



ANNUAL REPORT ON EQUALITY

6 APRIL 2011 TO 31 MARCH 2012

Bangor University – Equality Mission Statement

Bangor University aims to provide an environment which respects and values the positive contribution of all its members so enabling them to achieve their full potential and to gain benefit and enjoyment from their involvement in the life of the University.

To achieve this aim the University acknowledges the following basic rights for all its members and prospective members:

- To be treated with dignity and respect
- To be treated fairly
- To receive encouragement to reach their full potential

Introduction

The Equality Act 2010 (the Act) consolidated the many pieces of existing anti-discrimination legislation, strengthening areas, removing inconsistencies and generally simplifying the approach to equality legislation. The Act laid out in the General Duties the requirement to have “*due regard*” to the need to:

- Eliminate unlawful discrimination harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people from different groups
- Fostering good relations between people from different groups

The University recognises that it has special responsibilities for Welsh Language and culture. Although not specifically included under the Equality Act and therefore not reported under this document, the University has adopted a Welsh Language Scheme and more information about the Scheme and reporting on the Scheme can be found at the Canolfan Bedwyr web site:

<http://www.bangor.ac.uk/canolfanbedwyr/index.php.en>

As outlined in the Equality Act 2010, the first reporting period runs from 6 April 2011 to 31 March 2012. Subsequent reporting periods will run from 1 April to 31 March. The first reporting period starts from when both the general and Wales specific equality duties were in force. The Wales specific equality duties include tasks with later deadlines, such as 2 April 2012 to publish equality objectives and to make a Strategic Equality Plan. However, certain tasks, such as having appropriate arrangements for assessing the impact of policies and practices and for identifying relevant information and capturing certain employment information, were effectively in force from 6 April 2011.

This first annual report will, therefore, have a different emphasis from subsequent year's reports. Later reports will be better able to address the reporting requirements relating to the University's equality objectives.

This first annual report will look at the actions taken by the University to fulfil the general and specific duties. This will include reference to: data collection and how it is used; information about the University's equality impact assessment process; details of the Equal Pay audit; and reference to key activities that the University feels has contributed towards it meeting the general and specific duties. The report will reference the development of the Strategic Equality Plan and the development of the University's equality objectives. Although progress towards meeting the equality objectives will form the basis of the second annual report, this report will also briefly provide an update on progress as at October 2012.

The University published its Strategic Equality Plan and Equality Objectives in April 2012 along with a supporting Action Plan. An electronic copy of the Plan can be accessed at:

<http://www.bangor.ac.uk/hr/equalitydiversity/policy.php.en>

Report on Data Collection

The University acknowledges that both quantitative and qualitative data will assist the University in meeting both the general and specific equality duties as outlined in the Equality Act 2010. Data provides information about the profile of the University, highlights potential issues and plots progress towards aims and objectives.

As part of developing the Strategic Equality Plan, the University undertook a review of its sources of staff and student information. Relevant equality information is held by Human Resources, the Planning and Resources Office, Student Support Services, the International Education Centre and Health and Safety Service. It is reported externally to bodies that include the Higher Educational Statistical Agency (HESA) and DLA Piper and internally to appropriate key decision making groups, including the Equality and Diversity Task Group. The outcome of the review not only highlighted the strengths of the University's data collection and reporting systems but also areas where there are gaps in the data that the University collects. The Schedule identifying data is an appendix to the Strategic Equality Plan which can be found electronically at:

<http://www.bangor.ac.uk/hr/equalitydiversity/index.php.en>

The University has recognised that gaps exist in certain areas of data collection. For example, the University currently does not collect statistical information for staff or students with regard sexual orientation, gender reassignment and religion and belief or marital status. This is because prior to the Equality Act 2010 there was not a requirement to collect or report in detail on these specific areas. The University understands that it is important to create an environment in which staff feels confident and able to report in these, possibly considered sensitive areas of personal information. In addition it is important that staff understand why the University is requesting this information and what it will be doing with it. The University acknowledges that quantitative data in these areas will help provide evidence of the needs of these equality groups.

In future, HESA will be collecting data from all the equality strands. Consequently the University will, during 2013, be undertaking a staff data refreshment exercise in which the full range of equality questions will be requested of staff. Consideration has been given to how the questions are phrased and informing staff about why the data is being collected. The University will be following best practice guidelines from the Higher Education Statistical Agency and the Equality Challenge Unit in the collection of equality data.

The University has acknowledged that gaps currently exist in the collection of data from leavers (the detail behind staff leaving and students not completing courses). This data could provide a valuable source of information to identify if there are any equality issues that are impacting on staff and student leavers. Further work is planned to improve recording and reporting in these areas.

