

The Open University in Ireland



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

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

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

This report reflects progress made between April 2024 and March 2025

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 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.

KEY POLICY/SERVICE DELIVERY DEVELOPMENTS

Access and Participation Plan

In November 2024, The Office for Students (OfS) approved The Open University's new Access and Participation Plan (APP). The APP is a condition of registration with the OfS which in turn enables our students in England to access financial support through the Student Loans Company.

The APP aims to identify where there are inequalities for students from underrepresented and disadvantaged backgrounds and then sets clear goals and strategies to address these gaps. The new plan, approved by the OfS in November 2024, will run from 2025/26 to 2028/29 and replaces our previous APP which ran from 2020/21 to 2024/25. This plan complements the Northern Ireland [Widening Access and Participation Plan](#) (WAPP) which is currently mid-cycle and due for review in 2026.

The new APP commits the University to achieving ambitious targets to address the under-representation of Black students, and inequitable outcomes for Black students, students with mental health difficulties, and students from the most deprived areas of the UK, including progression to highly skilled employment and further study.

The new plan

- Simplification and intersectionality;
- Shifting from a 'deficit model';
- Piloting and evaluating interventions;
- Alignment with other institutional priorities;
- New approach to tracking progress.

Further details on the plan may be found following this link: [Access and Participation Plan | Widening Access and Success at the Open University](#)

Accessibility Compliance Toolkit

The university launched a new Accessibility Compliance Toolkit (ACT). The ACT is designed to enable users to conduct 10 basic accessibility tests, including checking alternative text, colour contrast, content structure and form labels.

The tests in the ACT will enable users to assess the accessibility of a website in a very basic way. The ACT along with the Accessibility statement guidance allows users to create a very simple accessibility statement for your website, increasing the accessibility of The OU's online assets and landing pages, both for external and internal visitors.

This aids the university to comply with the legal requirement that all websites have an accessibility statement which identifies non-compliances with the Web Content Accessibility Guidelines (WCAG 2.2).

Allyship Training

In January 2025, The OU launched the next cohort of our popular Allyship Programme.

The Allyship Programme has been developed to enable colleagues to become effective allies and actively contribute to an inclusive university culture. Guided by our strategic goal of equity and our values to be inclusive, innovative, and responsive, the programme is significant in our commitments to equality, diversity, and inclusion and creating a safe and welcoming environment for staff, students, and the community around us. To date over 120 colleagues have engaged with this training.

On completion, participants will receive CPD accreditation and join a growing community of allies dedicated to creating an inclusive and supportive environment for all.

Black Leadership Empowerment Programme

The Open University (OU)'s [Black Leaders Empowerment Programme \(BLEP\)](#), an initiative of the OU's Business School (within the Faculty of Business & Law), is designed to empower Black professionals, cultivate leadership skills, and promote diversity within UK workplaces. As the first scheme of its kind in the UK, it seeks to empower Black leaders and create a stronger, inclusive, more diverse workforce and society. The BLEP initiative aims to close this gap by fostering the next generation of Black leaders, but its success depends on sustained funding and strategic partnerships.

Celebrating Diversity

Celebrating diversity has also been supported throughout the year with a focus on Black History Month, Race Equality Week, the United Nations Day of the Elimination of Racial Discrimination and South Asian Heritage Month. Awareness-raising events have led to better cultural understanding, allyship and inclusion, including Neurodiversity Celebration Week, International Women's Week, World Menopause Day, Holocaust Memorial Day, International Men's Day, Pride Month and Non-binary People's Day.

EDI Staff Survey

An Equality, Diversity, and Inclusion (EDI) Staff Survey was launched at the end of 2024, offering colleagues the opportunity to share their thoughts and experiences on how well The OU creates a supportive and inclusive environment. The survey sought to gather insights on topics such as fairness, belonging, and inclusion, and to identify any challenges that our colleagues may be facing. The EDI Staff Survey was developed as a key commitment in our 2022-2027 Institutional EDI Plan and to support our submissions for Athena Swan and the Race Equality Charter.

The university is conducting a thorough analysis of the results, examining key themes and identifying areas for improvement. We will then develop detailed and measurable action plans based on these insights. The analysis will be conducted in phases, and the results will be released in stages over time, beginning in Summer 2025 and will be reported in the following year's report.

Independent Review by Dame Nicola Dandridge

In October 2024, The OU published, in full, an [independent report](#) from Dame Nicola Dandridge. The report is the conclusion of a four-month independent review led by Dame Nicola that was commissioned by The Open University's Council following the Employment Tribunal brought by Professor Jo Phoenix.

The University Council has accepted the recommendations in the report and has asked the University Executive to move forward with an action plan, taking into account the report's advice on implementation.

Since the judgment of the Employment Tribunal in January 2024, the OU has undertaken a number of actions including:

- Offering an unreserved apology to Professor Jo Phoenix.

- Creating a Code of Practice for Freedom of Speech and Academic Freedom (approved by Senate and Council in June and July 2024 to be published in October).
 - This Code sets out the University's approach to protecting and promoting freedom of speech and academic freedom for the University community. It sets out our values and expectations and how our approach operates in relation to events, our curriculum and teaching, and research activities.
 - The Code also explains the legislative and regulatory frameworks under which the University operates and provides information about who is accountable.
- Issuing an Interim Supplementary Social Media Policy, in relation to open letters or similar, statements, and social media activity.
 - It makes explicit for members of staff the potential for harassment when authoring, signing and or sharing open letters, and similar, and when posting, sharing, or commenting on social media.
 - The purpose of the guidance is to enable members of the OU community to participate in debate on matters on which there may be profound disagreement with civility and within the parameters of the law.
- Developing guidance for module teams on gender identities and diverse perspectives on gender within the curriculum. This aligns with the OU's strategic commitment to enhancing diversity and inclusion across the university as well as promoting inclusive, high-quality teaching practices.

