

The Open University in Northern Ireland



Public Authority Statutory Equality and Good Relations Duties Annual Progress Report 2017-18

Contact:

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<ul style="list-style-type: none">Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan	As above <input type="checkbox"/> (double click to open) Name: Telephone: Email:

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

<http://www.open.ac.uk/equality-diversity/content/equality-scheme-objectives>

Signature:



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

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

This report reflects progress made between April 2017 and March 2018

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

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

- 1** In 2017-18, 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.

Some key highlights for The Open University in 2017/18 are set out below:

The Equality Scheme 2016-2020 Midterm Review



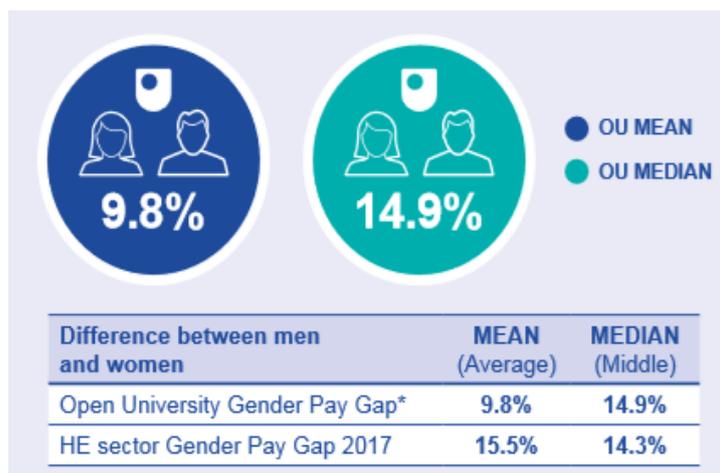
We are currently carrying out a mid-term, light-touch review of our institutional equality scheme. The primary focus of this review is the equality objectives and the governance structure supporting them. The internal consultation, which concludes in September 2018, addresses the proposed changes to the existing institutional Equality Objectives and governance structure, following an analysis of progress made in an environment of rapid change at The University. The proposed changes to Equality Objectives are set out in Section 2.

Gender

The revised Equality Objectives for the University (see section 2) include Objective three which sets out to increase the proportion of females in senior roles and is now one of four highest level priorities for the institution.

As a UK-based institution The Open University is now legally obliged to publish its Gender Pay Gap information. The first report, for 2017, can be found at:

<http://www.open.ac.uk/equality-diversity/sites/www.open.ac.uk/equality-diversity/files/files/ecms/web-content/Gender%20pay%20gap/OUGenderPayGap2017FINAL.pdf>



Within Northern Ireland, there has been an unprecedented level of recruitment in 2017/18 in our organisation. We shall do a desk-based research exercise to evaluate the gender balance at each stage of our recruitment; this may prove informative

Racial Group

The Open University has been establishing a programme of outreach and pre-entry guidance for students from minority ethnic communities. These include partnerships with BME groups, community centres, The Northern Ireland Council for Refugees and Asylum Seekers, Northern Ireland Community and Voluntary Association, Afro-Caribbean Society of Northern Ireland and trade unions. A number of information sessions have been held to facilitate understanding of our approach to part time and distance learning. Only eleven people registered for study initially, but the University will continue to work at the process for next year's recruitment process.

The Open University has submitted the latest iteration of our Widening Access and Participation Plan to our funding body, The Department for the Economy. The Permanent Secretary at the Department has written to the University to commend the document which can be found here:

<http://www.open.ac.uk/northern-ireland/our-work/widening-access/widening-access-and-participation-plan>

The plan establishes targets for a number of student areas, including a planned increase in BME students.

The Open University is currently working on its submission to the Race Equality Charter and hope to achieve accreditation during 2018/19.

Sexual Orientation

In the coming year The Open University is entering the Stonewall Workplace Equality Index for the second time. In 2014/15 The University was in the top 100 employers in the UK. The University began to sponsor attendance or PRIDE events in London and elsewhere, through its PLEXUS LGBT student network. A major upsurge of activity will be reported next year.

Disability

Major developments in terms of the service offered to Disabled Students in 2017/18, with the establishment of a Disability Support Officer post in Belfast. Further duties have been delegated to Universities by the Department for the Economy in relation to the support of students eligible for Disability Support Allowance. A fuller update is provided in Section B and in revisions to the Disability Action Plan. Further progress will be reported in 2018/19, including any learnings from undertaking our new duties.

