

Queen's University Belfast



**Public Authority Statutory Equality and Good Relations Duties  
Annual Progress Report 2021-22**

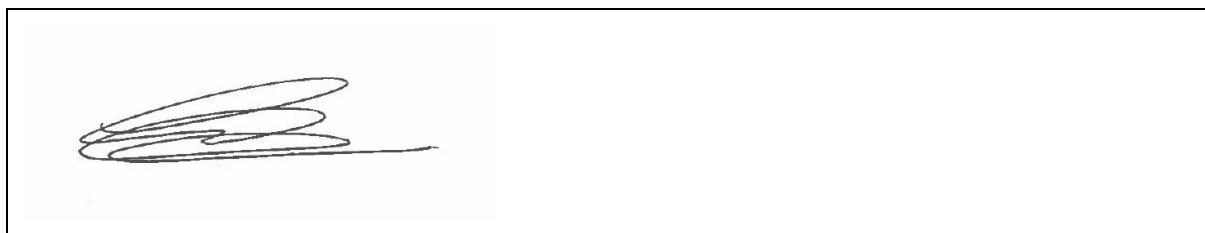
**Contact:**

• Section 75 of the NI Act 1998 and Equality Scheme	Name:	Mr Conor Curran
	Telephone:	02890 971045
	Email:	<a href="mailto:c.curran@qub.ac.uk">c.curran@qub.ac.uk</a>
• Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan	As above	<input checked="" type="checkbox"/>
	Name:	
	Telephone:	
	Email:	

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

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

**Signature:**



**This report has been prepared using a template circulated by the Equality Commission.  
It presents our progress in fulfilling our statutory equality and good relations duties, and  
implementing Equality Scheme commitments and Disability Action Plans.**

**This report reflects progress made between 1 October 2021 and 30 September 2022.**

## **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 2021-2022, please provide **examples** of key policy/service delivery developments made by the public authority in this reporting period to better promote equality of opportunity and good relations; and the outcomes and improvements achieved.

*Please relate these to the implementation of your statutory equality and good relations duties and Equality Scheme where appropriate.*

#### **Policy/service delivery developments**

- We created enhanced guidance regarding gender on Forms, Transgender and non-binary individuals;
- We developed and published our [Fertility Treatment Leave Policy and support](#);
- We developed and published [Menopause Policy, Guidance, training and support](#) for all staff and Line Managers/supervisors;
- We established a [pilot Linguistic Residential Scheme](#) for Irish Language speakers in September 2022;
- We equality screened (or are actively equality screening) 17 workplace policies;
- We published our Fair Employment Return findings in respect of employees in June 2022, for further details, click on the [Diversity and Inclusion Webpages](#);
- We delivered 3 Sexual Orientation and Gender Identity Awareness training sessions for staff on campus in collaboration with The Rainbow Project (19 October 2021, 9 June 2022 and 5 July 2022);
- We delivered 1 Trans and Non-Binary training session for staff in collaboration with The Rainbow Project;
- We delivered 2 Autism Awareness Session in collaboration with Employers for Disability; NI;
- We delivered 4 Bitesize Deaf Awareness and Basic Sign Language Training sessions to all staff;
- We worked with external organisations to design and deliver a series of Neurodiversity training and awareness sessions for all staff including Neurodiversity Awareness Training Session, Supporting Your Neurodivergent Child, Busting Myths about Autism and ADHD and Parenting Children with ADHD.
- We continued to deliver specific Mental Health training to support all staff. We delivered stress and mental health awareness webinar sessions for all staff, delivered by Action Mental Health, Inspire and the Charlie Waller Trust. Over 180 staff attended these sessions.
- In this reporting period, the University delivered 2 “Mindful Manager” training sessions, 2 “Supporting Teams Mental Health Awareness” sessions in collaboration with Action Mental Health and the Charlie Waller Trust and 1 “Supporting Managers Mental Health” session with Inspire. The University has trained over 70 Line Managers and Supervisors throughout the University campus in this reporting period;
- We delivered specific sessions to support Staff supporting students Mental Health;
- We delivered 6 Active Bystander Training sessions; and
- We delivered 1 Menopause Information Session.

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

In the 2021-2022 reporting period, the University delivered:

- 19 events related to Disabilities/Long Term Conditions/Mental Health (34 in 2020/21);
- 35 events related to Race/Ethnicity (26 in 2020/21);
- 21 events related to Gender Equality (34 in 2020/21);
- 9 events related to Sexual Orientation (21 in 2020/21);
- 8 events related to political opinion (23 in 2020/21);
- 1 event related to Religion/Faith (0 in 2020/21);
- 2 events related to age (3 in 2020/21);
- 6 events related to Dependants/Caring Responsibilities (6 in 2020/21);
- 0 events related to Marital Status (0 in 2020/21);

## PART A

- 2 Please provide **examples** of outcomes and/or the impact of **equality action plans/measures** in 2021-22 (or *append the plan with progress/examples identified*).

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

The following evidence is presented **in alphabetical order**.

### **ACCESSIBILITY**

#### **AccessAble (Physical Accessibility)**

In this reporting period, the University has continued its commitment to enabling physical accessibility on campus for staff, students and visitors. We have continued our partnership with [AccessAble](#) to develop guides to help staff, students and visitors to get to and around our sites and buildings more easily.

To encourage awareness and consideration of physical accessibility we designed posters for all public areas of the University which promote and provide information on accessibility guides of each of the locations on campus, to enable staff, students and visitors to work out if a place is going to be accessible to them. QUB Accessibility guides are also actively promoted on digital screens in shared areas on campus from September 2022.

#### **Institutional Digital Accessibility**

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

The Web Support Team continue to provide training for all website moderators to ensure their content meets accessibility requirements and are compliant with the Web Content Accessibility Guidelines version 2.1 - AA standard.

The University has also created further resources for all content management system users to ensure that those working with web content are acting in line with the accessibility requirements for public sector bodies and continue to promote and follow good practice in regard to web accessibility. This includes dedicated Accessibility support available from the University's IT Helpdesk.

#### **Digital Accessibility**

A comprehensive training and support programme was developed to support the Institutional adoption of Canvas from September 2019. Since then, a more enhanced and flexible programme of support and training has been provided to all staff on how to enable digital accessibility. CED continue to support staff to access and engage with further support, resources and guidance including:

## PART A

- A range of online guides are in place on the [Digital Learning @ Queen's](#) site to help staff plan, design and develop content in a more inclusive and accessible way
- A self-paced [Canvas Course Setup](#) guide has been developed to support staff in preparing for the next academic year 2022/23
- A [Quick Guide for recording](#) learning materials
- [Accessible Video](#) guidance

For those recording learning materials, the University has put in place appropriate tools, advice and support to staff on how to record learning materials such that it allows for [automated closed captions and transcripts](#).

The University continues to deliver and promote '[Accessibility Toolkit](#)'; an online, self-paced Canvas course that provides guidance for academic staff to become more knowledgeable about digital accessibility. It provides advice on: how to create accessible content for learner variability, giving examples of both good and bad practice; and highlights accessibility checker tools such as the Canvas Rich Content Editor and Blackboard Ally. The training is available to all staff with access to Canvas VLE and the training was advertised and promoted in a number of ways internally in the University in order to encourage attendance.

For those uploading teaching material, Canvas also includes an accessibility tool that checks common accessibility errors within the editor. This tool can help staff design course content while considering accessibility attributes and is located in the Rich Content Editor menu bar. The University has also recently invested in a Blackboard Ally integration with Canvas to further enhance this provision going forward.

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

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

### **Anti-Harassment Advisors**

Queen's is committed to creating an environment free from any form of harassment and ensuring all staff feel comfortable within the workplace. We continue to work with our established network of Anti-Harassment Advisors on Campus who can provide confidential information to staff on issues relating to bullying, harassment and discrimination.

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

The Anti-Harassment Advisors provide support through:

- Listening to staff who believe they are being harassed, to clarify the options open to them and to assist them in resolving the matter informally where possible and provide similar support to those accused of harassment.

## PART A

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

Further information on can view details of our Anti-Harassment Advisors on our [Diversity and Inclusion webpages](#).

## ATHENA SWAN

### Athena SWAN (Gender Equality)

The University's continuing commitment to gender equality is recognised by a Silver Institutional Athena Swan Award from Advance HE and we have made significant progress in implementing the 2019-2023 Athena Swan Action Plan.

As of 2022, all fifteen Schools at Queen's hold an Athena Swan Award (3 Gold, 6 Silver, 6 Bronze) making the University a leader in gender equality in the Higher Education Sector.

As well as leading the Athena Swan Programme at Queen's, Queen's Gender Initiative (QGI) continues to celebrate and champion women at our university. It provides a voice for women in Queen's and advocates for structures, culture and working practices that are fair, transparent and responsive to the needs of women.

QGI is active in developing women's careers through promotions workshops and bespoke mentoring programmes, and enhances the visibility of the contribution of women in Queen's through prestigious lectures, events, conferences, portraits project, art commissions etc. QGI engages with Schools and Directorates, representing women's views across Queen's and supporting women's views on priority issues to come to the fore.

In the last reporting year, QGI and the Athena Swan team at Queen's have hosted a number of activities as part of our continued commitment to gender equality. Some of these were part of our celebrations for the 21<sup>st</sup> anniversary of QGI and were held in the latter part of 2021.

Highlights include:

- **Professor Carol McGuinness Portrait Unveiling** (June 2022), commissioned as part of our Visionary Women Portraits project, celebrating Professor McGuinness's contribution to academia in the disciplines of Psychology and Education, and her contribution to the work of Queen's Gender Initiative. Further information on the Visionary Women Portraits project, including the virtual tour of the QGI Portraits in the Great Hall at Queen's (released November 2021), can be found [here](#);
- **Career Development Networking event for female Professional Services staff** (March 2022) followed by a Career Development Showcase event (May 2022) for all Professional Services staff, providing opportunities for colleagues to informally network, listen to presentations on the opportunities available to staff to support their personal career development, and participate in panel discussions. Feedback from attendees has been very positive and it is hoped that similar events for Professional Services staff will be organised next semester;

- **Swan Champions Network** meetings and activities continued over the past year providing an opportunity for School Swan Champions from across the University to collaborate on areas of common challenge in gender equality. A special Lunch & Meeting in April 2022 provided an opportunity for Swan Champions to meet together in-person after a lengthy period of virtual meetings due to the Covid pandemic. More information on the Swan Champions Network at Queen's is available [here](#);
- **'Imposter Syndrome' Workshop** (September 2022) - recognising imposter syndrome as an obstacle to women's leadership, the Workshop was designed to enable participants to: recognise Imposter Syndrome and how it manifests in everyday situations, explore unhelpful thinking styles and the impact it has on how we show up, discuss the underlying causes of our negative self-talk, and challenge limiting beliefs;
- **Innovation and Entrepreneurship Masterclass** (October 2021), 'Are you ready to innovate?'. Organised by QGI, this virtual event enabled more than 60 participants to meet and learn from experienced Innovators, Founders and Investors.
- A **Future of Work Event** (January 2022) held virtually, with speakers from Queen's and the non-academic sector discussing the changing landscape of how, when and where we work. They reflected on working models, workplace culture, wellbeing, sustainability, and lessons learned during the pandemic. Speakers included Jackie Henry, People & Purpose Managing Partner for Deloitte UK and Senior Office Partner in Belfast, Paul Murnaghan, President NI Chamber of Commerce and Industry, NI Regional Director BT Enterprise, and Chair BT NI, Jill Minne, Strategic HR Director, Northern Ireland Civil Service, Margaret O'Hagan, Director of Surgery and Clinical Services, Northern Health and Social Care Trust and Laura Lynch, Head of Organisational Development at Queen's;
- **2021 Mary McAleese Diversity Lecture at Queen's Management School: 'Women are Equal to Everything'** (December 2021), in association with The Chief Executives' Club at Queen's with guest speaker, Lady Brenda Hale. It was held at Riddell Hall and livestreamed to a virtual audience.
- **Conversations with QGI Founders and Directors** (released November 2021) – as part of our 21st anniversary celebrations, QGI welcomed its former Founders and Directors back to Queen's to record a series of interviews to capture the story behind QGI's beginnings and pioneering gender equality work.
- **Riddell Hall Chronicles** (released November 2021) - as part of our Anniversary celebrations, Dr Alice Dubois, Postdoctoral Development Centre Manager, led on this exciting project to research the rich history of women in Queen's, including the contribution of the Riddell sisters. The podcast series is available here.

