workforce, by promoting equality through all our people processes, and by drawing on the creativity, skills and experience of our diverse workforce

- **Support flexible, integrated and robust systems** by embedding accessibility in procurement and systems development
- **Support financial sustainability**, preventing unnecessary costs by considering different needs and circumstances from the outset

- The new Open University Equality Scheme 2012-16 sets out the following aims:
  1. **To eliminate unlawful discrimination, harassment and victimization**
  2. **To promote and advance equality of opportunity**
  3. **To promote and foster good relations between people**
- The scheme sets out responsibilities students, for staff of various levels and disciplines and for individuals appointed to senior roles in the governance structure.
- The University has developed Equality Objectives, which are set out in Table 2 below and been developed following an **audit of inequalities**, based on a review of an extensive range of information on the composition of our student body and or workforce (including senior management), and building on our annual equality monitoring and reporting cycle (see Table 6 on page 16 below). Our data has been benchmarked with information from the UK Higher Education Statistics Agency, and secondary analysis conducted by Equality Challenge Unit.

Table 2: Open University Equality Objectives 2012-2016

Objective	Section 75 Duty/Equality Category	Champion	Senior Accountable Executive	Approach
1. Maintain the proportion of new disabled undergraduates (currently 3.4%)	Yes	Director, Students	Director, Marketing and Sales	Agree marketing target and budget; marketing and media relations campaigns across UK; personal and on-line support to disabled student enquirers; discussions with governments in all four Nations of the UK with regard to funding of disabled students.
2. Increase the satisfaction of disabled students (Currently 82% to 84% by 2015)	Yes	Pro Vice Chancellor, Learning and Teaching	Director, Institute of Teaching and Learning	Conduct analysis and quantitative research, improve accessibility standards during course development; enhanced staff learning and development, including the development of an Accessibility Hub, a front facing entity to develop good practice; further development of online resources
3. Reduce Ethnicity Attainment Gap (Currently 28.8% to 25.8% by 2015)	Yes	Director, Students	Director, Teaching and Learning Support	Develop resources for staff and students and action research.
4. Increase the proportion of younger academic staff under 35% (currently 12% to 14% by 2015)	Yes	Pro Vice Chancellor, Curriculum and Qualifications	Director, Curriculum and Qualifications	Review recruitment arrangements, guidance and training to identify and address bias, review job roles to create opportunities for younger academics, develop positive attitudes and career paths
5. Increase the satisfaction of ethnic minority staff (intention to leave reduced from 14% to 10% by 2014, reduce difference in job satisfaction from 9% to 6% by 2014)	Yes	Vice Chancellor	Director of Human Resources	Sponsor leadership mentoring, engage BME staff network, qualitative research, enhance and promote cultural diversity
6. Increase the satisfaction of disabled staff (reduce difference in job satisfaction from 6% to 4% by 2014, reduce difference in respect, recognition ad status from 7% to 5% by 2014)	Yes	University Secretary	Director of Human Resources	Sponsor leadership mentoring for disabled staff, support disabled staff network, conduct qualitative research to identify and address barriers to staff satisfaction
7. Reduce gender pay gap (from 8.5% to 6.5% by 2015)	Yes	Pro Vice Chancellor, Curriculum and Qualifications	Deputy Director of Human Resources	Understand best practice, respond to identified barriers to progression, review procedures and guidelines, increase pay transparency
8. Improve equality monitoring information (to including caring responsibilities, improve accuracy for maternity, improve declaration for religious belief and sexual orientation for staff to 65% and for students to 50% by 2015, improve monitoring of community background by introducing question to electronic self-service system)	Yes	University Secretary and Director Students	Head of Equality and Diversity	Define specifications and classifications to ensure consistent data, promote benefits, embed revised questions at point of student registration and staff recruitment; encourage staff and students to keep their records current.
9. Improved guidance for transgender staff and students by 2012 Improve guidance for students during pregnancy and maternity, improving guidance for students religion and belief by June 2013 Improved policy and guidance for staff and students with caring responsibilities by December 2013	Yes	University Secretary and Director Students	Head of Equality and Diversity	Involve people with relevant characteristics and representative groups in development of new policy and guidance, test policy and guidance prior to implementation, ensure policy and guidance is easily accessible, evaluate to ensure effective implementation

- Within the Open University in Ireland a Strategic Plan for 2012-15 has been produced, which reinforces the Strategic Objectives for the organisation as a whole and adapts them to the specific environments of both Northern Ireland and the Irish Republic
- Furthermore a Business Plan for the year 2012-13 has also been developed and this includes the following objectives, which underpin the section 75 duties in terms of our community partnerships work

**Table 3: OU in Ireland Business Plan 2012/13**

<b>University priority</b>	<b>How will this Unit contribute to the achievement of this Priority's objectives from 2012-15?</b>	<b>What will this Unit deliver in 2012/13?</b>	<b>What are the measures of success for 2012/13?</b>	<b>Equality analysis</b>
<b>Study Experience</b>	An appropriate access route for students in NI	Working with the Centre for Inclusion and Curriculum and the Widening Participation Management Group, to develop a model which meets the NI WP Strategy	Increased participation from those cohorts identified by DEL NI	Yes (Students)
<b>Study Experience</b>	<p>To maintain the high level of students with low socio-economic status in the challenging economic climate</p> <p>To manage and retain partnerships in the existing Community Partnerships Programme and develop two significant additional partnerships during 2012-13</p> <p>To develop collaborative work with other leading organisations in the field of adult learning</p>	<p>Delivery of a vibrant Community Partnerships Programme and continuing collaboration with Workers Educational Association, Education Guidance Service for Adults, Rural Community Network, Open College Network, Colleges NI, trade unions and voluntary organisations.</p> <p>Continuation of Community Partnerships Programme is agreed as part of transfer of HEFCE funding for NI</p>	<p>Two new partnerships established</p> <p>To continue to meet and ideally to exceed recruitment from target quintiles 1 and 2</p>	Yes (Students)