The Inclusive Top 50 UK Employers 2017



The Inclusive Top 50 UK Employers 2017 list was officially revealed at The Excellence in Diversity Awards on Thursday 30th November 2017 at The Midland Hotel, Manchester.

<http://www.excellenceindiversity.co.uk/>

Organisations on the list have provided sufficient evidence on an amalgamation of topics including recruitment procedures, training and a host of diversity related initiatives. The List recognises the outstanding efforts of employers that are on a journey to reinforce their commitment to attracting and retaining a truly diverse workforce, achieving equality, diversity and inclusion at its purest form. We are delighted that The Open University achieved 3rd place in the UK rankings and our own Head of Equality, Diversity and Information Rights achieved the 2017 'Highly Commended' recognition in the Head of Diversity and Inclusion category.

Promoting good relations with all sections of the community in Northern Ireland



During the period of the report, the work of the Northern Ireland Policy and Public Affairs Team has continued to develop its range of activities since the previous report. Despite the absence of a functioning Executive, the OU continues to liaise with elected

members of the Northern Ireland Assembly, MPs, Departmental Officials and other people in public life from all major political parties. The Policy and Public Affairs Manager usually attends the Assembly's Committee for the Economy and other Committees that hold business relevant to the work of the OU as required, however due to the absence of the Executive and suspension of the Assembly, this has not taken place in the current year. The OU continues to be a member of the All Party Groups on Disability, Learning Disability and Science. The University's engagement plan includes a series of regular meetings with elected representatives from the main political parties, attendance at the party conferences of the five largest parties and attendance at briefing sessions run by the political parties themselves. To date, we have attended all five party conferences in the last year, and held a range of meetings and briefing sessions with MLAs and Councillors from the main five political parties throughout the year. We have also undertaken regular updates with the Department for the Economy. We have invited MLAs to public engagement events hosted by the University, including degree ceremonies, our Community events held across the region, Culture Night, and events that we organise for the NI Science Festival, Imagine! Festival of Ideas and Politics and the ESRC Festival of Social Science NI. Several MLAs have attended these events.

The OU is a member of the Knowledge Exchange Seminar Series Panel, run by the Research and Information Service at the Assembly. OU academics contribute to the Knowledge Exchange Seminars throughout the year on the range of hot policy topics identified by the Assembly.

- 2 Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2017-18 (*or append the plan with progress/examples identified*).

A confidential review of The Open University is underway as discussed in Q1. A review of equality objectives is being consulted on internally, and currently confidentially, although the outcome will be published once the University Council has agreed the proposals in November 2018. The thrust of the proposed changes to the institutional level is to target resources to the areas of highest inequality, with other objectives (and where not yet achieved) being devolved to units within the University to be addressed through the annual business cycle.

The current suite of objectives is published here:

<http://www.open.ac.uk/equality-diversity/content/equality-scheme-objectives>

Objectives to be devolved to Units:

Objective 1a: Improve awareness of the OU among ethnic minority potential students

Excellent progress has been made with awareness of potential ethnic minority students has been made and this has been devolved to the Marketing Division.

Objective 1c: Improve equality declaration data for students

Excellent progress has been made on student reporting of sexual orientation, religion and carer and dependency status and this objective will be taken forward by Student Recruitment and Fees.

Objective 2c: Increase the diversity of the University's Council and governance committees

The membership proportions of women, minority characteristic or younger members are now managed as part of the University's governance arrangements.

Objective 3a: Develop a more diverse academic, teaching and research workforce with a more diverse age profile

The objective is to be taken forward now by the Research and Academic Strategy Unit.

Objective 3b: Improve the selection prospects of staff across protected characteristics

Objective 3c: Improve the satisfaction of staff across the protected characteristics

The newly reformed People Services Division will take forward these objectives for ethnic minority and disabled staff.