The University Council has accepted the recommendations in the report and has asked the University Executive to move forward with an action plan, taking into account the report's advice on implementation, with further details to be reported in 25-26

New Menopause Policy

In collaboration with the Menopause Moments Group, Women@OU Network, and the [Athena Swan](#) team, the university's People Services developed this policy to establish a workplace where everyone understands menopause, can openly discuss it without judgment or embarrassment, and receive appropriate support if needed.

This policy launch was supported with the development of a Menopause Hub and a new OpenLearn course was released earlier this year [Talking about the menopause: symptoms, support and the role of exercise](#). Since its launch in February 2024, the course has reached nearly 1,000 enrolments. The course was developed by Simon Rea,

a Senior Lecturer in Sport and Fitness, in partnership with an organisation called the [Well HQ](#).

The OU Black Women Academy

The OU Black Women Academy (BWA) is a new initiative creating an inclusive, empowering academic space for those identifying as Black women at the OU. Introduced around Women's History Month and International Women's Day in March 2025, the BWA addresses severe underrepresentation, as Black women comprise just 0.2% of the UK professoriate.

The initiative follows Professor Nicola Rollock's 2019 "Staying Power" report highlighting Black women's marginalisation in academia. In response, the OU embraced the '[100 Black Women Professors Now](#)' (100BWPN) programme, sponsoring over 20 Black women in academic roles since 2021.

OU data from November 2024 illustrates the disparity: of 5,692 total staff, only 72 are Black women, with fewer than five Black female professors compared to 155 professors overall.

The academy focuses on: Mentorship across career stages; Sponsorship and networking; Research collaboration; Career development towards senior roles; Visibility for Black women's achievements; Data collection and accountability; Community building and support.

Partnership with AWARE NI

The OU launched a new partnership with AWARE NI, the depression charity working for better mental health across Northern Ireland. Timed to coincide with University Mental Health Day on 13th March 2025, this collaboration aims to enhance mental health awareness and support for students, staff, and wider communities in Northern Ireland through learning and education.

With 4,700 students currently studying with The Open University across Northern Ireland, the partnership with AWARE NI will provide direct, practical support tailored to Northern Ireland's student community.

This partnership reinforces The Open University's commitment to student well-being, ensuring that learners, staff, and their wider communities across Northern Ireland have access to vital mental health resources throughout their studies and beyond.

SOCIETAL IMPACT

Connected 5

The Open University, Belfast Metropolitan College and Verbal Arts Centre have been awarded a Competitive grant from the Connected 5 programme. The 'Immersive Online Reading for Mental Wellbeing' competitive project builds on previous reading group interventions developed by Verbal that have improved mental health across ages and demographics. This project will develop a remote version of the group bibliotherapy intervention.

Open Societal Challenges

In a significant boost to youth mental health initiatives, [Verbal](#), a local based charity in Derry/Londonderry and working across the island of Ireland, dedicated to improving wellbeing through storytelling, has secured £25k funding from The Open University's [Open Societal Challenges](#) (OSC) grant for their innovative project, "Beyond 'Liking' or 'Not Liking': Co-Created Stories for Social Media Resilience."

The project, which runs from January 2025 to July 2026, aims to foster social unity and improve wellbeing in Northern Ireland, where youth face disproportionately high rates of mental health challenges. By combining innovative storytelling techniques with community engagement, Verbal's initiative is poised to make a lasting impact on young lives, paving the way for future interventions to support digital wellbeing globally.

University of Sanctuary and Open Futures Sanctuary Scholarship

In 2024, The Open University (OU) was awarded the status of [University of Sanctuary](#), making it the first university in Northern Ireland to receive this accreditation. This highlights the university's efforts in supporting forced migrants in accessing education, creating a spirit of inclusivity, teaching themes of migration and sanctuary, and in improving a culture of sanctuary in higher education.

In becoming a University of Sanctuary, the OU join a network of other UK institutions that provide a welcome for those displaced by conflict, human rights abuse, persecution or natural disasters, including the impact of climate change.

As part of the OU's efforts to support displaced individuals, the [Open Futures Sanctuary Scholarship](#), launched two years ago, offering free study to UK-resident

students forced to leave their homes due to political, economic, ethnic, environmental, or human rights pressures. In the previous academic year, the scholarship has been awarded to two students in Northern Ireland.

Union Black now available on OpenLearn

Following a successful internal role [Introducing Union Black](#), the one-hour version of Union Black: Britain's Black cultures and steps to anti-racism, is now available on [OpenLearn](#).

Developed by our Director of Equality, Diversity and Inclusion (EDI), Lorraine Jones, in collaboration with Black academics from across the Higher Education sector, this course is part of a UK-wide initiative to tackle racism in higher education. At the OU, our commitment to becoming an anti-racist institution means taking meaningful steps to build awareness, understanding, and action.

University Awards

With the Queen's Anniversary Prize award for our OpenSTEM Labs and TEF Gold leading the way in confirming the excellent standard of our teaching, The OU also received two Advance HE Teaching Excellence Awards. Additionally, we received positive feedback from our students through the OfS National Students Survey (NSS), where we outperformed the sector average in many areas, including marking our 20th consecutive year as [the top institution for overall student satisfaction in Northern Ireland](#).

The OU in Ireland was a nominee at the annual GNI Awards in November 2024 for the award of Inclusive Education Provider.