We also continue to offer differentiated Female Development Support to support female progression in the University:

- **Aurora Leadership Development Programme** - in this reporting period, we supported 16 female colleagues (both academic and Professional Services staff) from across Queen's to successfully complete the Advance HE female-only Aurora Leadership Development Programme, a leadership development programme aimed at addressing the under-representation of women in leadership positions in the sector.
- **Annual QGI Academic Mentoring Programme** – provides mentorship for female lecturers, senior lecturers, readers and professors. The 2021-22 programme arranged 25 Mentee-Mentor pairings.
- **Annual QGI Professional Services Mentoring Programme** - provides mentorship in the area of career development and leadership for female professional services staff at Grade 7 (2021-22). The 2021-22 programme arranged 25 Mentee-Mentor pairings.
- **Annual QGI Academic Progression Workshop** (January 2022) to which all female academics were invited, including those who are currently on probation, with excellent

attendance at this online event. The workshop was to enable learning about the Academic Progression process and career planning.

- **Launch of QGI Senior Women's Network** (April 2022), a peer-support network for women in senior leadership roles to offer members the opportunity to get together, allow conversations and provide a support network.
- **Launch of QGI Professorial Academic Progression Pilot** (June 2022) to support female Professors who are considering applying for progression next year.

### **Active Bystander Training**

Queen's Gender Initiative, the Faculty of Medicine, Health and Life Sciences Gender Equality Team and the Diversity and Inclusion Team undertook a pilot programme of Active Bystander Training in the University in 2021.

Delivered virtually, this training aims to empower staff across the Queens University community to challenge poor behaviours which have become normalised and bring about change through the reinforcement of messages defining the boundaries of unacceptable behaviour.

We designed scenarios specifically related to experiences in higher education including scenarios on age, gender, LGBT+ inclusivity and respect for cultures to focus discussions and provide attendees with guidance and strategies on how they could intervene as an Active Bystander. Our hope is that by working together we can create a safe and supportive working environment within our community by supporting staff to intervene and interrupt unacceptable behaviours safely and appropriately.

During this reporting period, 6 Active Bystander training sessions were piloted and 161 staff trained to challenge poor behaviour in a safe, respectful and productive way.

Feedback remains overwhelmingly positive.

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

Queen's Gender Initiative and the wider Queen's community delivered a number of events to celebrate International Women's Day (IWD) 2022.

These included:

- IRise & QGI Collaboration to showcase women who work and study at Queen's, particularly those women whose voices have been underrepresented in the past.
- QGI 'Cupcakes on Campus' - at various venues around campus to celebrate IWD and involve students in the celebrations.
- QGI International Women's Day Networking Lunch, with keynote from Joanne Clague, Registrar and Chief Operating Officer at Queen's;
- IWD Female Networking Event for female Professional Services Staff (organised by QGI and Organisational Development)
- 'The Menopause - A Time of Our Lives' (Faculty of Medicine, Health and Life Sciences) - online presentations and panel discussion.



## PART A

- IWD 2022 Roundtable Discussion celebrating women professors in the School of Natural and Built Environment, discussing their career, inspirations, female leadership, empowerment and the important theme of IWD #BreakTheBias
- ‘What do pianos, phones and medicines have in common with the 70kg man?’- Excerpts from Invisible Women and discussion on data bias (Faculty of Medicine, Health and Life Sciences)
- Women’s Month Seminar with guest speaker Prof. Helen Gleeson, OBE FInstP. University of Leeds (School of Maths and Physics Gender Equality Committee);
- IWD School of Electronics, Electrical Engineering and Computer Science Podcast - a special episode of the podcast to celebrate IWD with Dr Baharak Ahmaderachi about her journey in Computer Science, entrepreneurship, travel, mentoring and teaching.
- People & Culture’s Learning Collection on Gender and Bias for International Women’s Day 2022 – a collection of learning resources that are designed for anyone who wants to understand more about challenges that women face in the workplace, including gender bias, strategies to support women in work generally, and in particular those in leadership roles.

For more information please view our [International Women’s Day 2022 website](#).

## CARERS AND PARENTS

### Carers Network

The Staff Carers Network, launched in 2020, continues to support those employees with caring responsibilities. The Carers Network enables carers across QUB to come together to chat and share experiences and information and provides carers at Queen’s with a voice to support the University’s understanding of the issues faced by working carers.

We have established new procedures to identify new carers coming into QUB so that we can contact them to advise about network, and improved alerts for current members of staff who update their record to identify as a carer. The Diversity and Inclusion Unit now issue regular updates and share information with the Carers Network in relation to Carers, Covid-19 updates and information from Health Trusts, as well as sharing information and surveys from specific groups such as Carers NI.

In March 2022, the network formally launched with a [lunch reception at Riddel Hall](#), enabling staff carers at Queen’s to come together for their first face to face meeting, share experiences and celebrate the valuable work of carers across the University.

The University continues to engage and consult with the network in helping us shape a fair and informed approach to new policies and procedures throughout Queen’s. Further information on the Carers Network is available on the [Carers webpages](#).

### Carers Passport

During UK Carers Week 2022 (6-12 June 2022), the University launched a Carer Passport to provide a way for staff who are working carers to electronically document and communicate their caring responsibilities to their manager, in a way that reduces the stigma of having what many perceive to be an awkward and difficult conversation.

## PART A

The passport, which has been successfully rolled out in many progressive workplaces around the UK, aims to promote understanding of the staff member's needs, enabling managers to put in place the flexibility needed to support their individual circumstances where possible.

Enabling a two-way discussion, the Carer Passport supports a conversation between staff and managers that will generally involve balancing the needs of the staff member with the needs of the business area. It does not normally involve a formal change to the staff member's contract of employment, but, instead, enables staff and managers to find solutions and arrangements that can empower and support carers at Queen's.

The launch of the passport has been assisted by specific sessions for Line Managers to support their understanding and application of the Carer Passport at Queen's.

More information on the Carer Passport can be found on the [Carer Passport webpage](#).

### **COVID-19 – Specific Support for Parents and Carers**

We have developed specific support mechanisms specifically in relation to the impact of Covid-19 pandemic for working parents and carers at Queen's, since March 2020.

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

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

- Being a Working Mum (11 November 2021);
- Talking Tactics for Working Dad's (18 November 2021);
- Helping with homework (12 February 2022);
- Coping with Christmas (12 September 2021);
- Work Life Balance with Parenting NI (20 January 2022);
- Promoting Resilience in Children (10 February 2022);
- Promoting positive behaviour (10 March 2022);
- Promoting Teen Independence (5 April 2022);
- Parents Emotional Health (October 2022); and
- Promoting Resilience in Children (February 2022).

These events were delivered by Parenting NI and over 200 staff attended.

#### **New Parents Network (Staff)**

In September 2022, the University established an informal New Parents Network. Designed to support staff who are new parents and provide a space where they can meet other new parents, share experiences and signpost and answer helpful questions, we hope that the network will continue to grow and help support our staff.

#### **Student Parents and Carers Network**

Queens continues to offer support for students with dependants. For students with caring responsibilities, the QUB Student Parents and Carers network offers relaxed and friendly fortnightly meetings to raise issues, share information and learn about opportunities.

### **Student Parent & Carers Support Fund**

During this reporting period, the University continued to publicise and encourage applications for the Parent' and Care' Support Fund. Available to all students with caring responsibilities, funding of a £100 award is available to contribute to the costs of caring activities such as emergency childcare, household or transport costs, or any other costs associated with caring responsibilities.

### **Nursing Mothers and Parents' Rooms at Queen's**

In 2022, the University formally introduced a range of private Nursing Mothers and Parents' Rooms for use by Queen's staff and students returning to work or study after Maternity Leave.

All rooms are equipped with comfortable sofas, armchairs and footstools, have access to electrical sockets for breast pump use, and are located close to bathroom facilities. Pregnant staff and students may also use these rooms to rest in during their pregnancy.

The rooms' locations and areas where breastfeeding is welcome across the campus are available on the University's [Nursing Mothers And Parents' Rooms webpage](#).

## **DISABILITY**

### **Autism Awareness Training**

The Diversity and Inclusion Unit hosted two Autism Awareness training sessions in this reporting period (15 March 2022 and 15 September 2022), delivered by Employers for Disability Northern Ireland (EFDNI).

The session focused on how people on the autism spectrum are affected, their wide range of abilities, challenges, skills and strengths. The session brings the individual perspective of people on the autism spectrum through a number of videos, in order to increase insight and enhance awareness of how best to interact with and support people on the autism spectrum in the workplace and line managers were specifically encouraged to attend the session with 50 staff attending the session.

Further work to develop the support available to individuals with Autism is ongoing in partnership with Employers for Disability NI.

### **Bitesize Deaf Awareness and Basic Sign Language Training Session**

The Diversity and Inclusion Unit arranged 4 sessions of Bitesize Deaf Awareness and Basic Sign Language Training for all staff. Staff working in staff and student-facing roles were particularly encouraged to attend. The sessions, delivered by Signs4Life, covered the following topics:

- Identify the barriers that deaf and hard of hearing people face;
- Understand and demonstrate how to implement positive methods of communication, and offer an equal service to deaf and hard of hearing people; and
- Apply the finger-spelling alphabet (sign language).

59 staff completed the training in total. 93% of respondents agreed that they felt more confident in their knowledge of Deaf Awareness/Basic Sign Language having completed the course and that

it helped them to be more aware of how a deaf person would like to be approached and how to make communication easier. We hope to run a regular programme of similar training each year for all staff.

### **British Sign Language Training**

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

In academic year 2021/22, difficulties with face-to-face teaching arrangements reduced the number of learners on these programmes to 18, however in the coming academic year we plan to increase significantly the number of registrations by offering more flexible registration options for these modules with the goal of increasing capacity on these courses to over 300 learners.

### ***Employ Autism Scheme***

The University continued to work with the charity Ambitious about Autism and Santander Universities UK to enable autistic students and graduates to access paid internships and tailored careers support and advice, and to improve neurodiversity in the workplace.

Internships are typically equivalent to full-time work for 8-10 weeks but could stretch over a longer period with reduced hours per week.

The programme is open to all current students or graduates who have graduated within the last two years and have not yet secured permanent employment, who are over 18 and registered as autistic with [Queen's Disability Services](#) or who have a formal diagnosis (received or in progress) of autism or a social communication disorder.