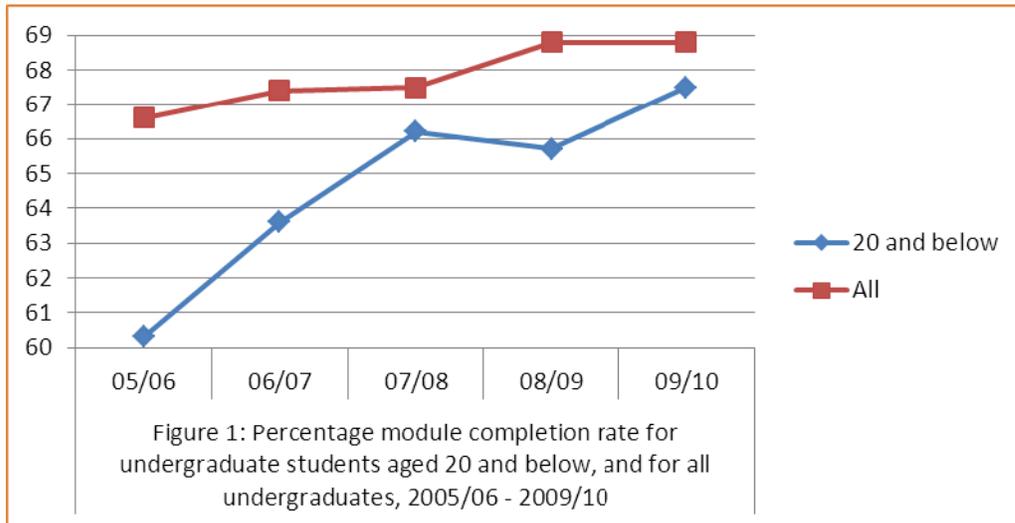
## **Section 2: Examples of Section 75 Outcomes / Impacts**

Given the renewed focus of Section 75 aiming to achieve more tangible impacts and outcomes and addressing key inequalities; please report in this section how the authority's work has impacted on individuals across the Section 75 categories.

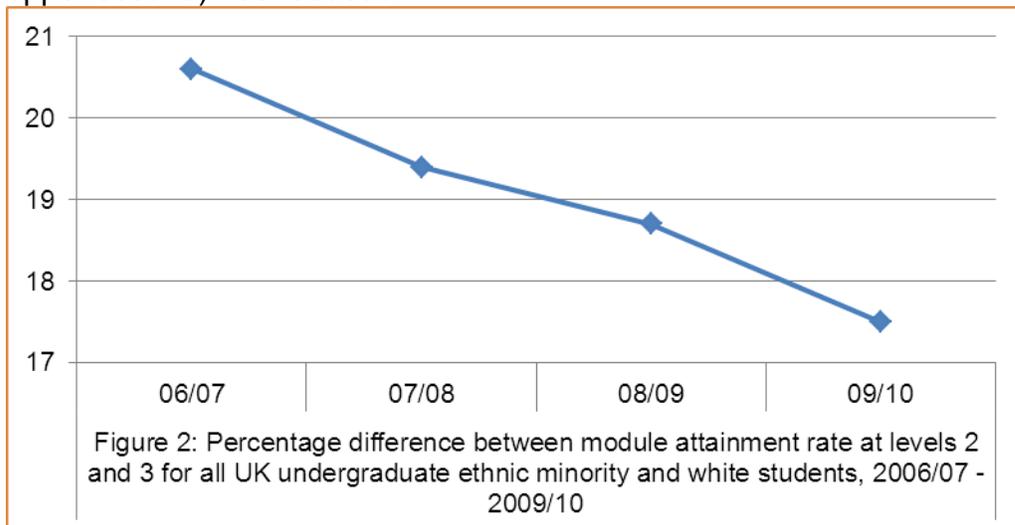
- Please give examples of changes to policies or practices using **screening or EQIA**, which have resulted in **outcomes or impacts for individuals**. If the change was a result of an EQIA please indicate this and also reference the title of the relevant EQIA.
  - Equality Analysis (EQIA) was conducted for a range of University policies which affect students and staff in Northern Ireland. These include:
    1. Market strategy
    2. Fees strategy
    3. Transitional fees arrangements
    4. Student loans/finance
    5. Restructuring of the University's Business Development Unit
    6. Restructuring of IT support and hours of work
    7. Assessment deferral policy
    8. Restructuring of the student advice and guidance service
    9. Introduction of new systems under the University's 'working smarter' programme
    10. Implementation of new Agency Worker regulations
    11. Student Support Review, leading to implementation of new Curriculum Support Teams
  - Equality analysis has now been built into our business unit planning process across the entire organisation, including the Open University in Ireland. All unit plans identify which policy and strategy development areas will be subjected to equality analysis during the forthcoming year.
- Please give examples of **outcomes or impacts on individuals** as a result of any **action measures** undertaken as part of your Section 75 action plan:

The Open University is making an impact in reducing inequalities and the following are some examples. The data presented here are indicative of positive trends and are not intended to present a complete picture. A wide range of additional monitoring data is published as part of the University's equality and diversity annual report and can be obtained at [www.open.ac.uk/equality-diversity](http://www.open.ac.uk/equality-diversity).

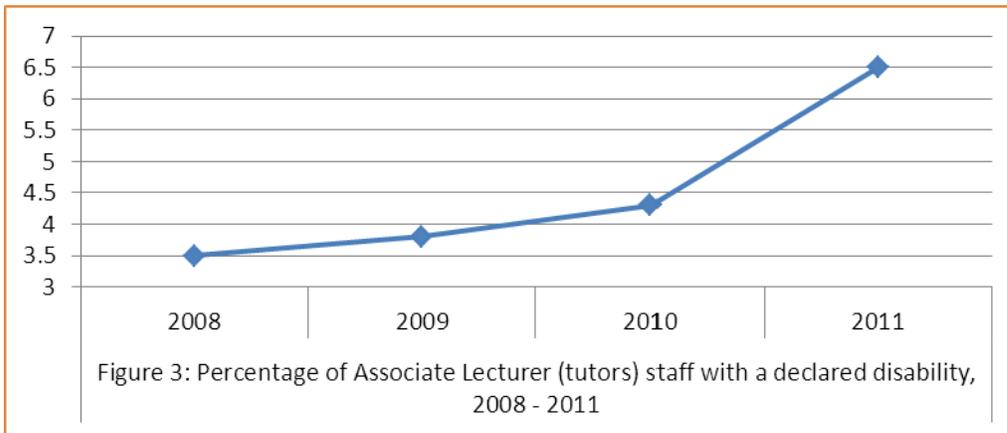
We have got better at supporting younger students. The module completion rate for younger undergraduates has increased over the past few years so that it is now much closer to the level for all students.