The strengths of the University's systems allow for detailed equality information to be drawn off on request to undertake specific analysis when required. For example,

The University applied for and was awarded Bronze status with Athena SWAN in 2011. Quantitative data on female academics in the areas of Science, Engineering and Technology was presented in the application for the award and provided base line data for monitoring progress towards meeting the objectives of the Athena SWAN action plan.

The University is mindful of the confidentiality of all personal and equality data. However, a Business Information System (BIS) displays the current profile of University Staff based on gender, race, disability and age. Key staff within the Colleges and Departments has access to more detailed information in their own areas whilst still retaining anonymity of the individual and confidentiality. By making this information more easily available to Colleges and Departments it is anticipated that it will help make equality information easier to access and available to advise in decision making

Data relating to the number of student grievance complaints, student disciplinary cases, staff grievance and disciplinary issues and complaints relating to the Welsh Language Scheme is reported annually to the Audit and Risk Task Group. Data monitoring advises strategies on student retention that include meeting differing teaching and learning needs, individual student support needs and ensuring that all students flourish during their time at Bangor University. Monitoring of staff grievance and disciplinary issues ensure that procedures for reporting potential issues are efficient and appropriate support is sensitive to the needs of staff.

The University is able to effectively draw information relating to equal pay and to advise the equality impact assessment process. Further information about the latest Equal Pay Audit and the University's equality impact assessment process can be found at:

<http://www.bangor.ac.uk/hr/equalitydiversity/equalpay.php.en>

<http://www.bangor.ac.uk/hr/equalitydiversity/eia.php.en>

Further information relating to monitoring relating to the period of this report can be found at:

<http://www.bangor.ac.uk/hr/equalitydiversity/monitoring.php.en>

Report on Equality Impact Assessment

The University recognises that the equality impact assessment process helps to eliminate any unlawful discrimination that might arise in the process of developing a policy. Consequently the University has continued to work on embedding equality impact assessment into policy development. The University has an identified process for undertaking equality impact assessments which includes help sheets and templates. Statistical information to support the process can be drawn from the University's Business Intelligence System. Training is provided to staff as and when required. Details of the University's Equality Impact Assessment process can be found at:

<http://www.bangor.ac.uk/hr/equalitydiversity/eia.php.en>

Report on Staff Training.

The University has identified that appropriate staff training on equality and diversity is an important and effective way of fostering good relations between people from different groups, eliminating discrimination and advancing equality of opportunity. The Staff Development Team has developed a programme of equality training designed to meet the needs of specific groups of staff.

1. Equality training is included in new staff induction and new staff is required to complete the University's on line equality training programme. Plans are underway to review this provision during 2013 to ensure that it is effective.
2. Specific programmes have been developed to meet the needs of particular groups of staff, for example, catering staff, security staff, student wardens, students' union sabbatical officers, staff working with international students and staff undertaking equality impact assessment.
3. Specific programmes for management to help them manage fairly have been developed and will continue to be delivered by external trainers.
4. Plans are underway for a review of training provision for members of staff sitting on recruitment panels during 2013.
5. Equality training has been embedded into Performance Reviews and Personal Development Plans.

Report on Equal Pay Audit 2011

An equal pay audit was undertaken in 2011 following the completion of the appeals process after the implementation of the Framework Agreement, a new 51 point pay and grading structure.

A Working Group was brought together that included senior officers in the University and staff union representatives. Data was drawn relating to gender, race, disability and age and was disaggregated by contract type (permanent / fixed term), working pattern (full or part time), grade and role profile.

Overall the findings were positive in that there was no gender, or other equality pay gaps identified in relation to the 51 point pay structure. However, top level reports indicate potential gender pay gaps in 2 areas outside the single spine:

- Salaries above the 51 points (i.e. Directors) - Whilst top level data indicated a potential gender pay gap, the roles within this group are all unique and as such like for like comparison is not appropriate. Further analysis of sector level market data (based on UCEA salary survey of Higher Education Staff for 2010), indicated that based on mean data, individuals (both female and male) were paid the equivalent salary or more, to that expected within the sector for their appropriate role.
- Professorial salaries - top level data indicated a potential pay gap so further analysis, based on UCEA salary survey of Higher Education Staff for 2010, was undertaken. The result indicated that based on mean data, 65% of staff (both male and female) were paid below that expected within the sector with the remaining being paid above, (with 20% being paid more than 5% higher than the sector market equivalent). Of those being paid above, 16.66% were female. However the sector market data is not subject specific enough to provide a true picture (i.e. the various disciplinary categories of Banking, Psychology etc. are not represented individually but grouped under generic headings). Data available from 2013 will provide more relevant market sector data for future comparative analysis.