In formulating the revised Institutional Equality Objectives, the areas of highest inequality are detailed in the table below:

Protected Characteristic	Staff Inequalities	Student Inequalities
Disability	<ul style="list-style-type: none"> Approximately 3% of staff in senior roles are disabled; whereas overall disabled staff population is 6.1%. 	<ul style="list-style-type: none"> OU's disabled student population is just under 20% of the proportion of total student numbers (a 1.3% increase from 2015/16). This stands at approximately 11% for the Sector.
	<ul style="list-style-type: none"> Lower levels of promotions recorded for disabled staff (22.4%), than non-disabled staff (30%). 	<ul style="list-style-type: none"> A gap of 11% in module completion at Level 1, between disabled and non-disabled students.
Ethnicity	<ul style="list-style-type: none"> Out of 30 senior academic staff (at SS Grade), 1 is BME (3.3%), and 29 are White (86.7%). 	<ul style="list-style-type: none"> The OU's BME student population is only about 10% of the proportion of total student numbers (no change from 2015/16), whilst this stands at approximately 20% for the Sector.
	<ul style="list-style-type: none"> Low BME representation in senior roles (8%), compared to representation in overall staff composition (10.2%). 	<ul style="list-style-type: none"> Consistent gap in module completion rates between BME and White students – an average gap of 7.5% between 2012/12 and 2016/17.
		<ul style="list-style-type: none"> Consistently low module completion rate for Black students (under 56%) compared to other BME students (Mixed -60%, Arab -61.7%, Asian 63.4%), since 2014/15.
Gender	<ul style="list-style-type: none"> Senior staff composition is 39% female and 61% male; whereas overall staff composition is 65% female and 35% male. 	<ul style="list-style-type: none"> Approximately 39/61 male/female split of OU's UK undergraduate students who declared gender (2016/17).
	<ul style="list-style-type: none"> In 2017, 6.4% female staff received promotions; compared to 6.8% male For the period 2013 - 2017 it is approximately 29% female staff and 30% of male. 	

Proposed Institutional Equality Objectives for the remained of the current scheme:

The new revised Inequality Objectives are adapted from the remaining four equality objectives (1b, 2a, 2b and 3d), which have remained intractable and a source of concern for the University.

Proposed Equality Objectives	Positive Impact for:	Owner
1. Improve the retention of BME students by 10%, for any cohort, from registration through to Year 7 or qualification.	Students	Appropriate VCE Champion
2. Improve the University's capability to address systemic issues affecting BME student progression by 2025, to enable a reduction in the degree awarding gap between BME and White students.		
3. Improve the representation of disabled, BME, and female staff in senior roles (pay grade 10 and above) by 2022.	Staff	Appropriate VCE Champion
4. Improve line managers' capability to recruit, manage and develop diverse teams by 2022.		

New governance arrangements are outlined in the schematic below. The arrangements are to be considered by the Vice Chancellor's Executive in September and by the Council in November and will be finalised and published thereafter. The Section 75 officer for Northern Ireland is a member of the Equality Diversity and Inclusion Steering Group (EDISG).