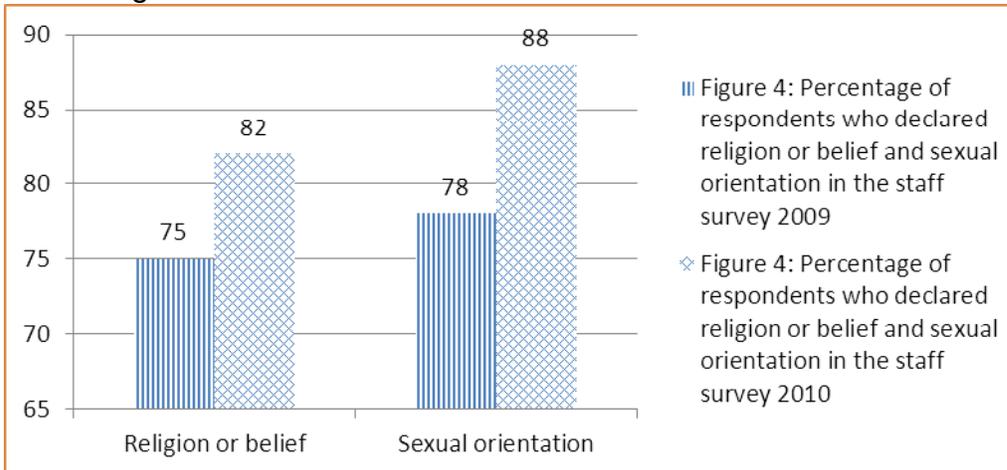
The ethnicity attainment gap is still very wide, and there is considerable variation when individual ethnic groups are considered. However, we are taking action to promote student success and the overall difference in the proportion of ethnic minority students and white students that achieve a good module pass (first or upper second) has reduced.



Staff are increasingly open and comfortable in declaring equality information. The proportion of staff declaring a disability has increased substantially, especially for our Associate Lecturer staff, who represent about two thirds of our entire workforce.



Staff are confident to declare sensitive personal information. The proportion of staff declaring religion or belief and sexual orientation in the staff survey is increasing.



We are challenging occupational gender segregation. The proportion of men in Support Staff roles is increasing.

- Please give examples of **outcomes or impacts on individuals** as a result of any **other Section 75 processes** e.g. consultation or monitoring:

**Table 4: Other Section 75 measures**

	Outline change in policy or practice which have resulted in outcomes	Tick if result of EQIA
Persons of different religious belief	<ul style="list-style-type: none"> <li>• Continuing to ensure that OU recruitment adverts are reaching all communities in NI</li> </ul>	
Persons of different political opinion	<ul style="list-style-type: none"> <li>• To continue to develop our policy and public affairs work with the NI political parties and elected representatives</li> </ul>	

	<ul style="list-style-type: none"> <li>• Same as above as well as continuing to recognise that political affiliation is not pertinent to everyone in NI</li> </ul>	
Persons of different racial groups	<ul style="list-style-type: none"> <li>• Continuing to ensure recruitment adverts are placed within easy reach of all ethnic groups in NI</li> </ul>	
Persons of different age	<ul style="list-style-type: none"> <li>• Continuing to ensure that younger applicants are encouraged to apply and to continue to expand this area of activity</li> </ul>	
Persons with different marital status	<ul style="list-style-type: none"> <li>• Continuing to ensure that a 'chill factor' is not apparent towards unmarried staff</li> </ul>	
Persons of different sexual orientation	<ul style="list-style-type: none"> <li>• Continuing to ensure that diversity continues to be welcomed particularly that new staff are comfortable being 'open' in this regard</li> </ul>	
Men and women generally	<ul style="list-style-type: none"> <li>• Continuing to address the need to attract more males to apply</li> </ul>	
Persons with and without a disability	<ul style="list-style-type: none"> <li>• Continuing to ensure that the OUNI's premises and systems in Belfast are fully accessible</li> </ul>	
Persons with and without dependants	<ul style="list-style-type: none"> <li>• Continuing to communicate more positively the range and benefits of OU's flexible working policies</li> </ul>	

### **Section 3: Screening**

- Please provide an update of new / proposed / revised *policies screened* during the year.

For those authorities that have started issuing of screening reports in year; this section may be completed in part by appending, to this annual report, a copy of all screening reports issued within the reporting period.

Where screening reports have not been issued, for part or all of the reporting period, please complete the table below:

<b>Title of policy subject to screening</b>	<b>What was the screening decision? E.g. screened in, screened out, mitigation, EQIA...</b>	<b>Were any concerns raised about screening by consultees; including the Commission?</b>	<b>Is policy being subject to EQIA? Yes/No If yes indicate timeline for assessment.</b>
<ol style="list-style-type: none"> <li>1. Market strategy</li> <li>2. Fees strategy</li> <li>3. Transitional fees arrangements</li> <li>4. Student loans/finance</li> <li>5. Restructuring of the University's Business Development Unit</li> <li>6. Restructuring of IT support and hours of work</li> <li>7. Assessment deferral policy</li> <li>8. Restructuring of the student advice and guidance service</li> <li>9. Introduction of new systems under the University's 'working smarter' programme</li> <li>10. Implementation of new Agency Worker regulations</li> <li>11. Student Support Review, leading to implementation of new Curriculum Support Teams</li> </ol>	Policies implemented	N/A	Not full EQIA

## **Section 4: Equality Impact Assessment (EQIA)**

Please provide an update of policies subject to EQIA during 2011-12, stage 7 EQIA monitoring activities and an indicative EQIA timetable for 2012-13.

- EQIA Timetable: April 2011 - March 2012

<b>Title of Policy EQIA</b>	<b>EQIA Stage at end March 2012 (Steps 1-6)</b>	<b>Outline adjustments to policy intended to benefit individuals and the relevant Section 75 categories due to be affected.</b>
No EQIA conducted in Northern Ireland		

Where the EQIA timetable for 2011-12 (as detailed in the previous annual S75 progress report to the Commission) has not been met, please provide details of the factors responsible for delay and details of the timetable for re-scheduling the EQIA/s in question.