### ***Other Disability Initiatives***

The University continues to deliver a number of additional disability friendly good practice initiatives in existence around the University:

- Queen's University Disability Forum (meets quarterly) to review and monitor progress against the University's Disability Action Plan and consider the needs of, and the issues affecting, staff and students with disabilities at the University;
- Funded support is available for students with disabilities through Disability Support Allowance (DSA);
- The Needs Assessment Centre provides support, advice and guidance tailored specifically to the individual students to prepare them for university life and enable them to reach their potential and provides advice on the DSA process from the application for funding to receiving recommended support;
- Peer support is provided through regular social group meetings to enable students with disabilities and/or long-term conditions to meet other students;
- One to one support is arranged by Disability Services for students through the Register of Support Providers at Queen's to assist with specific academic challenges;
- Advice and guidance for staff declaring a disability is now available to provide clarity and support regarding who they need to tell and for what purpose e.g. for reasonable adjustments or staff monitoring, in addition to further sources of support;
- Support is provided to disabled staff via the [Disability Support Fund](#) which allows QUB staff (who have disclosed their disability) to apply for funding to purchase various pieces of equipment to assist them when carrying out their work.

### ***Inclusive Employment Scheme***

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

Unfortunately, due to the Covid-19 pandemic we were unable to commence our sixth year of the scheme, but we hope as restrictions ease and we return to campus, we will be able to offer these placements to individuals, subject to NI Executive guidance.

### **Staff Disability Support Network**

In September 2020 the University created a support Network for those staff who have a disability or long-term condition.

The Staff Disability Support Network continues to provide a voice for staff with disabilities and long-term conditions, and it is hoped that this network can continue to provide an opportunity for staff with disabilities and long-term conditions to be represented and participate in university life. A nominee from the network is represented at the University's Disability Forum in order to provide feedback on how the University can encourage and support greater representation and visibility of people with disabilities and long-term conditions throughout the University.

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

Equality, Diversity and Inclusion in the Curriculum is key to the student experience. All of the support provided by CED aims to remove barriers for students and to ensure equity. During this reporting period, the University has invested significantly in improving Equality, Diversity and Inclusion in the curriculum, most notably with regards to digital accessibility. This is an area that we continue to work on with both staff and students.

Queen's introduced Canvas, a University-wide Virtual Learning Environment (VLE), across all academic programmes from September 2019 and the successful roll-out of Canvas, during 2019-2020 and 2020-2021 academic years, has been a key enabler in the move to active connected learning and online learning, meeting the needs of a diverse digital student body. Canvas has also supported the delivery of alternative assessments.

In 2022, the Diversity and Inclusion Unit worked with colleagues in the University Canvas team to enable a personal pronoun identifier in Canvas VLE; a Canvas account setting which enables staff and students to select and update their personal pronouns in their user settings, which will display after their name in areas throughout Canvas.

To make all users aware of this functionality, and encourage the use of pronouns on Canvas, a guide : [How do I select personal pronouns in my user account as a student?](#) Has been published alongside a blog post to communicate what pronouns are, why they are important and encouraging staff and students to update their settings in Canvas.

## Fair Employment Return

We submitted our Fair Employment return to the Equality Commission for Northern Ireland in June 2022.

Our key workforce statistics as at June 2021 were as follows:

- **Gender:** 45.4 % of staff are male, 54.6 % are female;
- **Community background:** 38.7% of staff are Roman Catholic, 32.9% Protestant and 28.5% non-determined;
- **Ethnicity:** 86.9% of staff are white, 8% are minority ethnic and 5.2% unknown
- **Disability:** 69.2% of staff declared they do not have a disability, whilst 8.7% of staff declared that they have a disability.

We published our Fair Employment Return findings in respect of employees in June 2021, for further details, visit the [Diversity and Inclusion Webpages](#).

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

Following our Fair Employment Return and Article 55 Report in 2020, we have expanded our general Welcome Statement to confirm that the University welcomes applications from all sections of society and particularly from individuals from the Black, Asian, Minority or Ethnic (BAME) community, persons with a Disability and those who identify as LGBT; we also provide evidence of our commitment to Equality to applicants by including information on our staff networks for our LGBT staff (PRISM), BAME and International staff (iRise) as well as a Disability Support Network and Carers Network.

## Family Friendly Policies

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

We are committed to supporting flexible working arrangements where possible at Queen's to ensure that we can support staff to strike the right balance between home and work life, and particularly support those with caring responsibilities or those impacted by health or disability considerations.

In November 2021, the University piloted Agile Working at Queen's. Staff have told us that working flexibly is an important benefit: it helps strike the right balance between home and work life and is particularly valuable for those with caring responsibilities or those impacted by health or disability considerations. Through Strategy 2030, we have committed to providing "greater opportunities for flexible working" and our new approach to agile working at the University as a 12-month pilot until 31 October 2022 with various support developed to assist the smooth implementation of Agile Working for all staff.

Following the pilot, agile working arrangements continue to be made in agreement within teams and feedback from all staff will be reviewed in relation to an all-University approach.

## **GENDER**

### ***Diversity Charter Mark NI***

The Diversity Mark accreditation is awarded to companies following an assessment process which ensures they have reached the required standard of commitment to advancing Diversity and Inclusion.

In December 2021 the University celebrated having been awarded a Silver Diversity Mark, recognising its commitment to advance diversity and inclusion in the workplace. The Silver Diversity Mark award highlights the University's progress in advancing gender, race and disability equality and its ambitious plans in this space and reflects significant progress since the University was awarded Brone almost three years ago.

Queen's is one of only a handful of organisations to achieve the Silver Diversity Mark sharing a platform with others such as Belfast City Council, Danske Bank, FinTru and Liberty IT.

### **Fertility Treatment Leave Policy**

The University launched its [Fertility Treatment Leave Policy](#) in August 2022.

The policy, which recognises the physical and emotional impact of undergoing fertility treatment and the impact that this can have on staff, outlines the University's commitment to supporting staff who are undergoing fertility treatment, or those supporting a partner who is undertaking fertility treatment, including the provision of paid time off.

The Fertility Treatment Leave Policy acknowledges the demands on individuals and their partners, offering offers staff members who are undergoing investigation of fertility treatment, undertaking or recovering from fertility treatment up to five days paid leave per treatment cycle.

The policy also entitles a staff member who wants to support a partner who is undergoing fertility treatment up to two days of paid leave per treatment cycle.

The policy was designed to offer support to staff undergoing fertility treatment, whilst raising awareness of the issues with line managers and other staff members. The fertility treatment leave is a day one right for all staff, and sits alongside existing support available to staff, including temporary workplace adjustments and free counselling.

### **Menopause Policy and Guidance**

The University is endeavouring to create an environment where women feel confident enough to raise issues about their symptoms and ask for reasonable adjustments at work, if necessary. The new [Menopause policy](#) and accompanying [Menopause Guidance](#) set out the University's commitment to supporting colleagues experiencing the menopause and/or menopause type symptoms.

The [Menopause webpage](#) also provides information and further support for staff experiencing the menopause, and for Line managers and Supervisors who are supporting staff. These include Frequently Asked Questions, further sources of Information and support, information on roles and responsibilities, symptoms and reasonable adjustments.

### **Menopause Support Fund**

The Staff Menopause Support Fund provides financial assistance for staff who are experiencing menopause/menopausal symptoms. The fund can be used to contribute towards the purchase costs associated with reasonable adjustments to enable them to remain in the working environment. For example, this could include:

- A fan;
- Fitting blinds to windows;
- Where uniforms are compulsory, providing additional spare uniforms, or uniforms in different sizes;
- Consideration of adjustments to, or purchase of additional PPE or in different sizes.

Whilst not every individual will notice every symptom, or need help or support, most individuals do experience some symptoms, and some could be classed as severe. Often, small changes to the employee's role or workplace can make a huge difference to the quality of working life for employees experiencing the menopause.

We hope that this support will enable staff experiencing menopausal symptoms to be supported, and to remain at work.

### **Menopause Information Sessions**

The University has scheduled a regular programme of Menopause information sessions for staff, and specific sessions to increase awareness and support line managers to support staff experiencing the menopause.

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

The sessions are designed to reduce stigma, raise awareness, and inform staff on what to expect and when and how to seek help around issues relating to menopause.

### **Free Period Products**

In this reporting period, the University established a joint pilot project with the Students' Union, supported by funding from the Department for Economy, which provides free period products to students.

Free period products are now available in both the women's bathrooms and the gender neutral/accessible toilets in McClay library, Students' Union, Student Guidance Centre and the Graduate School.

We hope that this scheme will continue to help our students, from those who may be caught short, to those who are impacted by period poverty.

### **Homework Clubs**

The Homework Clubs Programme gives Queen's University volunteers the chance to provide homework support to children and young people who live in areas of educational underachievement.



## PART A

During 2021-22, the Homework Clubs Programme worked in partnership with 14 Clubs based in areas of educational underachievement throughout Belfast. Most clubs returned to offering in-person support, with one club continuing to offer online support for children and young people.

Volunteer SU recruited, trained and allocated 130 student volunteers to these clubs, offering weekly study support to 400 participating children and young people aged 4-18 years, raising their educational ability and encouraging them to fulfil their potential.

### **LANGUAGE AND CULTURE**

#### **African Scholars Research Network**

In March 2022, an African Scholars Research Network was established by Dr Dina Belluigi (School of SSESW), Dr Felicity Kalu (School of Nursing & Midwifery) and Gift Sitonye Frank (School of Law). The network aims to establish a cross-campus Research Network of African Scholars at Queen's; fostering collegiality and establishing a strong foundation for a sustainable supportive culture for African researchers of various disciplines and educational backgrounds at QUB, and in time, hopefully across Northern Ireland, and beyond.

The development of the network was supported and funded by the Queen's Research Culture Action Plan and continues to develop.

#### **Union Black**

During this reporting period both staff and students were provided with free access to an online FutureLearn course Union Black, run by the Open University and Santander. The course focuses on developing an awareness of British Black culture and Antiracism. The self-paced course was advertised internally to staff and students and ran until 2 May 2022.

#### **Chinese Culture Forum**

The Chinese Culture Forum 2022 continues to provide a platform at Queen's for ongoing exchange of ideas and sharing experiences of individuals who are interested in Chinese culture, contemporary or traditional, with an intention to understand better Chinese cultural products, practice and perspectives through intercultural dialogues.

Following the theme of Connectedness and Inclusion, the Chinese Culture Forum 2022 celebrated the Year of the Tiger through an online launch event with

- a pre-workshop on paper craftsmanship by a Queen's student
- an opening Chinese-Celtic musical performance from Queen's students and staff
- welcome remarks from the President and Vice Chancellor, Language Centre and BAME & I Staff Network, as well as bilingual CNY greetings from Mandarin Chinese tutors and students learning Chinese at Queen's
- a launch of online art exhibition in collaboration with the ArtEast Club
- a guest talk on language learning in multicultural workplaces from Commercial Director of China-Britain Business Council
- recorded cultural performances supported by both QUB and non-QUB societies

It continued to serve as an interdisciplinary platform covering a wide range of topics contributed by scholars and students from Queen's, with a variety of events including:

## PART A

- A session on intercultural experience as a professional's perspective to traveling in China;
- A session on researching into waste recycling and collaboration with China;
- A session translating an Irish dramatist for Chinese performance;
- A session on the teaching and learning in a private university in China; and
- A session on Queen's academic's research and practical work to help vision development in China and Asian countries.

### **Chinese Language Interest Group**

The Chinese Language Interest Group continues to facilitate the student-led learning community to enhance a better understanding of Chinese culture through learning its language, with social activities taking place throughout the academic year. This year the events/cultural posts reflected strongly on a collaborative nature, including:

- Celebrating UN Chinese Language Day;
- Chinese and Irish traditional music – the language of the sound (part of the Development Week programme)
- Chinese Kungfu Sessions (part of the PEC summer scheme);
- Celebrating Dragon Boat Festival; and
- A taste of Chinese Tea with Guzheng music (BAME&I Staff Network social programme).