PROMOTING GOOD RELATIONS WITH ALL SECTIONS OF THE COMMUNITY IN NI



Political Engagement

During 2024/25, the OU in Northern Ireland continued to liaise with elected members of the Northern Ireland Assembly, MPs, civil service officials and other people in public life from all major political parties.

The University's engagement plan includes a series of regular meetings with elected representatives from the main political parties, attendance at the party conferences of the five largest parties and attendance at briefing sessions run by the political parties themselves.. We have also undertaken regular updates with the Department for the Economy and Department for Communities.

In Northern Ireland, The Open University continues to work with the Department for the Economy and elected representatives to support the current Higher Education Strategy. We have enhanced engagement with employers, developed new partnerships with the further education sector, implemented a successful widening access plan and developed knowledge exchange capability – all of which are priorities in this strategic period. Our policy and public affairs colleagues have contributed to a number of legislative and strategic consultations in the period, including The Good Jobs Employment Bill, The Race Relations Order and TEO Strategic Approach to Racial Equality (Call for Views)

Colleagues attended the Irish Congress of Trade Unions (NIC-ICTU) biannual delegate conference across two days in the Guildhall, Derry in November 2024. The theme of the conference was 'Workers Making Change Happen' and the OU was pleased to have a stand on the day.

Strategic Outcome Agreement

In May 2024, we published our first [Strategic Outcome Agreement \(SOA\)](#). Our SOA demonstrates the broad range of work we do in Northern Ireland, and how it aligns with the strategic goals of the Minister and the Department. By tracking progress on the actions in our Agreement, we will demonstrate how public funding is being used to tackle key challenges in public policy with a positive impact on society.

We hope future Agreements will evolve through a collaborative, co-design process between the sector, the Department, the Minister and wider society, building on the lessons learned and creating a story of progress towards shared goals.

30 Years of an Impossible Peace

To commemorate the 30th anniversary of the Northern Ireland ceasefires, The Open University launched a new educational resource on OpenLearn. Developed in collaboration with Honorary Graduate Brian Rowan, a distinguished BBC journalist who covered the Troubles, this resource draws from his latest book *Impossible Peace*. Funded with support from the Department of Foreign Affairs Reconciliation Fund, *Impossible Peace* provides an in-depth analysis of the long and challenging road to peace.

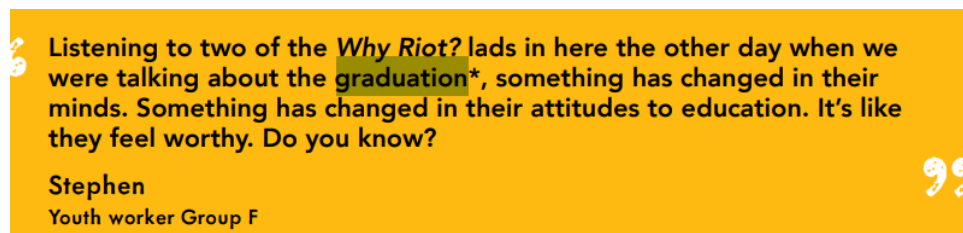
The free resource, titled "[Ceasefire anniversary in Northern Ireland: 30 years of an impossible peace](#)," explores the complexities of the ceasefire, the peace process that followed, and the impact of these events on society. It features exclusive insights from *Impossible Peace*, Rowan's personal reflections, and contributing essays from key figures who played pivotal roles in achieving peace.

Learning from *Why Riot?*

The OU began an 18-month action research project exploring how the free OpenLearn course *Why Riot?* could be adapted as an effective youth programme enabling marginalised young people to develop their skills as thinkers, peacebuilders and positive changemakers in contested spaces across Belfast. These findings have implications for policy and practice beyond Northern Ireland. The full analysis will be shared in the next reporting period.

To celebrate the achievements of the 40 young people involved in *Why Riot?* completing the OpenLearn course, The OU held a graduation ceremony in June 2024.

The course and graduation received overwhelmingly positive feedback from both students, parents and youth workers



Northern Ireland Assembly All Party Group on Skills

A new All Party Group on Skills has been established at the Northern Ireland Assembly. With the support of The Open University, the All Party Group will engage with key sector organisations, skills and education providers as well as government departments and agencies to develop evidence-based proposals. with the support of The Open University, intends to investigate a wide range of specific areas of skills policy and engage with key stakeholders.

At its launch at Parliament Buildings, Stormont on 11 April 2024, the Chair of the All Party Group on Skills, Sorcha Eastwood MLA, said:

“Fundamentally skills are about people, opportunities and innovation. Skills policy is crucial to our society, and it is a major issue for every industry and every area of public services. For example, it is a top priority for businesses, the health and social care sector, the arts, agriculture and our net zero energy transition.

The first enquiry will be into skills in social care given that providing adequate social care for an ageing population is one of the greatest challenges Northern Ireland faces. Those working in the sector are highly skilled and must be better valued by society.”

The All Party Group on Skills can be contacted at ni-apg-skills@open.ac.uk.

- 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*).

Staff [Data up to 31 July 2024].

Staff Monitoring Data

The Equality Scheme sets out 11 staff KPIs to increase the representation of staff with disclosed Disability(ies) and racially minoritised staff in senior roles and the recruitment journey. 4 of the 11 (36.4%) staff KPIs are above target. The remaining 7

are below target, with the largest gaps relating to staff disclosing Disability(ies) at senior level and Black candidates appointed.

