



**St Mary's
University College
Belfast**

A College of Queen's University

Public Authority Statutory Equality and Good Relations Duties

Annual Progress Report

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Documents published relating to our Equality Scheme can be found at:	<u>Equality - St Mary's University College (stmarys-belfast.ac.uk)</u>
Signature:	

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

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

This report reflects progress made between April 2024 and March 2025

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

- 1** In 2024-25, 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.

St Mary's continued to target a wide range of under-represented groups through its Widening Access and Participation Plan. Two of the main groups targeted are students from the lowest socio-economic brackets, and students with a disability. St Mary's also targets students from a care experienced background, mature students and young males. Lack of financial support can deter many school leavers and mature adults from considering third level education. St Mary's has continued to provide students from lower income families with financial and other assistance using additional funds generated from variable fees. In addition to financial support for under-represented students, St Mary's also provides bespoke academic and pastoral support.

During the academic year of 2024-25, the Widening Access and Participation (WAP) Officer delivered a wide range of outreach activities, the impact of which will not be known until the admissions period passes in September 2025. Outreach activities are targeted at all prospective students with a particular focus on the target groups outlined in our WAP Plan. The primary outreach activity has been visiting schools, delivering degree programme talks as well as interview skills advice to a total of forty-five schools. In addition to this, the WAP team has attended twenty-nine different Careers Fairs, including one in the Republic of Ireland, to engage with prospective students ranging from Year 11 to Year 14. Of these twenty-nine Careers Fairs, six of them were hosted by Area Learning Communities (ALCs) where multiple schools from the local area also attended. This was very beneficial from the point of view of increasing our reach to a greater number of schools at each of these events. Additionally, the WAP Officer attended four Careers Events hosted by a Further Education College, to engage with prospective mature students and those accessing higher education via an access course route. The College hosted two Open Days in September, welcoming over seven hundred Year 14 pupils. This was in addition to the two annual QUB Open Days where St Mary's had a stand. The WAP team were also able to facilitate the many individual student requests for information, advice and campus tours for those who could not attend Open Days. In February, the WAP Officer hosted a pilot outreach event, a Technology & Design Taster Experience for Year 14 pupils from a local West Belfast post primary school. The WAP Officer hosted a Mature Student Information Session in November for prospective adult returner students. To

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engage with prospective care experienced students, the WAP Officer attended the 'Tick the Box' event in October, hosted by The Fostering Network. Beyond the outreach activity outlined above, the WAP Officer alongside other colleagues, introduced a 'Value in Volunteering' programme into St Mary's in 2024-25. One of the aims of the programme is to promote student retention in the College by providing students with the opportunity to feel valued, recognised and rewarded for their volunteering efforts.

The Entry Guidelines, the College Undergraduate Prospectus, and financial information for prospective students were all available online and could be downloaded as required. St Mary's continues to target two main groups through its Widening Access and Participation Plan: students from the lowest socio-economic brackets and students with a disability. Lack of financial support can deter many school leavers and mature adults from considering third level education. St Mary's has continued to provide students from lower income families with financial and other assistance using additional funds generated from variable fees.

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

- 2 Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2024-25 (*or append the plan with progress/examples identified*).

Implementation of the Widening Access and Participation Plan in the reporting period impacted on the composition of the student body as follows:

- 7% of students enrolled were from Decile 1 of the Multiple Deprivation Measure set against a target of 10%.
- 14% (104) of enrolled undergraduate students had a disability against a target of 12.5%.
- 5.4% (44) of students with a disability were in receipt of Disability Student Allowance down for the second consecutive year but the application process changed and remains open all year with applications pending.
- 6% (15 students) of all Year 1 enrolled undergraduates were mature learners (21 years or older).
- 0.4% (3) Care Experienced students to be enrolled on a degree programme which is on target.

Key workforce statistics at the end of the reporting period following implementation of equality action plans and measures are as follows:

- St Mary's employed equal proportions of males and females in its workforce
- The trend continued for more women to work in part time jobs than men. 25% of the workforce were made up of women in part-time employment compared with 13% of men.
- More men (9) than women (5) held higher graded positions deemed Grade 11 and above. The imbalance arises in both the senior management grades and support staff grades, but numbers are small to be statistically meaningful.
- 8% of St Mary's staff were from the Protestant community which continued to fall short of the target of 10%.
- St Mary's did not reach its target of attracting 25% of applicants from the Protestant community, at only 17%.
- 10% of the workforce had a disability which is slightly higher than the HE Sector average of 6%.
- 1% of the workforce was from a minority ethnic background which has not changed from previous years.
- St Mary's has an ageing workforce. The average age of staff was 54 years in the reporting period. More than half of the workforce was between 55 and 80

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years of age; of which 1% was aged over 75+ years. There was only 1% of the staff employed in the 18-24 age bracket.