### **Language Courses**

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

There is continuing positive growth in the number of staff and students engaging with these training opportunities. In Academic year 2021/22, there were over 2,000 Language Centre course registrations, across an offer of 16 different languages taught at a range of levels.

### **Cultural Awareness Training**

In the Academic year 2021/22, the Language Centre supported Cultural Awareness training workshops in both online and face-to-face contexts, collaborating with AHSS faculty, Students Union volunteering initiatives as well as a number of ad hoc workshops supporting engineering and global food security students in discipline specific training contexts.

Over the summer period, Cultural Awareness training was delivered to EPS Summer School Programme (136 students).

The Language Centre team has also worked positively with colleagues at Queen's during this reporting period, to propose the development of an institution wide approach to supporting cultural skills development. It is hoped that this initiative will become part of the University's strategy and be developed in the coming academic year 2022/23 for rollout thereafter.

### **Pilot Linguistic Residential Scheme**

In September 2022 the University launched a pilot residential scheme aimed at developing language students' skills as part of their academic studies.

The pilot will provide up to a maximum number of 12 places for students studying Irish. If there are remaining spaces available, these will be offered to other students who have indicated a preference to live with Irish speakers and who have confirmed they speak the language.

The initiative was developed earlier this year in response to a formal request by staff, students and alumni to create a programme similar to those already in place at other universities.

Following approval by Queen's Senate, the scheme is being implemented with the aim of providing students with an environment to speak the Irish language daily and to encourage and support the use of the language in the students' personal and social lives outside of the study environment.

### **LEARNING AND DEVELOPMENT (STAFF TRAINING)**

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

- **Think Difference, Act Differently** – 84 % of all staff have completed this module;
- **Unconscious Bias** – 87% of all staff have completed this module.

### **LGBT+**

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

Members of PRISM continue to host an information stand at staff induction sessions for new staff.

A session was held on 27<sup>th</sup> April 2022 (attended by 78 new staff) providing new staff with an opportunity to meet PRISM members and hear about its activities, as well as find out how to join the Network.

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

Most recently the network has been instrumental in providing information and feedback during the development of our enhanced guidance regarding gender on Forms, Transgender and non-binary individuals.

#### **LGBT+ Awareness**

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

#### ***LGBT+ History Month***

The Student's Union in partnership with Queen's Accommodation delivered a programme of virtual events to celebrate LGBT+ History Month in February 2022. These included:

- A LGBTQ+ themed movie screening;
- The launch of the LGBTQ+ Library which celebrates LGBTQ+ stories;

## PART A

- A LGBTQ+ Listening Party; and
- A series of LGBTQ+ social media posts highlighting LGBTQ+ icons and historical figures.

### ***Pride 2022***

On 27 July 2022, Queen's University Belfast's first [Pride Picnic](#) took place, bringing together staff and students to celebrate Belfast Pride 2022 with music and free street food outside the Elmwood Hall.

Over 400 staff, students and their families attended the event celebrating Belfast Pride and providing an opportunity for people to find out more about PRISM, our LGBT+ staff network, and how to become an LGBT Ally at Queen's.

The Students Union also organised a pre-Pride party before Belfast Pride on Saturday 30 July 2022. Open to all staff and students, the Pride party was an opportunity to show the Queen's community as equal, inclusive and proud. This event was attended by 47 staff and students.

### ***LGBT+ Allies***

In April 2020, the University formally established a network of LGBT Allies on Campus. LGBT Allies across the Queen's campus are supported to identify and practice practical ways to step up an ally and to commit to inclusive behaviours in the University, creating a safe and supportive environment for all our LGBT staff and students.

The Diversity and Inclusion Unit and PRISM continue to work on developing and mobilising our network of LGBT+ Allies across the University.

Further information on the support that LGBT Allies can provide can be found on our [LGBT+ Allies webpage](#).

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

Since 2019, knowledge sessions on Family Friendly Policies have been built into the People Manager Essentials Programme, a mixed gender management development programme designed to support people managers to build their people management knowledge, skills and effective behaviours. These knowledge sessions provide guidance and information to Managers on Family Friendly policies such as Family Leave, Dependents Leave and Flexible Working to ensure policies are applied fairly and consistently. These sessions have continued to run virtually through the Covid-19 pandemic.

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

### **Mental Health**

The University continues to develop its #QUBeWell Healthy Campus Framework, which enjoyed a successful soft-launch during March 2021. Originating in 2019, #QUBeWell seeks to outline the

## PART A

University's commitment to supporting the mental health and wellbeing of its student and staff community.

The 2021-22 academic year, while still very much focused in response to the challenges and pressures brought about by the Covid-19 pandemic, has allowed for a number of projects to continue.

### **Staff Wellbeing (including Mental Health)**

During 2021-22, the Staff Wellbeing Team within the People & Culture Directorate has also expanded, with the recruitment of a Health & Wellbeing Manager, and Associate Health & Wellbeing Partner. This has allowed significant stakeholder engagement to take place with staff across the University, resulting in a clearer understanding of the strengths and challenges associated with improving wellbeing for staff.

### **#QUBeWell University Wellbeing Week 2022**

The University continues to raise awareness and encourage conversation about mental health to reduce stigma and promote better mental health.

This year's University Wellbeing Week took place during the week of Monday 28 February – Friday 4 March 2022 with over 25 events open to students and staff at the University. The group had representation from faculties, directorates and the Students' Union.

Highlights of the week included:

- Discovering Green Spaces with Keep Northern Ireland Beautiful
- Talking Mental Health with Papyrus, Suicide Prevention Charity
- Mighty Minds Bubble Tea Event at Elms
- Step Into Spring Photography Competition
- Big Loop Bikes Hub – Dr Bikes Health Checks

The full overview of events can be found at: <https://go.qub.ac.uk/QUBeWell-Week>

### **Charge Up, Get Connected – Men's Mental Health Campaign**

Analysis of recent service usage data from Student Wellbeing identified that only 33% of students who present to University Wellbeing supports define as men. This mirrors a wider societal issue whereby the number of men are underrepresented in preventive and early-intervention support services, but are more likely to be represented in crisis intervention and suicide statistics.

In partnership with the Public Health Agency for Northern Ireland (PHA), and the Healthy Universities Network, the Student Disability & Wellbeing Service designed a bespoke, targeted campaign on men's mental health, called "Charge Up, Get Connected". This campaign sought to:

- Deliver a range of social, educational wellbeing events and initiatives that our community of students can participate in, and spread their experiences to their individual networks;
- Encourage men students, particularly those in the 18-24 age category to open up about how they are feeling, reach out for support when they are struggling, to protect and look after their wellbeing;
- Facilitate dialogue on-campus about the role gender plays in our understanding of mental health and wellbeing;
- De-stigmatise and raise awareness about negative perceptions and stereotypes surrounding men's mental health.

## PART A

Through the support of the Development and Alumni Relations Office, Belfast Boxer and Honorary Graduate, Dr. Carl Frampton MBE agreed to serve as the Ambassador to the campaign and filmed a piece-to-camera video about his own experiences of his highs and lows throughout his sporting career, and encourage men to reach out for support.

Highlight events included:

- Free barber haircuts (drop-in and quiet appointments available)
- Wellbeing Conversations in student accommodation areas such as the Holyland, Stranmillis, and Elms sites
- An Afternoon with Antrim GAA Hurler, Domhnall Nugent
- Look After Your Mate Training, Aleksanders' Café
- "Yoga for Stiff Guys" in the PEC

The response to the campaign was very positive, with students explicitly stating that were it not for Carl Frampton's video, they would have continued to assume that the University would be unable to put supports in place to help manage their ongoing anxiety.

The full overview of events can be found at: <https://go.qub.ac.uk/ChargeUp-GetConnected>

### **Belfast Health & Social Care Trust (BHSC) Student Mental Health Service**

In 2019, the University joined a tripartite pilot project, along with colleagues in Ulster University, and the Belfast Health and Social Care Trust. Each partner invested £50,000 to develop a 'fast-track' student mental health service, supported by a Band 7 Community Practice Nurse (CPN), Band 6 Mental Health Practitioner and a 0.5fte Psychiatrist.

Now in Year 3, the final year of the pilot, the Service continues to perform extremely successfully both for colleagues within both universities, the Trust, and indeed for its service users. In addition to operating via a GP-Referral Scheme, the 2021-22 academic year has allowed for the first year of piloting a "trusted referral" process, allowing the Wellbeing Assessment Manager to refer students who meet the service's criteria directly to the scheme.

Clinical and academic evaluation of the Service is underway to bring forward recommendations on the medium to long-term viability of the Service. The [Northern Ireland Mental Health Strategy 2021-2031](#) includes specific actions in relation to improving student mental health, specifically Action 8: "*Create dedicated resource for student mental health across tertiary education through the existing delivery of mental health services.*"

### **TalkCampus Peer Support**

In addition to the Inspire 24/7 student telephone number, students at the University now have access to TalkCampus, as part of a pilot through #QUBeWell.

TalkCampus is an app based peer support platform where students come together from around the world, and give and get support within a safe, supportive infrastructure. TalkCampus is based around peer support; students can use it if they are struggling, worried about their mental health, and need some help, or they can go on and listen and support others. The app provides additional cultural competency to the suite of support services offered through the University as TalkCampus supports over 26 different languages.

The platform is safe and moderated and is designed as a place where students can be themselves and talk openly about how they are feeling. TalkCampus is not a replacement for counselling or professional support, however it is a great place to start talking and to make sure that however students are feeling, they are not alone.

## PART A

The University currently has 246 students who actively use the TalkCampus App. Additional promotion is due to take place throughout the summer and during Semester 1 of 2022-23.

### **Students' Union Mental Health & Wellbeing Action Plan**

The Students' Union (SU) has been working to progress mental health and wellbeing as a core strategic priority and has created a Mental Health and Wellbeing Action Plan. The plan is based on the Student Minds framework and has been reviewed by staff and student officers.

The plan contains core action areas (both strategic and operational) for the SU over the next few years. Several of these core action items have been progressed this academic year and have been achieved through cross-departmental working within the SU but also with internal and external stakeholders.

Some examples of the campaigns/initiatives this year include:

- OMNI (All in for mental health)
- Mental Health in Sport Conference
- Volunteering and Wellbeing Fair
- Community and Engagement Interns
- Blackbullion (Digital financial education)

The SU has also organised a variety of other events, such as: Look After Your Mate training for SU staff to deliver to student leaders, student stress-buster events, sexual health pop-ups, wellbeing pop-ups, student mental health workshops, and a wide range of staff and student officer mental health and wellbeing training.

### **Mental Health Training**

Staff training continues to be a key priority for the #QUBeWell project, and there is continuous demand for training from students and staff at the University on supporting students, colleagues, and friends.

Targeted mental health support and training delivered during this reporting period included:

- Stress Awareness (attended by 75 staff);
- Managing Anxiety and Fear through Uncertainty (attended by 20 staff);
- Connecting with Other and Loneliness (attended by 30 staff);
- Mindfulness (attended by 159 staff);
- How to cope with the challenges of home working (attended by 72 staff);
- Mental Health Awareness for Individuals (attended by 48 staff);
- Reconnecting on Campus - Covid, Stress and Return to Campus (attended by 76 staff)
- Women and Stress (attended by 20 staff);
- Managing Stress and Building Resilience through Uncertain Times (attended by 80 staff);
- Suicide Awareness (attended by 14 staff);
- Stress Management (attended by 30 staff); and
- Burnout and Rest (attended by 15 staff).