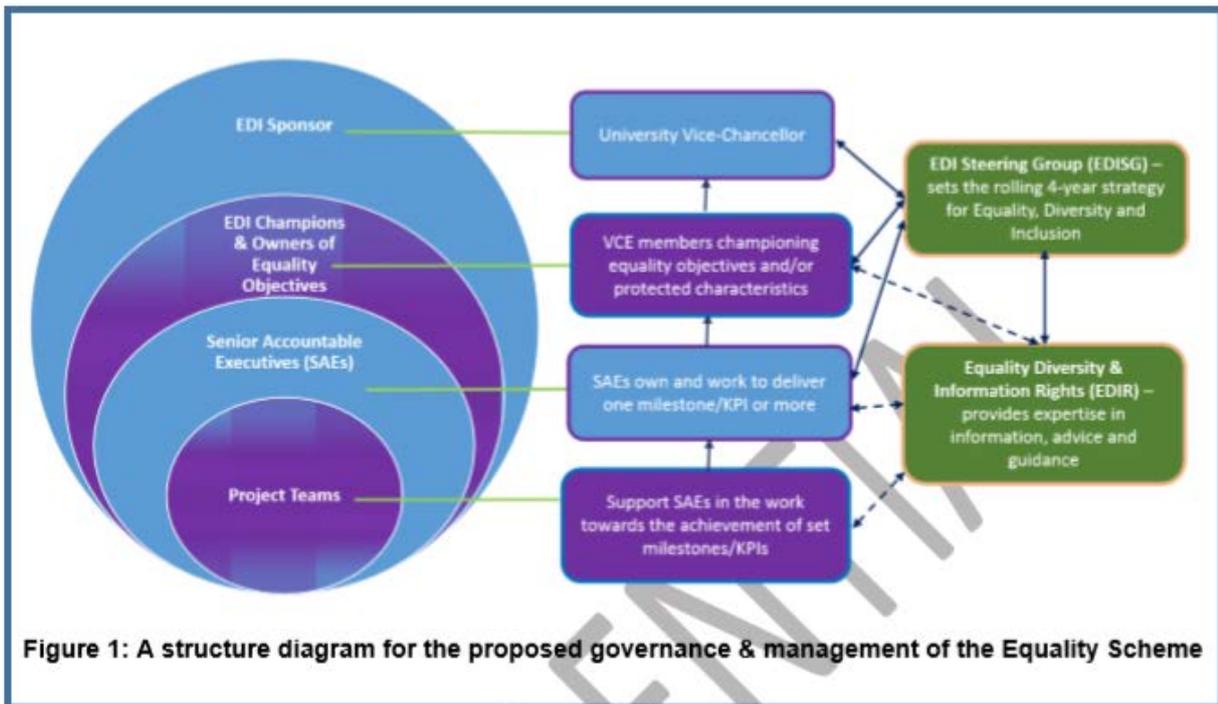


Figure 1: A structure diagram for the proposed governance & management of the Equality Scheme

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 2017-18 reporting period? *(tick one box only)*

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

Please provide any details and examples:

Please refer to Section 1 and 2

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

Please provide any details and examples:

Please refer to Section 1 and 2

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

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

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

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

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

Other *(please specify and give details):*

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

Arrangements for assessing compliance (Model Equality Scheme Chapter 2)

- 4 Were the Section 75 statutory duties integrated within job descriptions during the 2017-18 reporting period? *(tick one box only)*
- Yes, organisation wide
 - Yes, some departments/jobs
 - No, this is not an Equality Scheme commitment
 - No, this is scheduled for later in the Equality Scheme, or has already been done
 - Not applicable

Please provide any details and examples:

- 5 Were the Section 75 statutory duties integrated within performance plans during the 2017-18 reporting period? *(tick one box only)*
- Yes, organisation wide
 - Yes, some departments/jobs
 - No, this is not an Equality Scheme commitment
 - No, this is scheduled for later in the Equality Scheme, or has already been done
 - Not applicable

Please provide any details and examples:

Section 75 responsibilities are explicit in annual appraisal documents where there are specific Section 75 objectives, but adherence to equality and diversity responsibilities (the duties and all protected characteristics covered by Section 75 and other UK legislation) is implicit in all job descriptions.

In the 2017-18 reporting period were **objectives/ targets/ performance measures** relating to the Section 75 statutory duties **integrated** into corporate plans, strategic planning and/or operational business plans? *(tick all that apply)*

- Yes, through the work to prepare or develop the new corporate plan
- Yes, through organisation wide annual business planning

PART A

- Yes, in some departments/jobs
- No, these are already mainstreamed through the organisation's ongoing corporate plan
- No, the organisation's planning cycle does not coincide with this 2017-18 report
- Not applicable

Please provide any details and examples:

The Open University Planning system requires all Units within the University, of which the Open University based in Northern Ireland is one, to produce an annual business plan. Objectives within the plan, such as those relating to widening access to higher education for people from socially disadvantaged groups and from those with other protected characteristics, may also be included in the institution-wide Equality Diversity and Widening Access Plan, which is in effect the Action Plan for the OU. Objectives in business plans which have a significant impact on equality and diversity for staff and/or students must be subjected to Equality Analysis. None of the objectives in the Northern Ireland business plan, which is a commercially sensitive document, required equality analysis in 2017/18.

Equality action plans/measures

7 Within the 2017-18 reporting period, please indicate the **number** of:

Actions completed:

See below

Actions ongoing:

See below

Actions to commence:

See below

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

The Open Universities Annual Objectives and regular monitoring reports are published on its website and the current plan includes objectives for Northern Ireland specifically, as well as for the entire University

<http://www.open.ac.uk/equality-diversity/content/equality-scheme-objectives>

8 Please give details of changes or amendments made to the equality action plan/measures during the 2017-18 reporting period (*points not identified in an appended plan*):

In the past a separate Annual Equality and Diversity Report for the Open University has been published on the internet. From 2015, this is subsumed into the main Annual Report.