Age: The average age of our staff population is 49.7 years. The large majority (74.6%) of academic staff are within the over 45 age bracket with an average age of 53.9 years. In contrast, most professional and support staff (53.6%) are 45 years and under and 46.4% are over 45 years, with an average age of 44.4 years. The highest average age is in the Associate Lecturer population (55.2 years) and the lowest average age is Support Staff (42.5 years). There are no significant concerns with our age mix within OU staff groups

Disability(ies): The proportion of colleagues disclosing Disability(ies) continues to rise for the consecutive year and now stands at 8.8%. When looking at the representation across all employee subgroups, staff disclosing Disability(ies) are most represented in the Regional Academic (10.4%) and Associate Lecturer (9.7%) employee subgroups. In contrast, the smallest representation of staff disclosing Disability(ies) is among the Central Academic (6.5%) employee subgroup. The representation of staff disclosing Disability(ies) at senior level has decreased in the last year against a trend of increasing over time, to 4.4%. This decrease has been due to a reduced representation in both academic and professional services roles. The proportion of applications from candidates disclosing Disability(ies) has remained constant at 7.3% in the most recent two years. The proportion of candidates disclosing Disability(ies) increased at the shortlisting stage, making up 9.2% of all shortlisted applicants. However, fewer candidates disclosing Disability(ies) were successful after interview, making up 3.8% of new appointments.

Ethnicity: The representation of colleagues from racially minoritised communities continues to rise and is now at 12.2%, the highest representation since 2018/19. The largest representation of staff from racially minoritised communities is in the Research Staff population (23.2%) followed by Support Staff (19.3%). In contrast, the lowest representation is in the Associate Lecturer population, where racially minoritised colleagues make up 7.6% of the population. The representation at senior level has decrease slightly by 0.1 percentage points from 12.3% to 12.2%. Racially minoritised colleagues are underrepresented in senior professional and support grades and make up 8.7% of the SS0-SS5 grade band population. Black colleagues are the least represented minority community at senior level, particularly in professor grades. There is a drop (-0.9 percentage points to 1.0%) in representation of Black colleagues at the senior level compared to the previous year 2022/23. All other minority ethnic groups' representation at senior level increased and are above the targets in the Equality Scheme. With regards to recruitment, a quarter of applications (25.8%) were from candidates from racially minoritised communities. However, applicants from racially minoritised communities were less likely to be successful after interview compared to white applicants, with 15.5% successful compared to 20.4% of white applicants.

Religion: 43.5% of OU colleagues identify as having no religion or belief while 39.5% identify as being a member of a particular religion or belief community. Of people with a religion or belief, the largest group identify as being Christian (30.2%), followed by those identifying as Spiritual (2.2%) and Muslim (2.1%). Professional and support staff are more likely to disclose having no religion or belief compared to academic staff.

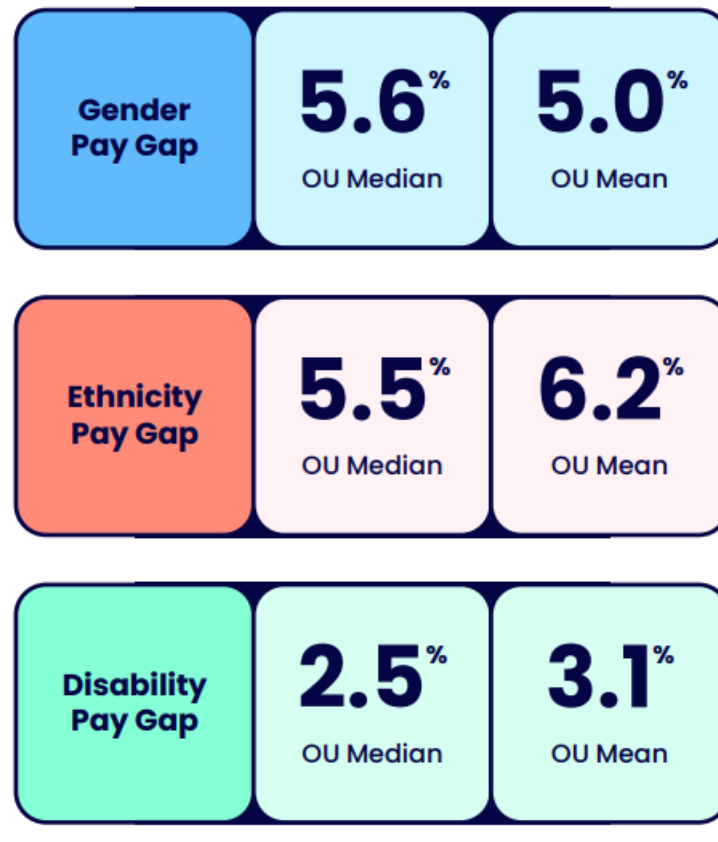
Sex: Female representation continues to increase: 63.2% of the population is female and 36.8% male. The balance varies across the different employee subgroups with the highest female representation in the Regional Academic (75.9%), Support Staff (69.9%) and Academic-related (66.5%) employee subgroups. For professional and support staff, 32.1% of the population is male. Female representation at senior level continued to increase, at 53.6% of the senior staff population in 2023/24, above 50% for the first time in the reporting period. This is now the case for both academic (51.6% female) and professional and support staff (55.8% female) senior populations. The OU recognises that not all colleagues feel included in these sex definitions. We provide staff with the option to share their gender as well as sex. Staff can record gender information confidentially as part of their personal information form on the HR system, including the option to self-describe in their own words. We analyse this gender information in support of, for example, our Athena Swan charter work.