N/A

- Ongoing EQIA Monitoring Activities: April 2011- March 2012

Table 5 below sets out the indicators we will monitor each year for the next five years, and takes into account the information we have analysed and published in previous years.

These monitoring arrangements will help us to assess any adverse impacts arising from our policies.

<b>Table 5: Equality Monitoring Schedule</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Undergraduate and postgraduate UK students</b>	Participation, completion and academic attainment				
<b>Postgraduate research students</b>	Participation and withdrawal				
<b>Non-UK/ Overseas students<sup>1</sup></b>	Participation	Participation	Participation	Participation	Participation
<b>All students</b>	Complaints and				

<sup>1</sup> Domicile and geographic area is used instead of ethnicity, as ethnic classifications used in the UK are meaningless for non-UK students.

**Table 5: Equality Monitoring Schedule**

	2012	2013	2014	2015	2016
	appeals	appeals	appeals	appeals	appeals
	Student survey data				
<b>Senate and Council governing bodies</b>	Composition		Composition		Composition
<b>Associate lecturer staff</b>	Workforce composition by location and faculty				
	Reasonable adjustments	Grievances, bullying and harassment, disciplinary	Reasonable adjustments	Grievances, bullying and harassment, disciplinary	Reasonable adjustments
	Recruitment		Recruitment		Recruitment
	Leavers	Development	Leavers	Development	Leavers
		Pay gap		Pay gap	
		Staff survey data <sup>2</sup>		Maternity leave return	
				Staff survey data	
<b>Internal staff</b>	Workforce composition by location, unit, job category, grade band and mode	Workforce composition by location, unit, job category, grade band and mode	Workforce composition by location, unit, job category, grade band and mode	Workforce composition by location, unit, job category, grade band and mode	Workforce composition by location, unit, job category, grade band and mode
	Reasonable adjustments	Grievances, bullying and harassment, disciplinary	Reasonable adjustments	Grievances, bullying and harassment, disciplinary	Reasonable adjustments
	Recruitment		Recruitment		Recruitment
	Leavers	Promotions	Leavers	Promotions	Leavers
		Development		Development	
		Pay gap		Pay gap	
		Staff survey data		Maternity leave return	
				Staff survey data	
<b>Agency temporary staff</b>	Workforce composition		Workforce composition		Workforce composition
<b>Consultants</b>		Workforce		Workforce	

<sup>2</sup> Our ability to publish staff survey data in any given year is dependent on when the previous survey took place. A comprehensive survey is not undertaken every year.

<b>Table 5: Equality Monitoring Schedule</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
	composition			composition	
<b>Residential schools staff</b>	Recruitment		Recruitment		Recruitment

Please outline any proposals, arising from the authority's monitoring for adverse impacts, for revision of the policy to achieve better outcomes the relevant equality groups:

### 2012-13 EQIA Timetable

<b>Title of EQIAs due to be commenced during April 2012 – March 2013</b>	<b>Revised or New policy?</b>	<b>Please indicate expected timescale of Decision Making stage i.e. Stage 6</b>
See table 6 below:		
All units in the OU are required to undertake an Equality Analysis and to identify this in their annual business plan		EA area for OU in Ireland to be confirmed in March 2013

**Table 6: Timetable for measures proposed in the equality scheme**

<b>Measure</b>	<b>Lead responsibility</b>	<b>Timetable</b>
Develop summary scheme	Head of Equality and Diversity	June – July 2012
Communicate the equality scheme	Head of Equality and Diversity	August – November 2012
Review and revise action plans	Heads of Units	January – March annually
Review monitoring information and access to	Head of Equality and Diversity	April – June annually

information and services		
Review timetable for measures and list of consultees	Assistant Director, The Open University in Ireland	April annually
Publish revised action plans	Head of Equality and Diversity	June annually
Review progress towards equality objectives	University Secretary and Director, Students	June and November annually
Section 75 progress report	Assistant Director, The Open University in Ireland	August annually
Evaluate implementation and effectiveness of training	Head of HR Development	September annually
Publish monitoring information	Head of Equality and Diversity	September annually
Publish annual report	Head of Equality and Diversity	December annually
Assess compliance and promote best practice	Equality and Diversity Management Group	Ongoing, quarterly meetings
Publish equality analysis templates (where policy is relevant to functions in Northern Ireland)	Head of Equality and Diversity	Ongoing, as completed
Review appropriateness of equality objectives	Equality and Diversity Management Group	June 2014
Review of full equality scheme	Project team appointed by Equality and Diversity Management Group	Completed by June 2016

## **Section 5: Training**

- Please outline training provision during the year associated with the Section 75 Duties / Equality Scheme requirements including types of training provision and conclusions from any training evaluations.

### **a) Within OU in Ireland**

1. Every year, the induction programme for new Associate Lecturers/Tutors (ALs) includes significant session(s) on supporting students with disabilities or who have additional requirements (e.g. SpLD (dyslexia etc)). This includes raising awareness of legislation in this area, dealing with matters of disclosure, looking closely at our procedures and at the kind of support the university can provide, considering what is expected of tutors, and so on. We also provide one-to-one ongoing support for those ALs who have students with particularly complex requirements in their tutor groups, or for those who lack confidence in their ability to provide what students with additional requirements might need. The induction programme includes alerting staff to their responsibilities in relation to carers and it touches upon diversity awareness in the wider sense, too, directing staff to the training Module on the intranet, which they are obliged to complete. (This is followed up by senior academic staff, who monitor their ALs' completion of this module)
2. Disability awareness has always featured significantly in the induction programme for staff new to the OU National Centre in Belfast.
3. Regular updates are provided to Student Registration Service Staff and to those working in the Learner Support area of Student Services to advise about any changes to procedures or the development of further online support systems for students etc e.g. workshops were held on the guidelines for staff dealing with distressed/ suicidal students, and this was also rolled out to ALs in a recent Staff Development session (Spring, 2012), delivered by the University's Mental Health Adviser.
4. Staff development sessions were held for all ALs on mental health issues and on Asperger's Syndrome. These latter were all-day events, taking the form of presentations and workshops on the subjects under consideration.
5. The University's 300 associate lecturers across Ireland also attend a staff development event – last held in Dundalk in April 2011. Specific training included sessions 'boundaries' and 'boundary setting' and on supporting deaf students/ blind and visual impaired students, and those studying with dyslexia.