Specific training support continued to be offered for all line managers/supervisors including:

- Supporting Managers mental health (18 attendees);

## PART A

- Supporting Individuals Mental Health (attended by 18 staff);
- Mindful Manager (9 attendees); and
- Mental Health Awareness for Managers supporting teams (56 attendees).

### ***Staff E-Learning Module on Supporting Students' Wellbeing***

As part of the funding allocated to the #QUBeWell project, an e-learning module is being developed with an external supplier, Marshall Learning. The purpose of this module is to provide an introductory level of training to all staff on supporting student mental health and wellbeing. This training will be largely scenario-based and will take approximately 30 minutes to complete.

The scenarios have been developed in response to the most common presenting issues from students, and staff who make referrals to the Student Wellbeing Service. They have also been aligned to the Service's Stepped Matched Care Model of Support that provides a framework for staff to know when and how to refer students to relevant support services, according to levels of risk.

Scenarios include:

- Stress, anxiety, procrastination and perfectionism
- Supporting a friend, with impact on academic study
- Disengagement and early warning signs
- Student at risk – suicidal ideation, self-harm, risk to themselves or others

The module will also advise colleagues on what processes, protocols, and services are in place to help support students, and staff supporting students. There will also be content around additional training opportunities, including training which may be more specialised or aligned to specific roles.

### ***Charlie Waller Trust – Training Sessions for Staff Supporting Students***

The staff health and wellbeing team delivered sessions for staff supporting students facilitated by the Charlie Waller Trust. These sessions were designed to help staff identify mental health and wellbeing issues in students, and support them to feel more comfortable and confident when approaching the subject. 60 staff attended these sessions and these were useful sessions for staff to attend until the larger E-Learning module is developed.

## **RACE**

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

Our BAME and International Staff Network, iRise, continue to provide a peer network open to all academic and professional services staff who identify as, or are characterised as, BAME and/or international.

The network provides a safe and welcoming space for BAME and/or international staff in Queen's to regularly meet during working hours to discuss issues and work matters, in addition to planning social events both on and off campus.

iRise was also established to give BAME and international staff at Queen's University a voice on systemic and operational issues and the network continue to represent the interests of BAME and



## PART A

International staff and work with colleagues to promote deeper understanding of the issues faced and inform the University on relevant issues. In this reporting period, the network was consulted in the development of the new Discipline and Grievance Procedure (currently pending approval).

The network also continues to provide support for new BAME and international staff joining the university. iRise are represented at each new staff induction event and we continued to hold these events virtually during the last year at staff Induction session held on 27<sup>th</sup> April 2022 (attended by 78 new staff). This gave new staff the opportunity to iRise members and hear about its activities, as well as find out how to join the Network.

iRise conducted a number of activities in 2021-22, in partnership with other areas across the University.

These events were designed to engage with and celebrate the community of Black and international; staff and students at Queen's, and to raise awareness of and educate staff on experiences of racial inequality. Events included:

- **Re-thinking reparative justice in 'post-George Floyd' era'** The BAME & International Staff Network and the Centre for Public History are happy to announce this joint lecture. Date: Monday 27 September 2021 Guest Speakers: Professor Olivette Otele, Professor of History of Slavery and Memory of enslavement at the University of Bristol. Dr Kennetta Hammond Perry serves as Director of the Stephen Lawrence Research Centre, Reader in History, De Montfort University.
- **BME Experiences in Higher Education: Social justice, Inclusion and White Privilege:** This lecture examined the experiences of Black and minority ethnic academics in higher education, providing statistical data on the numbers of BME academics in higher education and explore the reasons why they continue to be disadvantaged. The lecture also examined how processes of racism and exclusion continue to work to reinforce the perpetuation of whiteness and white privilege in higher education and concluded with exploring ways forward to examine how a social justice agenda can be achieved in higher education. Speaker: Professor Kalwant Bhopal, Director, Centre for Research in Race & Education (CRRE) at University of Birmingham.
- **Women's Early Career Academic Network (WeCAN) seminar with iRise Event:** This seminar focussed on experiences around the intersection of gender and race/ethnicity in academia, medicine and health sciences. Guest Speakers: Professor Helen Minnis, Professor of Child and Adolescent Psychiatry, University of Glasgow; Member of the UK's Black Female Professors Forum (BFPF) Professor Moira Dean, Professor in Consumer Psychology and Food Security in the Institute for Global Food Security, School of Biological Sciences, QUB Dr. Adone Mohd-Sarip, Co-chair iRise, Lecturer/PI PGJCCR, SMDBS, QUB.
- **Mid-Autumn Festival Celebration at Queen's:** The Language Centre and BAME & International Staff Network invited all staff members to join our celebration of Mid-Autumn Festival with a taste of mooncakes and an appreciation of MIDI keyboard performance, as part of the LC-iRise Social and Wellbeing Event Series on 9 September 2022.

### **Black History Month 2021**

iRise, the Students' Union and the QUB African-Caribbean Society organised a range of events to celebrate Black History Month in October 2021 to engage with our vibrant and diverse community of Black students and staff and celebrate our diverse community in Northern Ireland.

## PART A

The University celebrated its first Black History Month on campus since Covid-10, kicking off with an opening ceremony, held in the Great Hall, which included a drum performance delivered by Wilson Magwere, a celebration of poetry and spoken word, and an informative presentation on the work of Horn of Africa People's Aid NI, a local community-based charity that supports and empowers individuals from the Horn of Africa (Djibouti, Ethiopia, Eritrea, Somalia, and Sudan) and beyond in Northern Ireland. African Caribbean food was provided by Yetunde from Yetunde's Kitchen, a local business that supplies African and Irish take-away meals in Belfast.

The Black History Month 2021 programme of events included:

- A Black academia panel on 7 October. A panel of black academics both from Northern Ireland and the Republic of Ireland discussed what it is like being black in a predominately white academic space and giving an insight to how/why they got into academic teaching/academia, followed by a Q&A.
- Dr Ashok Malhotra delivered an African History Seminar held on 18 October, on the subject of the Mau Mau rebellion and decolonisation in Kenya.
- The African Caribbean Society (ACS) held a 'How to be an ally workshop on 20 October. Open to all staff and students the workshop aimed to enable people to learn how to be an ally to the black community and understand how to do it.
- A BAME round table talk was held on 27 October. The open panel discussed the term BAME and what it means to different people.
- Looking Back Thinking Black. A private showing and Q&A session held on 29 October with Belfast based Ciarán Harper whose work is inspired by diaspora and how this is translated into art.

### **Race Equality Charter**

Within the last reporting period, the University continued to work towards identifying and critically reflecting on the institutional and cultural barriers standing in the way of Black, Asian and Minority Ethnic staff and students through our work on the Race Equality Charter. The charter is run by Advance HE and is a national Charter in higher education aimed at supporting institutions on their work in this area. We are one of 96 higher education institutions in the UK who are signatories to the Race Equality Charter (REC) and are aiming to submit an application for a Bronze Award by 2024 – of which only 29 institutions currently hold an award.

Our work on the Race Equality Charter, which is lead by a Racial Equity Champions Network, is one stream of a wider structure of staff and student groups whose collective efforts are imperative to driving meaningful and positive change on broader work around racial equity within Queen's. Collectively these various streams of work will help us to achieve the long-term institutional culture change that will allow us to be a world class, international University that truly values and harnesses the diversity of our talent and of all our people.

### ***Racial Equity Champions Network***

The network was set up to lead on the work that sits within the Race Equality Charter. Each School and Directorate within Queen's is represented on the network, as well as iRise representation (our BAME and International Staff Network). Members bring a wealth of both personal, professional and research-based knowledge to the work on advancing racial equity and meet formally every 6 weeks. The Champions share best practice and identify local issues as part of their remit and are

also responsible for the introduction of initiatives and promotion of REC-related programmes of work within their Schools and Directorates.

### ***Appointment of REC Resources***

A 0.6FTE project manager was appointed to lead on the management of the overall REC award application submission, and who also Chairs the Racial Equity Champions Network meetings in addition to the appointment of a full-time data analyst who will initiate a long-term work on race and ethnicity data.

The data analyst will be responsible for gathering and collating the data specifically related to race and ethnicity; and begin an analysis of this data in relation to the key areas of the staff and student lifecycles (e.g. representation of staff at students, recruitment, promotion, attainment gaps etc.). This data is helping to inform the work of REC by identifying where there are, or may be, potential issues that we need to deep dive into further. This work will also form part of a broader action plan of activities that we commit to as an Institution to drive racial equity across Queen's.

### ***Appropriate Language and Terminology Guidance***

The University held a series of consultations to explore the appropriate use of language and terminology on race and ethnicity. All staff and students were invited to participate - and in particular those staff and students who identifying as Black, Asian and Minority Ethnic – with the workshops spanning the last two academic years.

Feedback from these sessions has now been consolidated into a reference document which outlines to staff and students what is appropriate, and not, from a Queen's perspective when it comes to language we use for discussing race and ethnicity. The document is not prescriptive guidance, but simply a reference for those who feel that they need support in having conversations about race and ethnicity in the workplace as we recognised that what may be deemed 'appropriate' language by one person will not be the same for another. This piece of work will be reviewed in the future and part of an ongoing conversation in recognition of the fact that language evolves over time.

### ***Pilot Reverse Mentoring Programme focused on Black, Asian and Minority Ethnic staff experiences***

The purpose of the programme is to provide an opportunity for staff at a senior level within Queen's to build genuine awareness of some of the barriers and experiences faced - particularly in a work context - by Black, Asian and Minority Ethnic colleagues through a two-way mentoring relationship. The term 'Reverse Mentoring' refers to the fact that it is the most senior members of staff who are the Mentees on the programme and are mentored by more junior staff, who identify as Black, Asian and Minority Ethnic.

The programme is being run as a pilot initially involving 8 mentoring relationships (16 staff in total) with a view to growing this number depending on the success of the pilot. Participation was sought on a voluntary basis with Black, Asian and Minority Ethnic colleagues invited to put themselves forward as the programme Mentors, and members of our University Executive Board (UEB) invited to participate as Mentees. We are now half way through the pilot programme and have recently held a midway review with participating staff to review progress. All staff have reported very positive outcomes so far and we look forward to producing a summary of the pilot following completion in December.

### ***Institution-wide surveys for staff and students***

Institutional In the coming months, the University will launch an Institution-wide survey that will aim to gather feedback from all staff and students on their views of racial equity at Queen's as it relates to all areas of the staff and student lifecycles. The survey forms a mandatory element of any submission for a REC Awards but will also act as a useful tool in helping us as an Institution more broadly understand where the issues, challenges and areas of focus should be from the perspective of advancing racial equity at Queen's.

The survey will be launched during the academic year 2022/23 with all staff and students (regardless of ethnic background) invited to participate and share their views. The results of the survey will be made available to all staff and students, will be incorporated into our REC Award application and will also help to shape our overall REC Action Plan and areas of focus.

### **Report and Support**

The [Report and Support](#) mechanism enables students to request support if they have been affected by either sexual misconduct, bullying, harassment or hate crime. We continue to provide information and support in addition to the option for staff or students to make a report on behalf of another student, or to make an anonymous report.