Sexual Orientation: The OU recognises the importance of reporting on sexual orientation and gender diversity data, and staff can share this information. However, we have been unable to report on sexual orientation this year due to historic system issues that have led to gaps in the data. The challenges of resolving these issues are being investigated with an intention to increase the disclosure rate

Note about 2023/24 recruitment data: Disclosure rates in the 2023/24 data packs are lower than previous years. One of the reasons for this is expected to relate to a change made in Autumn 2023 to the equal monitoring opportunities form for applicants. This issue is expected to be addressed by a new recruitment system, which was launched in Summer 2024. The new system module will provide the basis for the 2024/25 and ongoing recruitment data sets.

Gender, Ethnicity and Disability Pay Gaps

Our 2024 pay gaps



The university continues to incorporate Disability Pay Gap and Ethnicity Pay Gap reporting into our statutory obligation to report on Gender Pay Gaps. The full report can be found on our website here, and a summary follows below:

[The Open University Gender, Ethnicity and Disability Pay Gap Report 2024.pdf](#)

Gender

Difference between women and men	Median	Mean
Open University Gender Pay Gap 2024	5.6%	5.0%
Open University Gender Pay Gap 2023	6.3%	5.3%
Open University Gender Pay Gap 2022	1.6%	4.1%
Open University Gender Pay Gap 2021	13.3%	8.7%
Education Sector Pay Gap 2023 [†]	12.1%	14.7%

The results from this year's Gender Pay Gap Report demonstrate a positive reduction in our pay gap. The following factors have been key contributors to our gender pay gap, highlighting areas of progress as well as opportunities for further improvement.

The composition of staff has shifted, with an increased proportion of women across all staff groups, except for the Atypical staff group [Residential School workers etc.], which predominantly comprises men. There has been a decrease of 3.9% in Professional Services staff year on year. The mean pay gap for Academic Staff has decreased from 7.4% in 2023 to 6.6% in 2024. The median gap for the same group has increased from 7.1% to 7.5%. The mean for Professional Services staff has experienced a slight increase, rising from 6.0% in 2023 to 6.3% in 2024. The median has shown a notable decline, decreasing significantly from 8.5% in 2023 to 6.1% in 2024, mainly due to the reduction in the number of staff in that group and a higher population of women. The mean pay gap for Associate Lecturers has shifted from 0.6% to a gap of 0.9% for 2024, whilst the median has seen a decrease of 0.4% ppts to 2.9% for 2024.

New Hires: Women accounted for 67% of new hires; however, their median starting salaries were lower than those of men across multiple grades. To address this disparity, we have introduced a Starting Salary Policy to promote greater equity in initial pay levels.

This year our median bonus gender pay gap has decreased from 50% in 2023 to 0.0% in 2024. The mean gender bonus pay gap has decreased from 22% to -4.7%. Due to the temporary pausing of Merit Awards and Going the Extra Mile (GEM) Awards, the overall number of staff receiving a bonus has declined significantly with 1402 people in 2023 vs 715 in 2024, with more women receiving a bonus in 2024.

Ethnicity Pay Gap

	Median	Mean
Open University Ethnicity Pay Gap 2024	5.5%	6.2%
Open University Ethnicity Pay Gap 2023	6.2%	6.3%
Open University Ethnicity Pay Gap 2022	6.5%	7.8%

The ethnicity pay gap is calculated using the same calculation methodology as for the gender pay gap. It shows the difference in average earnings between white and Black, Asian and Minority Ethnic colleagues. The ethnicity pay gap has continued to decrease year on year.

The number of white staff has decreased by 413, and the number of staff who have not disclosed their ethnicity has increased by 211. The number of Black, Asian, and Minority Ethnic staff has remained the same. There has been a slight shift in Black,

Asian, and Minority Ethnic staff to the Upper and Upper Middle quartiles since last year which has positively contributed to closing our ethnicity pay gap

The median ethnicity bonus pay gap has significantly decreased to 0.0%, while the mean now reflects a positive difference for Black, Asian, and Minority Ethnic employees. The temporary pause of GEM and Merit Awards has significantly contributed to a reduction in these figures. The decrease in the number of white staff could also be an influencing factor in the reduction overall.

Disability Pay Gap

	Median	Mean
Open University Disability Pay Gap 2024	2.5%	3.1%
Open University Disability Pay Gap 2023	1.9%	2.9%

The disability pay gap represents the difference in average earnings between colleagues who have disclosed a disability and those who have not. This marks the second consecutive year of reporting the disability pay gap, demonstrating the institution’s commitment to fostering greater transparency. The number of staff members who have disclosed a disability has increased, contributing to a slight rise in both the mean and median pay gaps. The university remains dedicated to improving data quality through targeted initiatives and encouraging higher disclosure rates, which are integral to cultivating an inclusive culture for colleagues with disabilities.

What we are doing to address our Pay Gaps

In 2024 we have:

- Made steady progress with our Race Equality Charter and Athena Swan submissions for 2025 and 2026, as we support our commitments to improving representation, progression, promotion, and inclusion in race and gender equality.
- Progressed a robust evidence template for our Disability Confident Level 2 (Disability Confident Employer) submission by the end of 2025.
- Implemented a new recruitment and onboarding module that allows us to record, monitor and improve the constitution of our recruitment panels, reduce manual processes and bias at all stages of recruitment/selection and allow for alternative recruitment options.
- Supported the development of our staff through appropriate mentoring

arrangements, including the third cohort of our Reciprocal Mentoring programme.