Please refer to:

<http://www.open.ac.uk/equality-diversity/content/equality-scheme-objectives>

<http://www.open.ac.uk/equality-diversity/content/annual-reports>

PART A

9 In reviewing progress on the equality action plan/action measures during the 2017-18 reporting period, the following have been identified: *(tick all that apply)*

- Continuing action(s), to progress the next stage addressing the known inequality
- Action(s) to address the known inequality in a different way
- Action(s) to address newly identified inequalities/recently prioritised inequalities
- Measures to address a prioritised inequality have been completed

Arrangements for consulting (Model Equality Scheme Chapter 3)

10 Following the initial notification of consultations, a targeted approach was taken – and consultation with those for whom the issue was of particular relevance: *(tick one box only)*

- All the time Sometimes Never

11 Please provide any **details and examples of good practice** in consultation during the 2017-18 reporting period, on matters relevant (e.g. the development of a policy that has been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations:

See 12 below. The OU in Northern Ireland has not completed a consultation exercise this year.

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

- Face to face meetings
- Focus groups
- Written documents with the opportunity to comment in writing
- Questionnaires
- Information/notification by email with an opportunity to opt in/out of the consultation
- Internet discussions
- Telephone consultations
- Other *(please specify)*:

Please provide any details or examples of the uptake of these methods of consultation in relation to the consultees' membership of particular Section 75 categories:

Although no specific consultation has been undertaken with Section 75 consultees in 2017/18, consultees will be alerted to this report and the review of the Disability Action Plan. The Open University is undergoing a major period of strategic change in all parts of the United Kingdom. A refresh of the Equality Scheme is underway and will be the subject of consultation during 2018/19.

- 13** Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2017-18 reporting period? (*tick one box only*)

Yes No Not applicable

Please provide any details and examples:

The OU is constantly raising awareness of its offering and the positive transformative impact its can have on people's lives, skills, employment prospects, personal development and self-actualisation. This is through promotion of its formal and informal courses, free online content, its contribution to Northern Ireland as one of three universities through public events, scholarship etc are our mainstreamed activity. Promoting equality and diversity and good community relations are implicit and explicit in all we do. Consultation is more an opportunity to fulfil specific statutory duties under Section 75, which we welcome.

- 14** Was the consultation list reviewed during the 2017-18 reporting period? (*tick one box only*)

Yes No Not applicable – no commitment to review

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

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

Nil
within NI

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

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

PART A

Three	Policy consultations conducted with an equality impact assessment (EQIA) presented within the University, not for Northern Ireland specifically.
Nil	Consultations for an EQIA alone.

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

Not applicable

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

Yes No concerns were raised No Not applicable

Please provide any details and examples:

Not applicable

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

19 Following decisions on a policy, were the results of any EQIAs published during the 2017-18 reporting period? (*tick one box only*)

Yes No Not applicable

Please provide any details and examples:

EQIAs are published at:

<http://www.open.ac.uk/equality-diversity/content/equality-analysis-reports>

Three EQIAs were completed during 2017/18. These were:

GDPR Compliance Project September 2017

Marketing Digital Agency Tender June 2017

Open EdX June 2017

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

20 From the Equality Scheme monitoring arrangements, was there an audit of existing information systems during the 2017-18 reporting period? *(tick one box only)*

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

Please provide any details:

<http://www.open.ac.uk/equality-diversity/content/monitoring-reports>

Monitoring Reports for 2017/18 are published at the above address. Subjects in the year embraced:

Agency staff

Associate lecturers

Consultants

Internal staff

Residential schools

Students

Student complaints

Student feedback

21 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:

Please refer to link in 20.

22 Please provide any details or examples of where the monitoring of policies, during the 2017-18 reporting period, has shown changes to differential/adverse impacts previously assessed:

No monitoring activity specific to Northern Ireland.

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

The proportion of students in Northern Ireland reporting a **disability** has increased slightly to 18.5%; 735 students, of whom 100 were in receipt the Disabled Students Allowance.