### **b) Equality and diversity staff learning and development programme across the OU as a whole**

The table below documents our continuous equality and diversity staff learning and development programme across the whole OU. Learning and development is targeted to different staff groups depending on what they need to know. The programme is delivered by a significant number of different offices, and through

several mainstream business processes, demonstrating the extent to which equality and diversity learning is integrated across the University

<b>Table 7: Equality and Diversity Staff Learning and Development Programme</b>			
<b>Who needs to know?</b>	<b>What?</b>	<b>For what purpose?</b>	<b>How will they learn?</b>
<b>All staff</b>	Rights and responsibilities under equality law, and responsibilities under our equality scheme	To achieve dignity and respect for all; to promote staff satisfaction; to prevent unlawful discrimination, harassment and other prohibited conduct	Diversity online module Promotion of Valued Ways of Working framework through staff appraisal process Written briefings from the E&D Team E&D intranet resources
<b>Associate Lecturer staff</b>	Where to find information and University policy and practical strategies in responding to different needs and circumstances	To respond effectively to needs of students, promote engagement, student satisfaction and success	Resources on Tutor Home website Support from Staff Tutors, Module teams and faculty Accessibility Specialists Regional and national staff development days
<b>Contractors and consultants</b>	Rights and responsibilities under equality law, and responsibilities under our equality scheme	To achieve dignity and respect for all; to prevent unlawful discrimination, harassment and other prohibited conduct	Standard equality-related clause in all contracts Equality built in as a core requirement in contracts where relevant Consultants provided with copy of summary equality scheme
<b>Line managers</b>	How to recruit and manage a diverse workforce	To utilise staff diversity; to respond positively to individual needs and circumstances; to promote staff satisfaction and success; to prevent unlawful discrimination	Disability and employment website Effective recruitment and selection course Employment law for managers course Cultural diversity at work course Briefings from HR Managers and Advisers
<b>Staff providing advice and guidance to students</b>	University policy and precedent in responding to particular equality-related circumstances	To meet needs of students, promote engagement, student satisfaction and success	Training for Student Registration and Enquiry Service staff Training for Curriculum Support Teams Regional briefings for advice staff Staff operating procedures
<b>Disability advisers</b>	Understanding of a wide range of different needs and University policy and precedent in responding	To meet needs of disabled students, and promote student satisfaction and success	Induction for new advisers Disability and Additional Requirements regional meetings Online resources Annual conference

**Table 7: Equality and Diversity Staff Learning and Development Programme**

<b>Who needs to know?</b>	<b>What?</b>	<b>For what purpose?</b>	<b>How will they learn?</b>
			Advice from specialist advisers
<b>Research student supervisors</b>	University policy and precedent in responding to particular equality-related circumstances	To meet needs of students, promote engagement, student satisfaction and success	Advice from specialists in the Research Career Development and Research Degrees teams; Supervisor training events; Supervisor handbook
<b>Principal Investigators and Directors of Research</b>	How to recruit and manage a diverse research team	To utilise staff diversity; to respond positively to individual needs and circumstances; to promote staff satisfaction and success; to prevent unlawful discrimination	Effective recruitment and selection course Cultural diversity at work course Briefings from HR and Research School Managers
<b>Staff developing curriculum, and teaching methodologies and tools</b>	Good practice in developing an inclusive and accessible curriculum and learning experience	To create inclusive curriculum that increases student engagement, retention and satisfaction; to anticipate barriers and address these proactively; to reduce bespoke costs	Research seminars provided by the Centre for Inclusion and Curriculum Sharing good practice through the Accessibility Practitioners Group Online resources linked to the Curriculum approval process Advice from faculty Accessibility Specialists Resources and advice from central specialists
<b>Staff creating materials and assets</b>	Good practice in developing accessible materials and assets	To anticipate barriers and address these proactively; to reduce bespoke costs	Accessibility training provided to media teams Advice from faculty Accessibility Specialists Resources and advice from central specialists
<b>Staff developing strategy and policy</b>	How to assess the impact of strategy and policy on people	To develop inclusive strategy and policy; to meet the public sector equality duty and Section 75 duty	Equality analysis training; sharing exemplars; coaching
<b>Staff developing, commissioning or procuring websites and systems</b>	Good practice in developing accessible websites and systems	To anticipate barriers and address these proactively; to ensure systems are accessible to staff and students; to reduce bespoke costs	Briefings on accessibility standards and processes by Communications and IT.

**Table 7: Equality and Diversity Staff Learning and Development Programme**

Who needs to know?	What?	For what purpose?	How will they learn?
<b>Staff developing partnerships, in the UK and internationally</b>	Understand the importance and value of cultural sensitivity	To build and maintain successful partnerships and relationships	Business cultural awareness course Widening Participation Network
<b>Staff leading on equality planning and reporting for their unit</b>	University equality priorities and approaches to tackling inequalities	To develop effective interventions to address inequalities	Oral briefings and meetings with the E&D Team
<b>Members of the Equality and Diversity Management Group</b>	Equality law and sector good practice	To develop informed equality strategy and policy	Oral briefings from the E&D Team; email subscriptions to the Equality Challenge Unit and the Government Equalities Office
<b>Staff with specialist equality-related roles</b>	Interpretation of equality law and case law, good practice within and beyond the sector	To support the development of informed equality strategy and policy; to advise other staff	Sector conferences; briefings and mailings from equality organisations; research reports; internal networks, external specialist networks

## OU study

Staff can study a range of OU modules and the following modules and qualifications (available at time of writing) address issues of equality, diversity and inclusion directly<sup>3</sup>. This list is not exhaustive and many other modules address issues of equality and diversity within the module content.

## Continuing Professional Development

- Managing diversity (GB031)
- Respecting religious diversity at work (GA063)
- Widening Participation and Lifelong Learning<sup>4</sup>

## Undergraduate

- Equality, participation and inclusion: learning from each other (E214)
- Introducing religions (A217)
- Religion today: tradition, modernity and change (AD317)

## Postgraduate

- Accessible online learning: supporting disabled students (H810)
- Business, human rights law and corporate social responsibility (W822)
- Certificate in Human Rights and Development Management (C96)

<sup>3</sup> Further information about the modules listed here is available in the online prospectus at <http://www3.open.ac.uk/study/>.