- 81% of staff reported being heterosexual; 17% chose not to answer or preferred not to say; and 2% reported that their sexual orientation was same sex.

Progress in terms of changing the workforce demographic was slow in the reporting period with a low staff turnover and only six external vacancies.

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- 3** Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2024-25 reporting period? *(tick one box only)*

☐ Yes

☒ No (go to Q.4)

☐ Not applicable (go to Q.4)

Please provide any details and examples:

Click or tap here to enter text.

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

Please provide any details and examples:

Click or tap here to enter text.

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

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

☐ Other (*please specify and give details*):

Click or tap here to enter text.

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 2024-25 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:

Click or tap here to enter text.

5 Were the Section 75 statutory duties integrated within performance plans during the 2024-25 reporting period? (*tick one box only*)

☐ Yes, organisation wide

☒ Yes, some departments/jobs

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- ☐ 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:

Promoting equality of opportunity is set out within the College Business Plan.

6 In the 2024-25 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 corporate plan
- ☐ No, the organisation's planning cycle does not coincide with this 2024-25 report
- ☐ Not applicable

Please provide any details and examples:

A revised Institutional Plan was developed and agreed in 2024 setting out strategic priorities over a three-year period. St Mary's will build on its proven track record in widening access and participation in higher education by delivering outreach activities to increase educational attainment; investing in bursaries, addressing digital poverty, developing challenging widening access and participation targets, promoting Irish-medium teacher education, promoting an inclusive ethos, reviewing staff policies to promote health and wellbeing, providing good training and development opportunities so that staff know how to promote and embed equality and good relations in the work place.

Equality action plans/measures

- 7 Within the 2024-25 reporting period, please indicate the **number** of:

Actions completed:

Seven actions were completed in this period but changing the demographic of the workforce will be slow due to a low staff turnover rate and a low number of job vacancies.

Actions ongoing:

Training will remain an on-going action together with guidance for managers on how to better promote equality in the workplace.

Actions to commence:

Guidance on managing and supporting transgender students and staff is required.

Providing relevant training for members of the Board of Governors to ensure they remain knowledgeable on equality legislation, equality and disability action plans, policies and procedures promoting equality and good relations, and the need for an inclusive staff and student body.

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

Click or tap here to enter text.

- 8 Please give details of changes or amendments made to the equality action plan/measures during the 2024-25 reporting period (*points not identified in an appended plan*):

A new equality action plan is underway and until it is agreed the former plan has been amended and carried forward. A new plan is expected to be agreed and implemented in 2026 and will run for the duration of the existing Equality Scheme (to 2028).

- 9 In reviewing progress on the equality action plan/action measures during the 2024-25 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

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- ☐ Action(s) to address newly identified inequalities/recently prioritised inequalities
- ☐ Measures to address a prioritised inequality have been completed

Arrangements for consulting (Model Equality Scheme Chapter 3)

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

- ☒ All the time
- ☐ Sometimes
- ☐ Never

- 11** Please provide any **details and examples of good practice** in consultation during the 2024-25 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 principal invited the Student's Union Executive Officers, trade unions and employees to comment on the draft Institutional Plan through returned questionnaires. Meetings were also held between the principal and key stakeholder groups, including community groups in West Belfast, to ensure a broad range of needs were considered before agreeing future priorities. The principal responded to consultee groups with the broad themes of the feedback received through consultation and a revised Institutional Plan.

- 12** In the 2024-25 reporting period, given the consultation methods offered, which consultation methods were **most frequently used by consultees**: *(tick all that apply)*

- ☐ Face to face meetings
- ☐ Focus groups
- ☒ Written documents with the opportunity to comment in writing

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- ☒ Questionnaires
- ☐ Information by email with an opportunity to opt in/out of the consultation
- ☐ Internet discussions
- ☒ Telephone consultations
- ☐ Other (*please specify*): Click or tap here to enter text.

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:

Click or tap here to enter text.

- 13** Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2024-25 reporting period? (*tick one box only*)

- ☐ Yes
- ☒ No
- ☐ Not applicable

Please provide any details and examples:

Click or tap here to enter text.