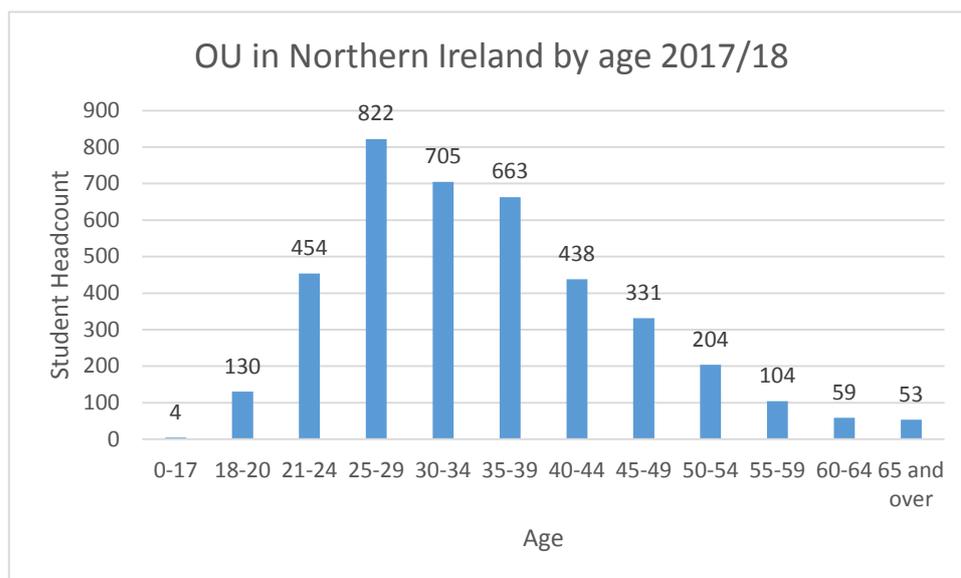
Gender

The proportion of female students is increasing slowly, current to 55.7%

Gender	2015/16	2016/17	2017/18 FC
Female	2003	1960	2211
Male	1687	1606	1756
	3690	3566	3967
% Female	54.3	55.0	55.7

Age

The Open University has an atypical age structure for a higher education institution, with a large majority of our students above the age of 24.



Staff Training (Model Equality Scheme Chapter 5)

- 24** Please report on the activities from the training plan/programme (section 5.4 of the Model Equality Scheme) undertaken during 2017-18, and the extent to which they met the training objectives in the Equality Scheme.



Study

We aim to offer inclusive access to our learning and teaching products and services and endeavour to ensure that our methods and ideas are open to all. We provide opportunities for previously excluded groups to study by using a blend of online distance education and innovative study materials. For those students who require additional support we provide a wide range of flexible study support and services.

If you have little or no previous study experience there are modules that have been specially designed to help you find out what it's like to study with us, get a taste of a subject area, develop your study skills, and build your confidence. In addition, we provide a wide range of free learning resources through OpenLearn, YouTunes EDU and iTunesU learning materials.

For people wishing to develop more in-depth knowledge and understanding of equality and diversity issues we have a range of under-graduate and post-graduate equality related modules and qualification opportunities.

Equality and diversity resources

We have a variety of practical tools, resources and relevant information to help embed equality and diversity through all our functions. These include resources on:

- Diversity in the curriculum
- Equality Analysis
- Equality and Contracting
- Partnerships
- Religion or belief
- Research online
- Unconscious Bias

We are pleased to make the above resources on our equality and diversity website available to other organisations free of charge, to help advance equality. We only ask that you credit The Open University if you use or adapt them.

- 25** Please provide any examples of relevant training shown to have worked well, in that participants have achieved the necessary skills and knowledge to achieve the stated objectives:

See 24

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

- 26 Please list **any examples** of where monitoring during 2017-18, across all functions, has resulted in action and improvement in relation **to access to information and services**:

Please refer to Sections 1 and 2.

Complaints (Model Equality Scheme Chapter 8)

- 27 How many complaints **in relation to the Equality Scheme** have been received during 2017-18?

Insert number here:

Nil

Please provide any details of each complaint raised and outcome: N/A

Section 3: Looking Forward

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

Please refer to Q1 and Q2. Mid-term review underway.

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

We intend to consult our Section 75 on our new policies for Accessibility across the University as a whole in the first instance. Other policies will be subject to consultation as they are developed.

A much-publicised Strategy Transformation Process for The Open University is being critically reviewed at the time of going to press. A £30m deficit will need to be eliminated in the coming years by a mixture of restructuring of organisation and curriculum, the development of new income streams, and other changes. No specific consultation materials are likely to be available for a considerable time.