<sup>4</sup> This online module is provided by the Centre for Inclusion and Curriculum and can be accessed at <http://cic.oucpld.com/>.

## **Section 6: Communication**

- Please outline how the authority communicated progress on delivery of the Section 75 Duties during the year and evidence of the impact / success of such activities.

Following the publication of the new Open University Equality Scheme 2012-16, an internal communications plan has been devised which seeks to:

- Reinforce our vision of an inclusive University and a fair and just society,
- Reinforce the importance of equality and diversity to our mission and our strategy,
- Inform staff about the University's legal duties and individual responsibilities,
- Inform staff about agreed arrangements for managing different aspects of equality, and
- Inspire staff to take action to address inequality and to take account of different needs and circumstances in their work.

The full scheme and an abbreviated version were published on the equality and diversity public website in July 2012 with links to it from the equality and diversity intranet.

At the annual development meeting in June 2012, an exercise was carried out to consider the best methods and media to communicate the scheme effectively. Three models were presented, described as 'hands off' (an online approach), 'hands on' (a face-to-face approach) and 'helping hands' (a network approach). The outcome of this exercise was that no single approach was considered suitable in all circumstances. Communications need to be delivered at scale and online approaches are therefore important, however face-to-face is helpful to deliver complex messages and where stronger engagement and ownership is needed. Benefits of strengthening the existing network of interested and empowered individuals were also identified.

Table 8 plan for communicating the scheme using a variety of methods and media, and being mindful of the limited resources available to the Equality, Diversity and Information Rights Team.

**Table 8: Approved Communications plan 2012-13**

<b>Stakeholder</b>	<b>Message</b>	<b>Media</b>	<b>Phase</b>
All staff	Raise awareness that there is a new scheme and asking staff to become familiar with the abbreviated version, focusing on their rights and responsibilities	OU Life HR intranet Tutor home	2012 Q3
All students	Raise awareness that there is a new scheme and asking students to note their rights and responsibilities	Student Home Platform Update main OU website	2012 Q3
Wide range of staff producing documents and online information	Update and refer to new equality scheme in documents and online	Briefing note to HOU and key contacts, to be cascaded	2012 Q3
E&D network members (includes key contacts in each unit and other interested people)	Communicate key changes and keep up to date with policy and legal changes  Learn from good practice across the OU  Respond to queries and challenges	Strengthen existing Network mailing list  Implement e-Newsletter  Face-to-face briefings	2012 Q4  2012 Q4 Twice yearly
Prospective students, prospective employees, partners, public	Reinforce equality vision and principles, continued commitment and focus on meeting needs	Public website – to be redesigned	2013 Q1
Staff that need to know about specific arrangements for managing equality (eg equality analysis)	Communicate requirements in simple terms, focusing on benefits	Series of short videos to be made available on intranet	2013 Q2
Specific units, regions, nations	What the equality scheme means for them	Offer and take advantage of opportunities over the next year to speak about the scheme to specific audiences	2012/13

## **Section 7: Data Collection & Analysis**

- Please outline any systems that were established during the year to supplement available statistical and qualitative research or any research undertaken / commissioned to obtain information on the needs and experiences of individuals from the nine categories covered by Section 75, including the needs and experiences of people with multiple identities.

### ***Monitoring and reporting***

We will monitor closely the progress against the key performance indicators agreed for the objectives in this equality scheme. In addition, we will analyse a wide range of equality monitoring data and act on it, including revising our objectives where appropriate. Our annual monitoring and reporting arrangements consist of a cycle whereby we analyse different information in different years (see Table 5, page 15). We have staggered our monitoring in this way so that the information we produce is always put to good use.

All of the characteristics protected by the Public Sector Equality Duty in Great Britain and the Section 75 duty in Northern Ireland are included in the scope of our monitoring strategy.

We have identified the following data gaps or deficiencies:

- a) Apart from staff surveys, we have no monitoring of religion or belief, or sexual orientation for our staff and students, although we are committed to introducing this
- b) We have paper-based monitoring of community background for our staff in Northern Ireland
- c) We have no way at present to identify and target support at students with care responsibilities
- d) Our data for staff returning from maternity leave are not robust

These data gaps are being tackled through objective 8, published in Appendix 1 of the Scheme. It is not our intention to introduce monitoring for gender identity. We have a legal duty to protect the privacy of individuals who have fully transitioned and we will not retain any records relating to gender change. Our approach to understanding and addressing transgender equality is to rely on qualitative information derived from engagement and research. We are improving our policy and guidance for transgender students and staff through objective 9, published in Appendix 1.

- Please outline any use of the Commission's Section 75 Monitoring Guide.  
The guide has been used extensively as tool in the preparation of the OU's Equality Scheme

## **Section 8: Information Provision, Access to Information and Services**

- Please provide details of any initiatives / steps taken during the year, including take up, to improve access to services; including provision of information in accessible formats.

### **a) Widening Student Participation**

A major area of activity for the Open University is its Widening Participation activities, which seeks to broaden our engagement with students from a diversity of backgrounds and most particularly those who come from more socio-economically disadvantage groups. Our Community Partnership Programme 2011-2012 sought meaningful engagement with schools, communities and trade unions/employers through local partnerships and has enabled greater participation of learners from low socio-economic groups, students with disabilities, minority ethnic groups and ex-prisoners. A community development approach focusing on process and relationship-building has developed trust, created community 'ownership' and sustainability.

For example, the partnership with the **Falls Women's Centre** has enabled the OU in Ireland to reach women from a diverse range of minority ethnic communities, including those seeking asylum. Collaborative work with the **Department of Health & Social Services NI - Condition Management Programme** has also enabled the provision of educational opportunities for those managing a diverse range of physical and mental health issues. This programme is part of the Department for Employment and Learning's Pathways to Work initiative, and is delivered by the Trust in partnership with the Disablement Advisory Service.

On-going collaborative work with the Irish Congress of Trade Unions also proves access to 'hard to reach' workplace learners and has facilitated engagement with employers. The Union of Distributive and Allied Workers(USDAW) for example, has enabled access to Sainsbury, Asda and Tesco stores throughout NI.