During this reporting period a number of Report and Support training, education and awareness raising campaigns have also been undertaken. These include:

- A Report + Support campaign was developed in collaboration with QUBSU, Public Engagement, MRCI and Student Wellbeing to raise awareness of the system by developing online resources and on-campus promotions such as posters and stickers. Feedback on the campaign has been positive.
- During Semester 1, a pilot was initiated with the School of Medicine resulting in staff from the School being trained in bystander intervention. This cohort facilitated workshops for all level 1 medical students, training a total of 340 students. Feedback from the students following this pilot was very favourable.
- As part of the University's commitment to promoting safe and healthy relationships, a series of events was held throughout the year, including a pledge event highlighting 16 days of activism against gender-based violence, in conjunction with QUBSU and external stakeholders, i.e. Woman's Aid & NEXUS.
- The Students' Union led awareness-raising initiatives, including online consent workshops under the Active Consent framework, and held two consent fairs in partnership with various external organisations including Informing Choices NI, Nexus NI and Rape Crisis NI. Additionally, over 500 student-safety packs were distributed including signposting information, personal safety alarms and spiking drink-testing strips.
- Community Engagement and Head of Campus Food and Drink developed a campaign in response to students' concerns on drink spiking and established a drink-testing campaign within The Speakeasy Students' Union bar. This Queen's initiative led to a wider campaign, in collaboration with Belfast City Council and DPCSP (District Policing and Community Safety Partnership), who supported the

## PART A

campaign by purchasing additional test kits which were distributed to licenced venues throughout Belfast.

We also continue to support a small pool of Safe & Healthy Relationship Advocates (staff volunteers from across campus who have been trained to manage disclosures and support students) who continue to provide support and assistance in the management of reported cases. A further recruitment campaign to expand this group took place in early May 2022. It is hoped this will identify additional volunteers from across Faculty and professional support staff.

### **Equality Screening**

In the reporting period, we equality screened (or are actively equality screening) 17 workplace policies:

- Trans Equality Policy;
- Bullying & Harassment Policy;
- Sustainable Print Policy;
- Sustainable Travel Policy;
- Advanced Manufacturing Innovation Centre (AMIC) Outline Business Case;
- Global Innovation Institute (GII) Outline Business Case;
- Institute for Research Excellence in Advanced Clinical Healthcare (iREACH) Outline Business Case;
- Policy on the Acceptance of Gifts, Gratuities and Hospitality;
- MHLS Developing Successors Pilot Scheme;
- Pilot Linguistic Residential Scheme ;
- Health Surveillance Policy ;
- Oral Examination arrangements for PGR students;
- Fertility Treatment Leave Policy;
- Menopause Policy and Guidance;
- Animals on Campus Policy;
- Multi-Factor Authentication for Access to Digital Services Policy; and
- Students Complaints Procedure Policy.

Please click here to view our [Equality Screening webpage](#) for policies screened.

### **Social Charter Project**

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

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

### **Transgender Awareness**

In this reporting period we have increased our focus on improving awareness and support for Trans staff and students at Queen's.

The University delivered 1 Trans and Non-Binary Awareness training session and 3 LGBTQ+ Awareness training sessions in conjunction with The Rainbow Project, attended by over 80 staff.

The sessions provide an understanding of the key inequalities that still exist for trans people and what barriers there are for trans people attempting to access support or services, clarity on

## PART A

appropriate language and terminology and how we can support trans and non-binary people at Queen's.

We hope this will improve awareness and inclusion of trans and non-binary staff, students and visitors at Queen's and encourage all staff and students to consider the needs of these individuals through their day-to-day work and when creating or updating policies, procedures or guidance.

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 2021-22 reporting period? *(tick one box only)*

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

Please provide any details and examples:

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

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

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

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

**b**

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

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

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

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

Other *(please specify and give details):*

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

**Arrangements for assessing compliance (Model Equality Scheme Chapter 2)**

**4** Were the Section 75 statutory duties integrated within job descriptions during the 2021-22 reporting period? *(tick one box only)*

Yes, organisation wide

Yes, some departments/jobs

No, this is not an Equality Scheme commitment

PART A

No, this is scheduled for later in the Equality Scheme, or has already been done

Not applicable

Please provide any details and examples:

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

In addition, all job adverts contain welcoming statements confirming Queen's commitment to promoting equality of opportunity to all, reference to LGBT+ and BAME and International Staff networks:

*Queen's University is committed to promoting equality of opportunity to all. We have created an inclusive culture by establishing staff networks such as [iRise](#) (Race) and [PRISM](#) (LGBTQ+) which help us progress equality.*

*We also subscribe to Equality Charter Marks such as the Diversity Charter Mark NI in addition to Athena Swan. For further information on our commitment to Equality, Diversity and Inclusion, please visit: [www.qub.ac.uk/diversity](http://www.qub.ac.uk/diversity); [www.qub.ac.uk/qgi](http://www.qub.ac.uk/qgi) and [www.qub.ac.uk/sites/StaffGateway/StaffNetworks/](http://www.qub.ac.uk/sites/StaffGateway/StaffNetworks/)*

5 Were the Section 75 statutory duties integrated within performance plans during the 2021-22 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:

N/A

6 In the 2021-22 reporting period were **objectives/ targets/ performance measures** relating to the Section 75 statutory duties **integrated** into corporate plans, strategic planning and/or operational business plans? (tick all that apply)

Yes, through the work to prepare or develop the new corporate plan

Yes, through organisation wide annual business planning

Yes, in some departments/jobs

No, these are already mainstreamed through the organisation's ongoing corporate plan

No, the organisation's planning cycle does not coincide with this 2019-20 report

Not applicable



## PART A

Please provide any details and examples:

The University's new [Strategy 2030](#), and [People First Strategy](#) both seek to ensure that equality and diversity objectives are mainstreamed into operational activities.

### Equality action plans/measures

7 Please give details of changes or amendments made to the equality action plan/measures during the 2021-22 reporting period (*points not identified in an appended plan*):

n/a

8 In reviewing progress on the equality action plan/action measures during the 2021-22 reporting period, the following have been identified: (*tick all that apply*)

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

### Arrangements for consulting (Model Equality Scheme Chapter 3)

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

- All the time                       Sometimes                       Never

10 Please provide any **details and examples of good practice** in consultation during the 2021-22 reporting period, on matters relevant (e.g. the development of a policy that has been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations:

The University has developed a wide range of new workplace policies relating to Menopause, Fertility Treatment and promoting linguistic diversity through a new accommodation scheme for those who speak Irish. This report contains a significant amount of information and examples of other EDI good practice. The Diversity and Inclusion Unit has sought to develop and build meaningful relationships with key stakeholders, both internal and external, during the last 12 months. For further details visit the [Consultation Exercises webpage](#).

PART A

- 1 In the 2021-22 reporting period, given the consultation methods offered, which consultation methods were  
1 **most frequently used by consultees:** *(tick all that apply)*

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

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

Due to Covid19, the majority of engagement and consultation has occurred online including our [Consultation Exercises webpage](#), with responses received by email or using online forms such as Microsoft Forms.

- 1 Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality  
2 Scheme, during the 2021-22 reporting period? *(tick one box only)*

- Yes                       No                       Not applicable

Please provide any details and examples:

Yes.

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

Informal meetings were held with representatives from the Equality Commission during the year 2021-2022 and telephone conversations/email seeking advice.

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

- 1  
3 Was the consultation list reviewed during the 2021-22 reporting period? *(tick one box only)*

- Yes                       No                       Not applicable

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

- 1  
4 Please provide the **number** of policies screened during the year *(as recorded in screening reports):*

PART A

17
----

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

**1**  
**5** Please provide the **number of assessments** that were consulted upon during 2021-22:

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

**1**  
**6** Please provide details of the **main consultations** conducted on an assessment (as described above) or other matters relevant to the Section 75 duties:

In fulfilling the University's obligations under Section 75 of the Northern Ireland Act 1998, the University's Equality Scheme includes a commitment to consult on the implementation of new and revised policies, as defined by the Equality Commission for Northern Ireland with regards to equality of opportunity and good relations.

To fulfil this obligation, an equality screening of the proposed pilot Linguistic Residential Scheme and a consultation exercise to receive feedback from both internal and external consultees on the proposal (equality screening) document was undertaken.

The consultation period began on Friday 13 May 2022, closing at 5pm on 8 July 2022, as per the University's Equality Scheme (2018-2023), to allow adequate time for groups to consult amongst themselves as part of the process of forming a view and to enable the University to meet the required internal approval deadlines.

The University's 186 external consultees were notified of the consultation by email on the day it opened, and both staff and students were informed via internal communications. Other relevant parties, including student societies and the Student Union President were notified by the Public Engagement team.

All feedback received has been considered by the policy holder and incorporated into the Screening form. Documents were also translated into Irish upon request.

**1**  
**7** 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:

PART A

Following a request by a consultee during the period of consultation, the Linguistic Residential Scheme documentation (Pilot Linguistic Residential Scheme – Section 75 Screening Form and Summary Document) was translated into Irish by the Department for Communities Central Translation Hub. The translated documents were provided to all consultees and published on the Consultation webpages on 4 July 2022, and the consultation period deadline extended until 5pm on Friday 15 July.

All external consultees were advised via email and internal communications were updated with the extended deadline.

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

- 1 Following decisions on a policy, were the results of any EQIAs published during the 2021-22 reporting period?  
8 (tick one box only)

Yes  No  Not applicable

Please provide any details and examples:

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

- 1 From the Equality Scheme monitoring arrangements, was there an audit of existing information systems  
9 during the 2021-22 reporting period? (tick one box only)

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

Please provide any details:

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

In this reporting period, the Unit has developed a Diversity and Inclusion Power Bi Dashboard which is a live snapshot of staff equality data which can be used to support statutory returns to the Equality Commission such as the annual Fair Employment Return, Article 55, Section 75 progress reports and Equality screening of policies, and for other projects and/or data requirements such as Equal Pay Audits, Athena SWAN submissions, Race Equality Charter and Gender Diversity Charter Mark submissions as well as ensuring major university activities such as Academic Progression is analysed by various protected characteristics to ensure there is no discrimination of any protected group.

Restricted filters, applied security levels for access and masked low numbers enable staff to see only the data required without the possibility of identifying an individual.

We rolled out the dashboard in March 22 and currently access is restricted to one senior member of staff for each department.

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

Yes  No  Not applicable

Please provide any details and examples:

PART A

N/A

- 2 Please provide any details or examples of where the monitoring of policies, during the 2021-22 reporting  
1 period, has shown changes to differential/adverse impacts previously assessed:

N/A

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

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

**Staff Training (Model Equality Scheme Chapter 5)**

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

## PART A

Training delivered during the reporting period included:

<b>Training Action Measures</b>	<b>Outputs</b>	<b>Outcome / Impact</b>
Staff induction	All new staff joining the University must undertake a Staff Induction Programme which includes awareness raising on Equality, Diversity and Inclusion	78 staff attended one staff induction session (27 April 2022) during the period 1 October 2021 to 30 September 2022.
Recruitment and Selection Interviewing training session which addresses DDA and Reasonable Adjustments	Delivered 19 sessions during the period 1 October 2021 to 30 September 2022.	240 staff were trained. The Resourcing team also delivered one to one sessions over the summer months, as required.
Think Difference Act, Differently (mandatory e-learning training)	This training addresses issues such as equality, diversity, Section 75 and disability/gender discrimination, prejudice and stereotyping.	84% staff completed Think Difference, Act Differently to date.
Unconscious Bias Training	E-learning mandatory Training programme for all staff.	To date, 87% of staff have completed this e-learning package.
An Introduction to Cultural Awareness and Sensitivity.	The aim of this course is to increase cultural awareness and sensitivity among those working with international students	136 participants attending the training in this reporting period.
Reconnecting on Campus - Covid, Stress and Return to Campus	3 sessions delivered by Action Mental Health in the period April- May 2022.	76 staff attended the sessions in this reporting period.
Mindful Manager	2 Sessions delivered by Action Mental Health in this reporting period	9 staff attended the training sessions during this reporting period.
Stress Management	1 session delivered by Inspire Wellbeing in 2021-22.	30 staff attended the session in November 2021.
Burnout and Rest	1 session delivered by Action Mental Health in 2021-22.	15 staff attended the session in November 2021.
Supporting Managers Mental Health	1 session delivered by Inspire Wellbeing in 2021-22.	18 staff attended the session in October 2021.
Supporting Individuals Mental Health	1 session delivered by Inspire Wellbeing in 2021-22.	18 staff attended the session in October 2021.
Mental Health Awareness for Managers supporting teams	2 sessions delivered by the Charlie Waller Trust.	48 attendees in this reporting period.
Mental Health Awareness for Individuals	2 sessions delivered by the Charlie Waller Trust.	56 attendees in this reporting period.