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

- Employment
- Goods, facilities and services
- Legislative changes

PART A

Organisational changes/ new functions

Nothing specific, more of the same

Other (please state):

Impact of Brexit

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:

4

Fully achieved

1

Partially achieved

3

Not achieved

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

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

Level	Public Life Action Measures	Outputs ⁱ	Outcomes / Impact ⁱⁱ
National ⁱⁱⁱ	Limited objectives as the Northern Ireland branch of a UK wide body as set out in section 1.5 of Disability Action Plan	Ongoing	Ongoing
Regional ^{iv}			
Local ^v			

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

PART B

	Training Action Measures	Outputs	Outcome / Impact
1	To ensure relevant Open University staff in Northern Ireland continue to receive relevant and up-to-date in-house disability awareness training and guidance.	Ongoing	<p>An ongoing programme of training is provided, including regular briefings on specific topics, ongoing in house training sessions (at the main campus in Milton Keynes) and a range of materials on the staff intranet, induction training for new staff.</p> <p>A two days staff development event was held early in 2016 for NI based student facing staff, to provide an update on current best practice and organisational policy.</p>

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

	Communications Action Measures	Outputs	Outcome / Impact
6	Reasonable adjustments and disability profiling for students. Dissemination of information with OU and appropriate response and support for students	Continuous	Reasonable response, accessible study materials for students, consistent procedures, curriculum modification.
3	The OU in NI now has appointed a Disability Support and Assessment Officer (DSAO) who provides ongoing IAG support to disabled students. This includes overseeing	Continuous	Students better informed on disability support and processes.

PART B

	the DSA process and conducting needs assessments.		
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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
	n/a		

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
4	Student Recruitment: proportion of students declaring disabilities and longer term conditions	Proportion of students declaring a disability etc	Proportion has increased from 16% to 18%
5	Disability Standard: equality charter mark	Awarded Disability Standard	Bronze Disability Standard Award in 2016 Invited to lead on the Business Disability Forum’s higher education forum

PART B

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

	Action Measures partly achieved	Milestonesvi / Outputs	Outcomes/Impacts	Reasons not fully achieved
1	Equality Assessment on recruitment	Change objective to regular of student recruitment policies	As stated	No specific EQIA on recruitment in 2017/18, resulting from major review of OU structure.

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

	Action Measures not met	Reasons
1	The OU has set up a pilot programme with MTS Sulby to provide carefully selected Non-Medical Helpers to students who have additional requirements	DSA legislation has changed which has meant that quotes from both MTS and Randstad are supplied as part of needs assessment process.
7	Disability Ambassadors for different groups	Will be progressed in 2018/19 but limited progress in previous due to changes to DSA processes and staffing
9	Develop higher level apprenticeship for Students with Autism Spectrum Disorder	Unable to progress with external body. Will keep under review and Department for the Economy bringing forward new funding mechanism for HLAs in 2018/19.

PART B

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

No significant development since the new scheme was finalised.

(b) Quantitative

No significant development since the new scheme was finalised.

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

If yes please outline below:

	Revised/Additional Action Measures	Performance Indicator	Timescale
	<p>The Revised Disability Action Plan is appended hereto.</p> <p>Abortive objectives relating to two external organisations have been deleted and all objectives have been revised to be current.</p> <p>A Disability Support and Assessment Officer has been engaged for Northern Ireland and she is increasingly involved in the planning, content and delivery of the</p>	<p>Ongoing</p>	<p>Ongoing</p>

PART B

	Disability Action Plan and an objective added about her work Processing of Disability Support Allowances has been devolved to Northern Ireland from August 2017, having been processed at our Milton Keynes campus hitherto.		
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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 Plan will be updated as appropriate by August 2018 and reported in the 2016/17 Report to the Equality Commission for Northern Ireland

ⁱ **Outputs** – defined as act of producing, amount of something produced over a period, processes undertaken to implement the action measure e.g. Undertook 10 training sessions with 100 people at customer service level.

ⁱⁱ **Outcome / Impact** – what specifically and tangibly has changed in making progress towards the duties? What impact can directly be attributed to taking this action? Indicate the results of undertaking this action e.g. Evaluation indicating a tangible shift in attitudes before and after training.

ⁱⁱⁱ **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments

^{iv} **Regional**: Situations where people can influence policy decision making at a middle impact level

^v **Local** : Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora.

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