- Reviewed guidance on options for flexible working including job sharing, compressed working hours and part time working.
- Supported promotion and career progression through women's leadership development programmes such as 100 Black Women Professors NOW and the Aurora Programme

Our next steps:

- Conduct an equal pay review in 2025 to ensure fairness, compliance, and improved workplace culture.
- Continue developing our evidence template to work towards Disability Confident Level 3 (Disability Confident Leader).
- Implement a new starting salaries policy to reduce disparities and address inequities in the salaries offered to new hires.
- Analyse results from our first-ever EDI Staff Survey to understand staff perceptions of fairness and inclusion, and develop targeted actions based on the findings (please see Q1 above for details on the survey).
- Develop and implement innovative practices around job sharing, career breaks, promotion, parental and caregiving leave to support staff appropriately at various stages in their careers. This will include the launch of the OU's first 'job-sharing week'.
- Develop university-wide and unit-specific dashboards tailored to the data requirements of Athena Swan and the Race Equality Charter, supporting detailed data analysis for creating action plans, measuring their impact, and guiding decisions to improve race and gender equality.

Students

Equity is built into the OU Ireland business plan, and we have an objective "To enable individuals from backgrounds that face barriers to participating in higher education to access and succeed at Open University study". Commitments to achieve equality actions are contained within our Widening Access and Participation Plan, which can be [found here](#) and which was recorded in the 23/24 report.

In Northern Ireland, progress against a range of equality characteristics have now been mainstreamed into our Strategic Outcome Agreement and in relation to DfE Strategic Priorities including Skills and Regional Imbalance, Creating a Culture of Lifelong Learning, and Widening Access and Participation (these commitments can be read [here](#)). Our first year Self Evaluation will be published on our website in Autumn 2025. A number of improved metrics include:

The number of students in receipt of Carers Bursaries rose from 57 in 2023/24 to 65 in 2024/25

Disabled Student Allowance Needs Assessments rose from 69 in 2023/24 to 81 in 2024/2025 (while the overall proportion of students declaring a disability reduced from 21.8% in 2023/2024 to 21% in 2024/2025).

2 students were awarded full Sanctuary Scholarships, with a further student granted a fee waiver.

Improved our representation of UG students from MDM Q1 and Q2:

	2022/23	2023/24	2024/25
MDMQ1	19.3%	19.3%	19.4%
MDMQ2	19.9%	19.8%	20.8%
MDMQ3	19.4%	19.5%	20.0%
MDMQ4	20.9%	21.5%	21.0%
MDMQ5	20.5%	19.9%	18.8%

Degree Outcomes Statement 2024

Analysis of equalities monitoring data suggests differential outcomes when analysed by location in the UK, disability, and ethnicity, in relation to the awarding of undergraduate qualifications and on the classification outcomes of such an award.

These awarding gaps are being addressed through the University's Access, Participation and Success strategic objectives and Access and Participation Plan. The greatest gaps for the OU exist when the data is analysed by ethnic background, students living in Index of Multiple Deprivation Q1 (IMDQ1) and students who have disclosed mental health difficulties. Initiatives to address these gaps have included a continuing focus on ensuring curriculum is inclusive (through the introduction of an Inclusive Curriculum Tool to support deeper consideration and discussion of inclusion), proactive student support, and fostering students' sense of belonging.

The OU's Access Participation and Success team are currently working with faculties and supporting units on a range of initiatives to close awarding gaps with a focus on simplification and intersectionality, looking at systemic changes to institutional processes that create and perpetuate disadvantage, piloting and evaluating interventions and tracking changes more efficiently and progress against these actions will be report in the following period.

- 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:

Our success measures within the Strategic Outcome Agreement are designed to articulate wider Equality Scheme commitments, including addressing imbalance and inequality across a number of sectional and intersectional categories. As such the university has refreshed measures, objectives and actions which in support of delivery of the SOA. Please refer to Q1 for more details.

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

Please provide any details and examples:

Please see section 2 for the range of metrics by which we hope to chart positive outcomes for those with protected characteristics

- 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):*

PART A

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.

☐ 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)*:

As a responsive and inclusive organisation, The OU is committed to delivering on our mission to be open to people, places, methods and ideas. In light of our commitments within the Strategic Outcome Agreement, we harmonised equality scheme commitments where possible in a proactive manner.

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:

This is not a requirement but the OU regularly updates its statement on diversity and inclusion for prospective applicants and which is published on all vacancies. The OU's current statement is:

The Open University is committed to equality, diversity and inclusion which is reflected in our mission to be open to people, places, methods and ideas. We aim to foster a diverse and inclusive environment so that all in our OU community can reach their potential. We recognise that different people bring different perspectives, ideas, knowledge, and culture, and that this difference brings great strength. We strive to recruit, retain and develop the careers of a diverse pool of students and staff, and particularly encourage applications from all underrepresented groups. We also aspire to make The Open University a supportive workplace for all through our policies, services and staff networks.

Following the launch of the Positive Action Guide, units and hiring managers are also encourage to consider the issue of disadvantage and barriers to entry which are faced by minoritized people. As such, the Equality Statement given above may also be amended in case-specific scenarios to better encourage applications to areas of underrepresentation.

We have also updated our Flexible Working Statement, designed to reduce barriers to application:

We are open to discussions about flexible working. Whether it's a part time, compressed hours or another working arrangement. Please reach out to us to discuss what works best for you.

It is anticipated that a hybrid working pattern can be adopted for this role, where the successful candidate can work from home and the office. However, as this role is contractually aligned to [office location] it is expected that some attendance in the office will be required when necessary and in response to business needs. We'd expect this to be approximately [frequency].

- 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
- ☒ 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:

Equity is embedded within our Strategic Plan and a commitment to understanding to equality and diversity responsibilities (the duties and all protected characteristics covered by Section 75 and other UK legislation) is included in all job descriptions.