## PART A

Sexual Orientation and Gender Identity Awareness training	3 training sessions delivered by The Rainbow Project in 2021-22 ((19 October 2021, 9 June 2022 and 5 July 2022).	80 staff attended the training sessions held in 2021-22.
Trans and Non-Binary training	1 training session was delivered by The Rainbow Project in 2021-22 (21 October 2021).	19 staff attended the training session held in 2021-22.
Bullying and Harassment training	3 Training sessions delivered by the Diversity and Inclusion Unit in 2021-22 (1 December 2021, 1 March 2022 and 22 June 2022)	74 staff attended the training sessions in this reporting period.
Autism Awareness	2 sessions were delivered by Employers for Disability NI.	78 staff attended the training session on 15 March 2022 and 15 September 2022.
Active Bystander Training	6 training sessions delivered by The Active Bystander Training Company during this reporting period.	161 staff attended the training sessions in 2021-22.
Menopause Information Session	1 session was delivered by two academic GPs from the School of Medicine, Dentistry and Health Sciences.	This session took place in October 2021 and was attended by over 50 staff.
Neurodiversity Awareness Training	2 sessions delivered in partnership with Employers for Disability NI	40 staff attended the sessions in this reporting period (24 June 2022 and 5 July 2022).
Busting Myths about Autism and ADHD	1 session was delivered in this reporting period.	20 staff attended this session in this reporting period (12 August 2022).
Parenting Children with ADHD.	1 session was delivered in this reporting period.	8 staff attended this session in this reporting period (25 August 2022).
Supporting Your Neurodivergent Child	2 sessions were delivered in this reporting period.	12 staff attended these sessions (7 July 2022 and 26 July 2022).
Bitesize Deaf Awareness and Basic Sign Language Training	4 sessions to all staff, in partnership with Signs 4 Life.	58 staff attended these sessions (25 January 2022, 22 February 2022, 23 May 2022 and 27 June 2022).

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

**24** Please list **any examples** of where monitoring during 2021-22 across all functions, has resulted in action and improvement in relation **to access to information and services**:

## PART A

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

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

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

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

### Complaints (Model Equality Scheme Chapter 8)

**25** How many complaints **in relation to the Equality Scheme** have been received during 2021-22?

Insert number here:

1

Please provide any details of each complaint raised and outcome:

Ongoing investigation.

### Section 3: Looking Forward

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

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

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

- Delivery of training sessions on sexual orientation/transgender/disability equality in the workplace (annually);
- Delivery of Bullying and Harassment Training (annually);
- Delivery of disability and accessibility awareness training for all staff and front-line/student or staff facing staff; and



PART A

- To continue to raise awareness amongst staff of the need to equality screen any new/reviewed workplace policies.

**28** In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2021-22) reporting period? *(please tick any that apply)*

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

Goods, facilities and services

Legislative changes (Gender Pay Gap Regulations for NI)

Organisational changes/ new functions (Institutional Strategy 2023)

Nothing specific, more of the same

Other (please state):

PART B

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

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

**35**

Fully achieved

**8**

Partially achieved

**4**

Not achieved

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

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

Local level for all items	Public Life Action Measures	Outputs <sup>i</sup>	Outcomes / Impact <sup>ii</sup>
1	To mainstream the disability duties into all decisions and activities	Mainstream new or identify existing disability duties into local area plans, decisions and actions	<p>Each member of disability forum provides evidence of how disability duties have been mainstreamed into their local area plans – every three months.</p> <p>Each member of the Disability Forum (DF) identifying how to incorporate positive action measures into their local area plans.</p> <p>Each member of the Disability Forum to considers whether there are examples of good or best practice already being carried out locally, and which could constitute a positive action measure under this plan.</p>

PART B

2	To mainstream the disability duties into all decisions and activities	Develop, communicate and operationalise an effective Disability Action Plan (DAP) that underpins the University's responsibility and commitment to enact disability duties into its strategic and operational decisions and activities	<p>Publication of DAP online (QUB website), maximising all social media channels and internal communication media such as Team Brief, Staff Round Up etc.</p> <p>Each member of DF communicates locally in their Faculty/School/Directorate.</p> <p>Section 75 Annual Progress Report provided to Senior Management and to the Equality Commission on the actions taken under this plan.</p>
3	Enhance the experience of people with disabilities and long-term conditions	Continue to administer and promote the Disability Support Fund	Achieved.
4	Enhance the experience of people with disabilities and long-term conditions	Work with external partners to deliver specific training regarding disabilities and long-term conditions, to educate and support staff, students and visitors	Achieved. Delivered a series of Neurodiversity training sessions, Autism Awareness, Disability Awareness and Basic Sign Language and Deaf Awareness training for all staff.
5	Enhance the experience of people with disabilities and long-term conditions	<ol style="list-style-type: none"> <li>1. Ensure all Line Managers are adequately supported to support applicants and prospective staff with disabilities or long-term conditions</li> <li>2. Provide Manager resources which include specific information on supporting and managing staff with disabilities (e.g. Sickness Absence Toolkit)</li> </ol>	Achieved. HRBP and Diversity and Inclusion Unit provide specific support to Line Managers and Supervisors.
6	Enhance the experience of people with disabilities and long-term conditions	Consider the feasibility of implementing an Adjustment Passport for staff	Achieved. Feasibility considered and under review.

PART B

7	Enhance the experience of people with disabilities and long-term conditions	Review the University's redeployment process to improve the process by which staff with a disability or long-term condition are provided with suitable alternative redeployment.	Achieved. Feasibility considered and under review.
8	Enhance the experience of people with disabilities and long-term conditions	Continuous review and improvement of Disability Services CRM which is the key system for managing the delivery of supports to students from registering with the service, to assessing their needs and enacting reasonable adjustments.	Achieved.
9	Enhance the experience of people with disabilities and long-term conditions	Work alongside colleagues in Ulster University and DfE to review and improve the provision of Disabled Students Allowance (DSA) for students with disabilities and long-term conditions	Achieved and ongoing.
10	Enhance the experience of people with disabilities and long-term conditions	Continue to support peer support groups for specific cohorts of students.	Achieved and ongoing.
11	Enhance the experience of people with disabilities and long-term conditions	1. Seek feedback from students registered with DS in relation to disability support Monitor satisfaction levels and maintain for incoming year	Achieved.
12	Enhance the experience of people with disabilities and long-term conditions	Continuous review and improvement of Disability Services CRM which is the key system for managing the delivery of supports to students from registering with the service, to assessing their needs and enacting reasonable adjustments.	Achieved.

PART B

13	Enhance the experience of people with disabilities and long-term conditions	Continuously review University website and associated webpages, ensuring necessary updates are taken to align compliance with guidelines	Achieved.
14	Enhance the experience of people with disabilities and long-term conditions	Ensure compliance with WCAG 2.1	Achieved.
15	Enhance the experience of people with disabilities and long-term conditions	Ensure compliance of the Canvas Platform with WCAG 2.1, reflecting compliance level in the VLE Accessibility Statement.	Achieved.
16	Enhance the experience of people with disabilities and long-term conditions	<ol style="list-style-type: none"> <li>1. Continue to provide support and resources to enable staff to embed accessibility across all teaching programmes on Canvas VLE</li> <li>2. Continue to provide support and resources to enable staff to embed Universal Design for Learning (UDL) across all teaching programmes.</li> <li>3. Continue to provide support and resources to enable staff to embed accessible teaching through other digital platforms such as Teams etc.</li> <li>4. Support original learning recording owners to ensure transcripts/close caption text files are coordinated and made available to students without Note Takers.</li> </ol>	<p>Engagement by Schools with Accessibility training including: Online Accessibility Toolkit course, Virtual training sessions etc.</p> <p>Supporting Academic advisors to disseminate accessibility information and support for staff.</p> <p>Ensuring compliance with Accessibility Checklist for Course Content</p> <p>Ensuring business owners provide accessibility guidelines for digital learning tools</p> <p>Developed template resources/slide deck for staff which can be used to develop accessible online resources</p>

PART B

		5. Through the new Education Strategy (2030) have accessibility at the core of curriculum development and delivery	Note Takers are provided with the requisite access and permissions to Live lectures and lecture recordings to ensure that students with Note Takers continue to receive the support they are entitled to.
--	--	--	---

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

	<b>Training Action Measures</b>	<b>Outputs</b>	<b>Outcome / Impact</b>
1	Think Difference Act Differently	Annual Mandatory staff training through e-learning.	84% of staff have completed the training.
2	Unconscious Bias training	Mandatory staff training launched in March 2017. Content included on unconscious bias towards those with disabilities.	87% of all staff have completed the package.
3	Bullying and Harassment Training	3 Training sessions delivered by the Diversity and Inclusion Unit, covering the legal framework, examples of bullying, harassment and victimisation; responsibilities of staff and managers; and Support available.	74 staff attended the training sessions in this reporting period.
4	Sexual Orientation and Gender Identity Awareness training	3 training sessions delivered by The Rainbow Project in 2021-22 ((19 October 2021, 9 June 2022 and 5 July 2022).	80 staff attended the training sessions held in 2021-22.
5	Trans and Non-Binary training	1 training session was delivered by The Rainbow Project in 2021-22 (21 October 2021).	19 staff attended the training session held in 2021-22.

PART B

6	Autism Awareness	2 sessions were delivered by Employers for Disability NI.	78 staff attended the training session on 15 March 2022 and 15 September 2022.
7	Active Bystander Training	6 training sessions delivered by The Active Bystander Training Company during this reporting period.	161 staff attended the training sessions in 2021-22.
8	Menopause Information Session	1 session was delivered by two academic GPs from the School of Medicine, Dentistry and Health Sciences.	This session took place in October 2021 and was attended by over 50 staff.
9	Neurodiversity Awareness Training	2 sessions delivered in partnership with Employers for Disability NI	40 staff attended the sessions in this reporting period (24 June 2022 and 5 July 2022).
10	Busting Myths about Autism and ADHD	1 session was delivered in this reporting period.	20 staff attended this session in this reporting period (12 August 2022).
11	Parenting Children with ADHD.	1 session was delivered in this reporting period.	8 staff attended this session in this reporting period (25 August 2022).
12	Supporting Your Neurodivergent Child	2 sessions were delivered in this reporting period.	12 staff attended these sessions (7 July 2022 and 26 July 2022).
13	Bitesize Deaf Awareness and Basic Sign Language Training	4 sessions to all staff, in partnership with Signs 4 Life.	58 staff attended these sessions (25 January 2022, 22 February 2022, 23 May 2022 and 27 June 2022).

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

	<b>Communications Action Measures</b>	<b>Outputs</b>	<b>Outcome / Impact</b>
	Increase representation and visibility of people with disabilities	Positively promote the profiles of staff and students with a disability or long-term	Achieved.