- 14** Was the consultation list reviewed during the 2024-25 reporting period? (*tick one box only*)

- ☐ Yes
- ☐ No
- ☒ Not applicable – no commitment to review

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

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

6

- 16** Please provide the **number of assessments** that were consulted upon during 2024-25:

Policy consultations conducted with **screening** assessment presented. N/A

EQIAs undertaken in the reporting year. None

N/A Consultations for an **EQIA** alone.

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

Consultations were focused during this reporting period between staff and trade unions by seeking feedback on proposed staff policies and plans at meetings.

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

☐ Yes

☒ No concerns were raised

☐ No

☐ Not applicable

Please provide any details and examples:

Click or tap here to enter text.

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

- 19** Following decisions on a policy, were the results of any EQIAs published during the 2024-25 reporting period? *(tick one box only)*

☐ Yes

☐ No

☒ Not applicable

Please provide any details and examples:

Click or tap here to enter text.

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

- 20** From the Equality Scheme monitoring arrangements, was there an audit of existing information systems during the 2024-25 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:

Click or tap here to enter text.

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

☐ Yes

☒ No

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☐ Not applicable

Please provide any details and examples:

- 22** Please provide any details or examples of where the monitoring of policies, during the 2024-25 reporting period, has shown changes to differential/adverse impacts previously assessed:

N/A

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

St Mary's monitors the profile of its staff by equality dimension. It has an ageing workforce with more than half the staff aged 54 years and older. With small staff numbers, a low staff turnover and fewer job vacancies, it can present challenges in succession planning. Promoting phased retirements where possible and the provision of good management development will be used to reduce the impact particularly in key positions held in St Mary's.

Staff Training (Model Equality Scheme Chapter 5)

- 24** Please report on the activities from the training plan/programme (section 5.4 of the Model Equality Scheme) undertaken during 2024-25, and the extent to which they met the training objectives in the Equality Scheme.

Newly appointed staff attended awareness seminars on St Mary's equality policies and procedures within the first year of employment. They also receive policies and procedures in a new employee induction folder.

124 staff members completed an online module on preventing sexual harassment and unacceptable conduct in the workplace.

Students received information during Induction Week about College equality policies and procedures. This information was provided in person and online with adjustments made for students with disabilities. St Mary's Student Support and Wellbeing Staff together with elected officers from Student's Union Executive worked closely with students to promote

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early support strategies to assist students who may have additional needs during their period of study. This promotion strategy continued throughout the academic year.

Existing staff were required to undertake refresher equality seminars (every 2 years), either online or in person.

Links to an online seminar made by the Equality Commission were provided in the reporting period to remind staff how to screen policies. As we have only a small number of staff responsible for developing and screening policies, one to one meetings with the HR Manager took place to discuss screening, the evidence needed, and how to complete screening questionnaires.

Employers for Disability provided a seminar on raising awareness of Autism on 31st January 2024 to 18 staff members from professional, administrative and technical staff groups.

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

Generally, in person workshops with discussion and examples receive positive feedback from staff.

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

- 26** Please list **any examples** of where monitoring during 2024-25, across all functions, has resulted in action and improvement in relation **to access to information and services**:

Click or tap here to enter text.

Complaints (Model Equality Scheme Chapter 8)

- 27** How many complaints **in relation to the Equality Scheme** have been received during 2024-25?

Insert number here: 0

Please provide any details of each complaint raised and outcome:

Click or tap here to enter text.

Section 3: Looking Forward

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

The current Equality Scheme covers the period 2023-2028. A new scheme will be agreed in 2028.

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

Continue to increase knowledge of S75 duties for newly appointed staff and particularly managers with responsibility for policy development.

Promote equality and good relations through communications and management development.

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

☒ Employment

☐ Goods, facilities and services

☒ Legislative changes

☐ Organisational changes/ new functions

☐ Nothing specific, more of the same

☐ Other (please state):

Click or tap here to enter text.

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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:

16	0	2
Fully achieved	Partially achieved	Not achieved

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

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

Level	Public Life Action Measures	Outputs ⁱ	Outcomes / Impact ⁱⁱ
National ⁱⁱⁱ	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Regional ^{iv}			
Local			

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

	Training Action Measures	Outputs	Outcome / Impact
1	New staff attended awareness seminars on equality policies and procedures in person or online. Existing staff are periodically required to undertake refresher awareness seminars, either online or in person. Information on how to screen policies is circulated to staff with responsibilities for drafting policy. One to one meeting took place to discuss screening as and when it is necessary.	23 members of staff attended in person awareness workshops on promoting equality of opportunity in the workplace. 124 members of staff completed awareness training on dignity in the workplace and the prevention of harassment.	Staff provided positive feedback with questions raised during in person events or raised afterwards by those attending.
2	Employers for Disability provided a seminar on raising awareness of Autism on 31st January 2024 to 18 staff members from professional, administrative and technical staff groups.	One awareness seminar provided for all staff	Mixed feedback on the usefulness of this training. It was a useful introductory briefing, but more guidance is needed.