The university has made compulsory for new and continuing staff to undertake modules in Equality Essentials, while modules in Diversity and Understanding Unconscious Bias are mandatory at a unit level. All unit managers are expected to complete our Effective Recruitment and Selection module, to aid with reducing bias in the recruitment process. The university offers CPD credit for certain equality related courses such as Allyship Training.

- 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:

The university's corporate Equality Scheme runs from 2022-2026, and is complemented by an Institutional EDI Plan. These are articulated in the university strategy through an 'Equity' goal.

Equality action plans/measures

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

Actions completed:

See below

PART A

Actions ongoing:

See below

Actions to commence:

See below

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

Please see the University's published [EDI Institutional Plan](#) for a full list of Actions ongoing.

- 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*):

N/A

- 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

☐ 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:

Consultees are given a range of options by which to respond, including via an online form, an accessible word version, by email or phone.

In 2024 we conducted a Student Consultation session on the review of our Student Charter. This was a focus group style event hosted in the Belfast office, designed to enable student participation in university decision making, contribute to student success metrics and influence practice.

- 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
- ☐ 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:

We have found that our consultation events are well attended by those of particular Section 75 characteristics. Outgoing communications are screened for accessibility and we engage individually with prospective participants to meet their needs to enable them to contribute. Where possible, we operate such sessions with a hybrid model.

- 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:

A consultation and awareness plan was undertaken during the previous period. As there were no material amendments to the Scheme during this period and no requests for further information, we prioritised delivering on scheme commitments.

- 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)

[\[Developing Inclusive Policy | The Open University Equality and Diversity\]](#)

Click or tap here to enter text.

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

62 policies across The OU. The Open University Incorporates screening activity within Equality Impact Assessments, as a result of which all policies with an Equality component are screened 'in'.

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

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

N/A Policy consultations conducted **with an equality impact assessment (EQIA)** presented.

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:

There were no assessments in the period relevant to Northern Ireland which required consultation.

- 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:

We undertake routine audits of information systems and encourage good practice in maintaining records. A learning module on Information Security Essentials is mandatory for all staff, and staff must annually confirm with their line managers they have taken steps to comply with data protection legislation. The OU has been conducting a review of its Equality Impact Assessment (EQIA) process with a view to embedding EDI considerations and in particular the completion of EIAs more consistently within its working practices following updates to the documents in 2022. Example EQIAs will be available to illustrate good practice and regular training courses will be provided to offer additional support.

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

☐ Yes

☒ No

☐ Not applicable

Please provide any details and examples:

Click or tap here to enter text.

- 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 – in the period there was no monitoring activity specific to Northern Ireland.

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

Please see our [Strategic Outcome Agreement \(SOA\)](#), where equality data has been integrated into service delivery planning.

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.

All staff need to know about their responsibilities under the Public Sector Equality Duty (Great Britain) and the Section 75 duty (Northern Ireland). Our core training for all staff, the mandatory **Equality Essentials** module, provides full details of institutional and individual responsibility. It introduces staff to equality and diversity at The Open University, and promotes the impact and benefits that can be achieved from positive and fair behaviours. The **Understanding Unconscious Bias** module introduces staff to the idea of unconscious or 'hidden' bias, and how it can impact in the workplace. It provides staff with the opportunity to think about situations where their own unconscious bias might affect their ability to make objective decisions or judgements. This non-compulsory module has currently been completed by 90% of unit staff

Line managers and those involved in recruitment are required to complete awareness training via the **Recruitment, Selection and Interviewing at The Open University**, a sector

leading module which scrutinises the end-to-end recruitment process in line with best practice (<https://www.gov.uk/employer-preventing-discrimination/recruitment>).

In the period, staff have attended awareness sessions on Sickness Support Plans, Islamophobia, Allyship, Carbon Literacy (which incorporates Climate Justice) and Neurodiversity Awareness, in pursuit of the university's Equity Goal.

- 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:

Among the many courses available to staff are the full range of Open University courses offered to the general public and also a range of internal staff development and training courses as described in the previous section.

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**:

The university routinely carries out robust accessibility testing on our public facing websites, which are the primary method by which users access information and services. As mentioned above, the university also created an **Accessibility Compliance Toolkit** to facilitate greater accessibility and reach of our websites.

A strategic priority in the reporting period was to promote OpenLearn through marketing and partnerships, increasing traffic to the website and increasing the number of OpenLearn users clicking on an OU course page. During the period, two new OpenLearn 'hub' partners (Reserve Forces' and Cadets' Association for Northern Ireland [RFCA NI] and Northern Ireland Local Government Association [NILGA]) were developed with focus on specific cohorts. We promoted OpenLearn content promoted through social channels at key calendar dates, and began developing two new OpenLearn courses – Everyday Maths Northern Ireland (level 1 & 2).

This has resulted in increased traffic to our OpenLearn platform and over 70k active users from NI between **01 April 2024 – 31 March 2025**, with NILGA hub attracting 145 users so far, and RFCA NI attracting 49.

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 Equality Scheme is due for review in 2026

- 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)*

The institutional equality objectives are being focused on promoting and advancing equality of opportunity for staff and students, addressing awarding gaps, the promotion of those from Black, Asian and Minority Ethnic backgrounds, disabled people and women to senior posts and to the issues of unconscious bias, as detailed above. The University is committed to achieving recognised charter marks in pursuit of these objectives (Race Equality Charter, Athena SWAN, Disability Confident Scheme).

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.