Data analysis shows that 168 students registered for an Openings<sup>5</sup> module through the Community Partnerships Programme 2011-12. 150 female and 18 males, with 9 students declaring a disability.

### **OU ethnic code description as follows:**

1 white English  
1 white Scottish  
40 white British

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<sup>5</sup> Openings Courses are short "taster" modules, which seek to promote further study at HE level.

69 white Irish  
3 other white background  
1 white Asian  
8 black African  
8 black other  
2 Chinese  
2 other Asian background  
28 information refused  
3 unknown

*Other collaborative work:*

### **Forum for Adult Learners NI (FALNI)**

The Open University is currently the only University represented on this forum which is a voluntary network of stakeholder organizations with region-wide educational interests and responsibilities.

The Forum aims to ensure that Adult Learning is high on the agenda of the NI Assembly by offering a coherent voice to engage with the Assembly in meeting its key objectives of growing a dynamic, innovative economy and promoting tolerance, inclusion, health and well being. Collaborative work includes:

- Gathering evidence of the role, impact and value of Adult Learning to the social and economic development of NI.
- Engaging the interest of local politicians, policy makers, funders, those with responsibility for resource allocation and other key influencers.
- Participating in and influencing policy development
- Facilitating information sharing and dissemination within the wider sector.
- Keeping a watching brief on policy implementation.

### **b) Accessible information and services**

We are mindful of the fact that our students and prospective students cover the broadest spectrum of ages and we provide communications using formats and language appropriate to our audiences.

For disabled students or students with health conditions that affect their ability to study, to attend residential school or to take examinations, we provide a wide range of alternative formats, services and reasonable adjustments and have our own access centre to assess student needs<sup>6</sup>. We also assess and provide reasonable adjustments for our disabled staff to enable individuals to perform

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<sup>6</sup> For further information, see the Services for Disabled Students website at <http://www.open.ac.uk/disability/>.

effectively in their roles.

Our open access policy means that individuals with English as an additional language or with limited academic English can register with us without needing to take an English proficiency test. We provide online activities and diagnostics for enquirers to help individuals assess whether they meet the required competency standard.

Using computers and the internet to enhance study is an essential part of learning at higher education level. Students need regular and reliable access to a computer and the internet to take full advantage of our online services, including module learning materials, forums, and the library<sup>7</sup>. We use websites extensively to communicate with our students, staff, alumni and members of the public. The Open University websites aim to achieve World Wide Web Consortium (W3C) Web Accessibility Initiative Priority 2 level<sup>8</sup>.

We are committed to ensuring that our services are fully accessible to everyone who is eligible or has a legitimate interest in accessing these services.

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<sup>7</sup> Further information is available at the Study at the OU website at <http://www8.open.ac.uk/study/explained/what-is-distance-learning/what-are-the-course-materials-like>.

<sup>8</sup> Further information about W3C and AIP2 is available at <http://www.w3.org/>.

## **Section 9: Complaints**

- Please identify the number of Section 75 related complaints:
  - received and resolved by the authority (including how this was achieved);
  - which were not resolved to the satisfaction of the complainant;
  - which were referred to the Equality Commission.Nil received under the terms of section 75

## **Section 10: Consultation and Engagement**

- Please provide details of the measures taken to enhance the level of engagement with *individuals* and representative groups during the year.

### **List of consultees for the draft Equality Scheme 2012-16 for functions relevant to Northern Ireland:**

This list is not exhaustive. We welcomed enquiries from any person or organisation wishing to be added to this list. Section 3.4 of our equality scheme sets out our consultation arrangements in detail.

Organisations that we have formal or informal partnership arrangements with in 2011/12

ASDA  
Ballybeen Women's Centre  
Coiste – Republican Ex-Prisoners Organisation  
Communication Workers Union  
Conditions Management Programme  
Derry Central Library  
Ex-Prisoners Interpretive Centre  
Falls Women's Centre  
Forum for Adult Learners Northern Ireland  
Four Seasons Health Care  
Irish Congress of Trade Unions  
Northern Ireland Association for the Care and Resettlement of Offenders  
Northern Ireland Public Service Alliance  
North West Regional College  
Public and Commercial Services Union  
Sainsbury's  
Salvation Army, Northern Ireland  
Shankhill Women's Centre  
St Gemma's High School  
Tar Anall – Republican Ex-Prisoners Organisation  
Union of Shop, Distributive and Allied Workers  
UNISON  
Waterside Library

Other organisations that have a specific interest in equality of opportunity and good relations.

Age NI  
Belfast Conflict Resolution Centre  
British Deaf Association

Cara Friend  
Carers Association Northern Ireland  
Coalition on Sexual Orientation  
Committee on the Administration of Justice  
Department for Employment and Learning  
Disability Action  
Embrace NI  
Equality Coalition  
Equality Commission for Northern Ireland  
Equality Unit, Office of First Minister and Deputy First Minister  
Ex-Prisoners Interpretative Centre (Epic)  
Irish Traveller Movement  
MENCAP  
Multi-Cultural Resource Centre  
Northern Ireland Council for Ethnic Minorities  
Northern Ireland Council for Voluntary Action  
Northern Ireland Higher Education Council  
Northern Ireland Human Rights Commission  
Northern Ireland Inter-faith Forum  
Rainbow Project  
Royal National Institute for Deaf People  
Royal National Institute for the Blind  
Rural Community Network  
Women's Aid Federation Northern Ireland  
Women's Forum Northern Ireland  
Women's Resource and Development Agency

- Please outline any use of the Commission's guidance on consulting with and involving children and young people.  
This has limited applicability to The Open University context, however we have consulted directly with the Commission on this point during our Equality Scheme consultation and have adapted an approach to our communications that is inclusive to younger people aspiring to enter higher education.