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

	Communications Action Measures	Outputs	Outcome / Impact
1	The Widening Access and Participation Officer continued to target a wide range of under-represented groups through its Widening Access and Participation Plan. Two of the main groups targeted are students from the lowest socio-economic brackets, and students with a disability	Attendance at 45 schools to deliver degree programme talks and interview skills advice. Attended 29 careers events to engage with prospective students ranging from Year 11 to Year 14. St Mary's had a presence at 4 careers events held in Further Education Colleges. St Mary's hosted two Open Days in September 2024, welcoming over seven hundred Year 14 pupils with a range of learning abilities. This was in addition to the QUB Open Day where St Mary's also had a stand. The WAP team were also able to facilitate individual student requests for information, advice and campus tours appealing to applicants with sensory or learning differences. The WAP Officer attended the 'Tick the Box' event in October, hosted by The Fostering Network, to engage with prospective care experienced students.	• 14% (104) of enrolled undergraduate students had a disability against a target of 12.5%. • 5.4% (44) of students with a disability were in receipt of Disability Student Allowance down for the second consecutive year but the application process changed in 2023 and now remains open all year, with applications pending • Student retention rate is down from the previous year at 7.3% • Student satisfaction rates sit at 83.2%

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	Communications Action Measures	Outputs	Outcome / Impact
2	Provided health assessments for interested staff with a qualified nurse to promote good health and wellbeing.	53 appointments were provided over 6 days ensuring all categories of staff had an opportunity to attend.	This was positively received by all staff and as such additional appointments were provided. Staff were encouraged to be proactive in managing their heart health considering the age profile of the workforce. More health screening is intended to be provided in the next reporting year.

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

	Encourage others Action Measures	Outputs	Outcome / Impact
1	The Widening Access and Participation Officer continued to target a wide range of under-represented groups through its Widening Access and Participation Plan. Two of the main groups targeted are students from the lowest socio-economic brackets, and students with a disability	Attendance at 45 schools to deliver degree programme talks and interview skills advice. Attended 29 careers events to engage with prospective students ranging from Year 11 to Year 14. St Mary's had a presence at 4 careers events held in Further Education Colleges. St Mary's hosted two Open Days in September 2024, welcoming over seven hundred Year 14 pupils with a range of learning abilities. This was in addition to the QUB Open Day where St Mary's also had a stand.	• 14% (104) of enrolled undergraduate students had a disability against a target of 12.5%. • 5.4% (44) of students with a disability were in receipt of Disability Student Allowance down for the second consecutive year but the application process changed in 2023 and now remains open all year, with applications pending • Student retention rate is down from the previous year at 7.3%

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2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

	Action Measures partly achieved	Milestones/ Outputs	Outcomes/Impacts	Reasons not fully achieved
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

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	Action Measures not met	Reasons
1	Positively promote, with agreement, the profiles of staff and/or students with a disability demonstrating the contribution they are making to the St Mary's community.	A personal and sensitive issue to address and the opportunity has not arisen yet.
2	Perform a five-year review of the Disability Action Plan	This was due to be completed in 2024 with a revised plan agreed to commence in 2025. It is underway and expected to be agreed in 2025.

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

Evaluations from training, feedback from teachers and pupils' feedback from open days and outreach events all help measure success and shape the direction of future activities. Feedback from partnering community organisations such as the West Belfast Partnership Board or Féile organisers contribute to measuring the success of community outreach events. Student course evaluations, staff survey responses, trade union meetings are also methods of gathering information to measure outcomes.

(b) Quantitative

Progress against the action plan is monitored by the Principal at meetings of the Equality Steering Group and Senior Management Team (SMT). Staff and applicant equality monitoring data is monitored and reported annually to the SMT and the Board of Governors. An Admissions report on the student profile is reported annually to the SMT, Academic Council and the Board of Governors.

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?

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Please select No

If yes please outline below:

	Revised/Additional Action Measures	Performance Indicator	Timescale
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
4	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
5	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

The College Disability Action Plan is currently under review and a new plan will be developed in 2025.

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

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

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

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