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

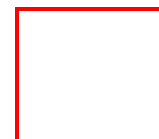
1. Number of action measures for this reporting period that have been:

14

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 Measures	Outputs	Outcome / Impact
L	Implementing reasonable adjustments for students, including sharing of essential information with key personnel to support students.	Continuous	Providing a reasonable response, clear and consistent procedures to implement support such as alternative formats of study materials, curriculum modification, 1-1 non-medical help and assistive technology.
L	The OU has appointed a Senior Disability Support Assistant and an Educational Adviser (Disability) who provide ongoing support and information to students with disabilities. This includes supporting students	Continuous	Availability of dedicated staff with key knowledge to offer consistency in supporting and advising current students and enquirers. This includes information and advice on internal and external support options.

PART B

	through the DSA application process and reviewing support needs on an ongoing basis.		
L	Disabled Students' Allowances Needs Assessment Survey	Continuous	Students who have a DSA needs assessment with the OU in Ireland are given the opportunity to submit feedback verbally and also via a survey. The feedback is used to monitor and inform service delivery and also to communicate the interests of OU disabled students at regional DSA meetings with DfE and representatives from higher and further education institutions, therefore assisting in development of policy.
R	The OU in NI has adopted measures to make disability support services more visible to prospective students and enquirers.	Continuous	Designing Open Days (online at present) and events to ensure there is a dedicated area for Disability Support queries, with a knowledgeable member of staff available to speak to students and enquirers. Enquirers feel more comfortable to ask questions and are aware that there are staff who can assist in this area.
L	Increased numbers of students applying for DSA.	Continuous	The numbers of students in receipt of DSA have increased. In academic year 2024/2025 203 received DSA funded support. An increase from 187 in academic year 2023/2024.

PART B

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

	Training Action Measures	Outputs	Outcome / Impact
1	Ensure relevant Open University staff in Northern Ireland continue to receive relevant and up-to-date in-house disability awareness training and guidance.	Ongoing	Improved knowledge of disability issues amongst staff. Regular training opportunities are provided including briefings on specific topics such as mental health, Mental Health First Aid, inclusive language, reasonable adjustments, auxiliary support services for students with disabilities and DSA. A range of training materials on topics such as equality for example, are also available to staff and included in induction training for new staff. Staff have also attended briefings and information sessions delivered by Aware NI.
2			

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	Implementing reasonable adjustments for students, including sharing of essential	Continuous	Providing a reasonable response, clear and consistent procedures to implement support such as alternative formats of study materials,

PART B

	information with key personnel to support students.		curriculum modification, 1-1 non-medical help and assistive technology.
2	The OU has appointed an Educational Advisor (Disability) who alongside specialist colleagues, provides ongoing support and advice to students with disabilities. This includes supporting students with complex needs and signposting dedicated personal learning advisor services.	Continuous	Availability of dedicated staff with key knowledge to offer consistency in supporting and advising current students and enquirers. This includes information and advice on internal and external support options.
3.	Disabled Students' Allowances Needs Assessment Survey	Continuous	Students who have a DSA needs assessment with the OU in Ireland are given the opportunity to submit feedback verbally and also via a survey. The feedback is used to monitor and inform service delivery and also to communicate the interests of OU disabled students at regional DSA meetings with DfE and representatives from higher and further education institutions, therefore assisting in development of policy.
4.	The OU in NI has adopted measures to make disability support services more visible to prospective students and enquirers.	Continuous	Designing Open Days (online at present) and events to ensure there is a dedicated area for Disability Support queries, with a knowledgeable member of staff available to speak to students and enquirers. Enquirers feel more comfortable to ask questions and are aware that there are staff who can assist in this area.

PART B

			Two videos have been created and are available online to students and enquirers. One video focuses on disability support, and one is specific to DSA.
5.	Increased numbers of students applying for DSA.	Continuous	The numbers of students in receipt of DSA have increased. In academic year 2024/2025 203 received DSA funded support. An increase from 187 in academic year 2023/2024.

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

	Encourage others Action Measures	Outputs	Outcome / Impact
1	Appointment of an Educational Advisor (Disability)	Ongoing	Greater staff and student awareness of disability support. Staff with specialist knowledge available for staff and student consultation.
2	Specific training for staff in student support roles on inclusive approaches to language.	Ongoing	Increased confidence and understanding of the importance of inclusive language and promoting self-awareness of language used in communications with students.
3	Training in JAM Card scheme for public and student facing staff	From May 2023	Publicly acknowledged scheme to allow people with non-visible disabilities or communication barriers to ask for 'Just a Minute'. Improved

PART B

			awareness among staff and improved customer service offering.
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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	The Open University offers a Disabled Veterans' Scholarship Fund which can assist 50 eligible students with fees, disability support and careers support. Promoting this to students and enquirers as appropriate verbally, via OU website and through social media.	Ongoing	Increased awareness of support available for disabled veterans. Encouraging and supporting disabled veterans to disclose disabilities, access support and engage in education.
2			

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				
2				

PART B

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

	Action Measures not met	Reasons
1		
2		

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

Disabled Students' Allowance Needs Assessment Survey – issued to all students who receive a DSA needs assessment with the OU in Northern Ireland. The survey obtains qualitative and quantitative data.

PART B

DSA Follow Up Feedback – students who receive DSA funded non-medical help and or Assistive Technology are contacted at intervals throughout the academic year to offer feedback on their experience.

(b) Quantitative

Disabled Students' Allowance Needs Assessment Survey – issued to all students who receive a DSA needs assessment with the OU in Northern Ireland. The survey obtains qualitative and quantitative data.

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

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

Please select

If yes please outline below:

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

PART B

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