## **Section 11: The Good Relations Duty**

- Please provide details of additional steps taken to implement or progress the good relations duty during the year. Please indicate any findings or expected outcomes from this work.
  - Within the Open University in Ireland a major development during 2011/12 has been the development of a policy and public affairs function. The new team is responsible for delivering the University's policy and public affairs activities in Northern Ireland, for raising awareness of the Open University's work and its contribution to society in Northern Ireland. The team communicates with key stakeholders, including government bodies, elected representatives and the media. Monitoring, researching, and contributing to matters of public policy in the higher education sector and preparing responses to consultations by government and other bodies, and finally planning and organizing profile-raising public events.
  - The Director of the OU in Ireland has also worked with all the political parties in NI, attending the Party Conferences/Ard Fheis of each of the five major parties in NI and liaising on a day to day basis with members of the NI Assembly, ministers in the NI Executive, including at the Departments of Employment and Learning, Health, Social Services and Public Safety and Education
  - The OU in Ireland is alert to the possibilities for developing new and bespoke curriculum, targeted to specific educational needs in NI
  - The OU is also a partner in a major historical project on the site of Maze/Long Kesh, sponsored by the Office of the First and Deputy First Ministers. This seeks to
    - To record and acknowledge the contribution and experiences of OUI staff to Higher Education with students who were prisoners as a result of the conflict, 1971-2000.
    - To record and acknowledge the experiences of OUI students who were prisoners as a result of the conflict, 1971-2000.
    - To record and acknowledge the contribution of others who worked with the Open University in this process
    - To record and acknowledge the experiences of OUI students who were associated in other capacities with the prisons as a result of the conflict, 1971-2000 and the OUI staff who worked with them
- Please outline any use of the Commission's Good Relations Guide.
  - A key reference document

## **Section 12: Additional Comments**

- Please provide any additional information/comments.

### ***How the Open University scheme meets the Section 75 duty in Northern Ireland***

Preventing discrimination and promoting equality and good relations in Northern Ireland is not the sole responsibility of staff in the OU in Ireland. Many strategies, policies and services are developed centrally but cover functions in Northern Ireland, including curriculum, teaching and research strategies, student services, employment, partnerships and procurement. Staff, wherever they are based, need to consider the impact of their work on equality in Northern Ireland. That is why we have fully embedded the requirements of Section 75 of the Northern Ireland Act into the new equality scheme and no longer maintain a separate scheme for Northern Ireland.

Schedule 9 of the Act specifies requirements in relation to the content of equality schemes. An equality scheme must contain these elements in order to be approved by the Equality Commission for Northern Ireland. Annex F on page 45 specifically sets out the different paragraphs of Schedule 9 that relate to scheme content and maps these requirements to the relevant sections of this scheme.

The scheme is on our public internet site at:

<http://www.open.ac.uk/equality-diversity/pics/d136235.pdf>

**Part B: 'Disability Duties'**  
**Annual Report 1 April 2011 / 31 March 2012**

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

4

Fully  
Achieved?

Partially  
Achieved?

1

Not  
Achieved?

**2. Please outline the following detail on all actions that have been fully achieved in the reporting period.**

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

Level	Public Life Action Measures	Outputs <sup>9</sup>	Outcomes / Impact <sup>10</sup>
National <sup>11</sup>	<ul style="list-style-type: none"> <li>Maintain the proportion of new disabled undergraduate students</li> <li>Improve the experience of disabled students</li> <li>Increase the satisfaction of disabled staff</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the proportion of new disabled undergraduate students</li> <li>Improve the experience of disabled students</li> <li>Increase the satisfaction of disabled staff</li> </ul>	<p>Sustain OU average of 3.3% each year</p> <p>Increased satisfaction, attainment levels and completion rates</p> <p>Increased job satisfaction perceived respect, recognition and status</p>
Regional <sup>12</sup>	n/a		
Local <sup>13</sup>	Continued development of student disability database and proactive support	Wider use of support tools and enhanced interactions with individual students	Increase in retention numbers and student satisfaction ratings

<sup>9</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>10</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.

<sup>11</sup> **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments

<sup>12</sup> **Regional**: Situations where people can influence policy decision making at a middle impact level

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

	Training Action Measures	Outputs	Outcome / Impact
1	Ongoing staff development for frontline staff and Associate Lecturers and Local Advisers in Northern Ireland	Monitoring and evaluation of feedback received from staff and students	Enhanced understanding of, and sensitivity to, issues affecting students with disabilities leading to higher standard of student support
2	Mental health issues including guidelines on how to respond to distressed and suicidal students.	Monitoring of numbers of students affected	Enhanced understanding of, and sensitivity to, these important issues leading to higher standard of student support
3	Disability Disclosure	Monitoring of disclosure rates	Enhanced understanding of, and sensitivity to, this important issue leading to higher standard of student support.

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

	Communications Action Measures	Outputs	Outcome / Impact
1	The training measures in 2(b) above enhanced internal communications, understanding and practice in these important areas.	Evaluation of feedback received	More integrated and efficient practice and enhanced student support

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<sup>13</sup> **Local** : Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora.

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

	Encourage others Action Measures	Outputs	Outcome / Impact
1	Much more proactive engagement with stakeholders	Analysis and identification of genuine stakeholders	Increase in visitors to headquarters building and wider understanding of the ethos, approach and relevance of The Open University
2			
3			

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

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
1	N/A		
2	N/A		
3	N/A		

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

	Action Measures partly achieved	Milestones <sup>14</sup> / Outputs	Outcomes/Impacts	Reasons not fully achieved
1	n/a			
2				
3				
4				

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

	Action Measures not met	Reasons
1	EQIA of student recruitment and admissions policies in Northern Ireland	Complexity of surveying in excess of 4000 people given current reductions in staffing
2		
3		

<sup>14</sup> **Milestones** – Please outline what part progress has been made towards the particular measures; even if full output or outcomes/ impact have not been achieved.

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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

Evaluation of feedback received from frontline staff and associate lecturers in Northern Ireland

(b) Quantitative

8.4% of student registrations in the OU are students with a disability or additional requirements (DAR), which is an increase of 22% on the previous year: in NI the percentage increased from 6.9% to 7.9%, or up 14.5%.

The course completion rate for DAR students was 64.9% in 2010/11 (63% in NI) compared to the overall completion rate of 71.1%.

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

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

Please delete: No

If yes please outline below:

	Revised/Additional Action Measures	Performance Indicator	Timescale
1	NA		
2			
3			
4			
5			

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

The OU in Northern Ireland would like to revisit its Disability Action Plan, last produced in 2009, during 2012/13 and ensure that it is updated, reflects best practice and reforms within the University.