PART B

<p>1</p>	<p>and long-term conditions within the University</p>	<p>condition in marketing and communication materials</p>	<p>There have been four profiles of students in the past year with disabilities on student recruitment channels – all published on website and social media:</p> <p><a href="#">Studying at Queen’s with a Disability</a></p> <p><a href="#">How Disability services at Queen’s has supported me</a></p> <p><a href="#">How my search for inclusive accommodation brought me to Queen’s</a></p> <p><a href="#">Facebook post</a></p> <p><a href="#">Nicole Ewart story on Facebook</a></p> <p>These are linked from central Support pages <a href="https://www.qub.ac.uk/Study/student-life/Support-and-wellbeing/">https://www.qub.ac.uk/Study/student-life/Support-and-wellbeing/</a> as well as via Email Marketing</p>
<p>2</p>	<p>Enhance the physical and digital accessibility and inclusiveness of the University for people with disabilities and long-term conditions</p>	<ol style="list-style-type: none"> <li>1. Ensure communications and engagements activities and materials are available in other formats, including subtitles</li> <li>2. Create portfolio of diverse images which can be used throughout University communications</li> </ol>	<p>Photoshoots are continually ongoing which feature diverse subjects.</p> <p>Photos with disabled students (approx. 35 photos) can be found within the University’s central media library, by searching ‘disability’</p> <p>The photos are used across the website and marketing materials.</p> <p>For videos, all social media videos have subtitles designed directly onto the files by the central video team.</p> <p>Any videos on YouTube only are auto subtitled which can be turned on or off in the player window.</p>



PART B

3	Enhance the physical and digital accessibility and inclusiveness of the University for people with disabilities and long-term conditions	Continue to communicate information on accessibility.	Achieved and ongoing.
---	--	---	-----------------------

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

	<b>Encourage others Action Measures</b>	<b>Outputs</b>	<b>Outcome / Impact</b>
1	To encourage participation of persons with disability in public life	<ol style="list-style-type: none"> <li>1. Continuously review and update provision of the AccessAble App</li> <li>2. Continue to promote the AccessAble App to service users</li> </ol>	Achieved. Further promotion of AccessAble in September 2022 and ongoing.
2	To encourage participation of persons with disability in public life	Continue to undertake Personal Emergency Evacuation Plan (PEEPs) review for all staff and students with mobility impairments.	Achieved.
3	To encourage participation of persons with disability in public life	Continue to ensure that the University, where possible and reasonable to do so, ensures that the physical infrastructure and systems are in place and maintained to comply with the DDA codes of practice.	Achieved and ongoing.
4	To encourage participation of persons with disability in public life	Include welcoming statements at each key stages of the applicant journey to encourage and support prospective employees to disclose a disability or long-term condition	Achieved.

PART B

5	To encourage participation of persons with disability in public life	Ensure digital and physical recruitment, job advertisements and information are available in accessible formats	Achieved. Welcoming statement included both digital and physical recruitment advertisements, both of which are available in accessible formats.
6	To encourage participation of persons with disability in public life	Ensure all Interview Panel attendees receive appropriate training to ensure they understand the University's commitment to equality of opportunity and support applicants and prospective staff with disabilities or long-term conditions	Training resources/support available to educate panel members on requests for reasonable adjustments and disability duties as part of the selection process, and reasonable adjustments in relation to the employment lifecycle
7	To encourage participation of persons with disability in public life	<ol style="list-style-type: none"> <li>1. Advertise and promote launch of group to raise awareness and encourage growth of membership.</li> <li>2. Identify a Disability Network nominee to attend Disability Forum.</li> </ol> <p>Disability Network to provide feedback to Forum on how the University can encourage and support greater representation and visibility of people with disabilities and long-term conditions.</p>	<p>Achieved. Establishment of Staff Disability Network and network promoted internally.</p> <p>Nominee attends each Disability Forum to provide feedback, as required.</p>
8	To encourage participation of persons with disability in public life	Work with external partners to develop and participate in additional schemes and initiatives which provide persons with disabilities and long-term condition work experience opportunities.	Participated in the Employ Autism Scheme and consideration to work with other external partners is ongoing.
9	To encourage participation of persons with disability in public life	Inclusion of welcoming statements at various key stages of the student applicant journey encouraging prospective students to disclose a disability or long-term condition	Achieved.

PART B

10	To encourage participation of persons with disability in public life	Ensure digital and physical prospectuses include a clear welcoming statement for prospective students with disabilities and long-term conditions that promote disclosure and outline the University's commitment to equality of opportunity	<p>Clear, welcoming statement is featured on page 98, prominently within the How to Apply section:  <a href="https://www.qub.ac.uk/Study/Undergraduate/file/">https://www.qub.ac.uk/Study/Undergraduate/file/</a></p> <p>The same statement is featured on the How to Apply section  <a href="https://www.qub.ac.uk/Study/Undergraduate/How-to-apply/information-advice/#disability-services-1123942-1">https://www.qub.ac.uk/Study/Undergraduate/How-to-apply/information-advice/#disability-services-1123942-1</a>, linked prominently from every CourseFinder page.</p> <p>All CourseFinder listings conform to the website's overall accessibility statement, and we are committed to consistently making improvements to the overall accessibility of the website. The website is partially compliant with the Web Content Accessibility Guidelines version 2.1 AA standard, covering aspects such as colour contrast, text spacing, text alternatives etc.</p>
11	To encourage participation of persons with disability in public life	Promote the experiences of current students registered with disability services at open day and transition events to encourage prospective student disclosure	Achieved.
12	To encourage participation of persons with disability in public life	Increase higher education opportunities for prospective students with disabilities and long-term conditions through targeted WP initiatives	Achieved. 2 targeted WP initiatives delivered per annum.
13	To encourage participation of persons with disability in public life	Appoint a part-time Student Disability Officer in SU Sabbatical Team to represent the views and interests of Students with disabilities and long-term conditions	Achieved.

PART B

14	To encourage participation of persons with disability in public life	Appoint a full-time SU VP for Equality to represent the views and interests of students with disabilities and long-term conditions	Achieved.
15	To encourage participation of persons with disability in public life	Continue to enable autistic students and recent graduates to access 10 paid internships and tailored careers support and advice as part of the Employ Autism Higher Education Network	Achieved.
16	To encourage participation of persons with disability in public life	CES staff member to continue to share best practice and information within the service and liaise with QUB Disability and Wellbeing regularly	Achieved.

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

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

	Action Measures partly achieved	Milestones / Outputs	Outcomes/Impacts	Reasons not fully achieved

PART B

1	Ensure digital and physical job advertisements and recruitment information include a clear welcoming statement for prospective staff with disabilities and long-term conditions that promote disclosure and outline the University's commitment to equality of opportunity	<p>Include welcoming statement on both digital and physical recruitment advertisements.</p> <p>Make digital and physical recruitment information available in accessible formats.</p>	Digital recruitment information available in accessible formats.	Structural changes have impacted on delivery of internal recruitment capacity.
2	Consider the feasibility of paid placements as part of the Inclusive Employment Scheme	<p>Report on the feasibility of paid placements as part of the IES by 2021.</p> <p>Consider further opportunities to develop the scheme with the Department for Communities' (DfC) and appropriate support groups.</p>	Feasibility considered but unable to progress due to Covid-19.	Unable to progress due to Covid-19.
3	Ensure prospectus and course information is available in accessible formats	Ensure digital and physical prospectuses include a clear welcoming statement for prospective students with disabilities and long-term conditions that promote disclosure and outline the	Digital prospectuses include a clear welcoming statement for prospective students with disabilities and long-term conditions that promote disclosure and outline the University's	Changes to procurement of print contract and replacement service under consideration.

PART B

		<p>University's commitment to equality of opportunity.</p> <p>Ensure prospectus and course information is available in accessible formats.</p>	<p>commitment to equality of opportunity.</p>	
4	<p>Analyse staff surveys to identify areas for improvement to support staff with disabilities or long-term conditions</p>	<p>Publish high level results from staff survey and agree action plan for future initiatives, as appropriate.</p>	<p>Work ongoing to identify areas for improvement for upcoming staff surveys.</p>	<p>Staff survey launched September 2022, survey results to be provided.</p>
5	<p>Inclusion of specific training on disability considerations and the duty of providing reasonable adjustments as part of People Manager Essentials Training</p>	<p>Deliver one session per People Manager Essentials Programme which considers disability duties.</p> <p>Develop enhanced resources for Manager Toolkit.</p>	<p>Supplementary disability awareness sessions provided to all staff in this reporting period.</p>	<p>Unable to delivery fully due to Covid-19, work is ongoing in this area.</p>
6	<p>Include welcoming statements on all visitor/delegate booking forms to support disclosure of a disability or long-term condition and onward identification of needs to support their visit to the University</p>	<p>Create an Inclusive Events Checklist by May 2021</p> <p>Publish checklist and make available to staff as part of any event planning</p>		<p>In progress but not yet complete.</p>

PART B

	Create an Inclusive Events Checklist for all events held in University Faculties			
7	Develop accessibility support for learning systems outside of Canvass VLE			In progress but not yet complete.
8	Hold an event that celebrates and recognises students with disabilities and long-term conditions in line with International Day of Persons with Disabilities		Student Disability and Wellbeing held an information stand on International Day of Persons with Disabilities in December 2021.	Covid-19 restrictions.

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

	Action Measures not met	Reasons
1	Identify opportunities to promote the experiences of current staff registered with disabilities or long-term conditions at recruitment events and during recruitment outreach activities to encourage prospective staff disclosure	Activities/ outreach initiatives aimed at encouraging prospective staff with disabilities or long-term conditions did not take place due to Covid-19 and staffing capacity of the Internal Recruitment team.
2	Continue to participate in the annual QUB Inclusive Employment Scheme (IES).  Maintain and further develop the QUB Inclusive Scheme for people with a disability or long-term condition in conjunction with the Department for Communities' (DfC) and appropriate support groups.	Could not facilitate the Scheme due to Covid-19 restrictions.

PART B

3	<p>Register and promote JAM friendly business status to staff, students and visitors</p> <p>Communicate Queens' commitment to becoming a JAM Friendly organisation to all staff and students</p> <p>Relevant staff to complete JAM online disability awareness training</p>	Unable to progress due to Covid-19.
4	Develop an online learning resource to enable staff, students, and visitors to develop their ability to communicate with the deaf.	Unable to progress due to Covid-19.

5. What **monitoring tools** have been put in place to evaluate the degree to which actions have been effective / develop new opportunities for action?

(a) Qualitative

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

(b) Quantitative

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

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

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



PART B

Yes, we carried out additional measures that were not in the **2021-26 plan nor part of the 2020/21** revised plan, see below.

Revised/Additional Action Measures	Performance Indicator	Timescale
2 sessions Neurodiversity Awareness Training delivered in partnership with Employers for Disability NI	40 staff attended the sessions in this reporting period (24 June 2022 and 5 July 2022).	2021-22 reporting.
1 Busting Myths about Autism and ADHD session was delivered in this reporting period	20 staff attended this session in this reporting period (12 August 2022).	2021-22 reporting.
1 Parenting Children with ADHD session was delivered in this reporting period	8 staff attended this session in this reporting period (25 August 2022).	2021-22 reporting.
2 Supporting Your Neurodivergent Child sessions were delivered in this reporting period	12 staff attended these sessions (7 July 2022 and 26 July 2022).	2021-22 reporting.
4 Bitesize Deaf Awareness and Basic Sign Language Training sessions to all staff, in partnership with Signs 4 Life	58 staff attended these sessions (25 January 2022, 22 February 2022, 23 May 2022 and 27 June 2022).	2021-22 reporting.

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? N/a

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

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