Bangor University is committed to the principles of equal pay for work of equal value. The University's Market Supplement Pay Policy outlines the University's policy with regard to starting salaries and a fair and transparent process for dealing with exceptional circumstances that might warrant a market supplement payment. The Policy can be found at:

<http://www.bangor.ac.uk/humanresources/salarypackage.php.en>

Equal pay data will now be drawn on an annual basis and will be reported to the Equal Pay Working Group, and the key relevant decision making Task Groups, (Human Resources and the Equality and Diversity) and Senior Remuneration Committee. Reports on equal pay can be found at:

<http://www.bangor.ac.uk/hr/equalitydiversity/monitoring.php.en>

Report on Gender Equality

Bangor University achieved the universal Athena Swan bronze award in 2011. The submission for the award was an opportunity for the University to advance equality and to identify issues that have an impact not only on women in the SET (Science, Engineering and Technology) subjects but also women in general across the University. Quantitative data analysis and qualitative views from focus groups advised the development of an Athena SWAN action plan and in turn this information was fed into the University Strategic Equality Plan.

A Working Group continues to monitor data not only on female progression in the SET subjects but is also examining family friendly initiatives across the University that have a direct impact on female achievement in the workplace.

The Group is also looking at appointments of women to University committees, the transparency of career progression and supporting women to achieve their goals. In addition the pro-active ways of supporting female career progression has an incidental impact on the work life balance for all staff groups. For example, with regard to supporting career breaks, family friendly and caring support policies and childcare provision.

The Athena SWAN application and action plan can be found at:

<http://www.bangor.ac.uk/hr/equalitydiversity/gender.php.en>

Report on Student Services

The following University services are available to students:

Disability Service, Student Services

Disability and Mental Health Advisers work closely with prospective and current students and their academic schools to identify reasonable adjustments and draw up Personal Learning Support Plans. The Service liaises with central services, including: the Wardens team; Halls staff; Estates staff; Health & Safety Adviser; Timetabling Unit to ensure that reasonable adjustments are in place. A Support Workers Scheme provides trained notetakers, mentors and learner support workers.

The Disability Service also informs policy and works with academic schools and the wider university to encourage inclusive policy and practice.

Bangor Access Centre

The Centre provides Study Needs Assessments for students who are eligible for Disabled Students Allowances (DSAs). This involves identifying disability-related barriers and recommending support strategies and equipment. The Access Centre has an Outreach Facility at Aberystwyth University and also provides a service to local students studying at other UK Higher Education Institutions (HEIs), including the Open University.

Miles Dyslexia Centre's Student Service

The Miles Dyslexia Centre (MDC) is a nationally and internationally renowned specialised Centre within the School of Psychology. The Centre was the first unit of its kind to be established combining research into dyslexia with clinical work. The Centre is active in all fields of dyslexia work: teaching primary and secondary school children; screening and assessment for dyslexia; supporting students with dyslexia within the University; training of teachers for work with dyslexic children; providing information on dyslexia to the general public; and research.

The MDC's Student Service provides all-round support for Bangor University students with dyslexia, and other specific learning differences such as dyspraxia and ADD /AD(H)D. The team works closely with university staff, providing information and helping to build Bangor's inclusive learning environment.

All three services work together and offer support for all disabled students. Not every student who uses our services will perceive themselves as being disabled or as having a 'disability', the University however is committed to the social model of disability and uses this term to cover the barriers faced by people with a wide range of physical and sensory impairments, including specific learning difficulties, enduring health conditions and mental health difficulties.

In accordance with the University's anticipatory duties under the Equality Act 2010,

and its precursor the Disability Discrimination Act Part IV, Disability Services have over the years developed quality provision to meet the needs of current and future disabled students. By working with staff across the institution regarding the individual requirements of current and prospective students, we perpetually promote a culture of equality. Emphasis is placed on reflection on current practice, identifying and removing barriers, and embedding inclusive practice thereby creating a flexible and accessible environment that will consequently enhance the learning opportunities of all students.

By having a presence at the University Open Days, awareness of provision at the University is raised and a welcoming environment is fostered to encourage students to come forward to access their entitlements. Most importantly, disability equality is promoted to potential students and their parents as well as to University staff. This is reflected in website information, publicity materials and the Newsletter. In addition, all students who share disability-related information on their application forms are contacted by the relevant service to offer assistance with the complex DSA funding process, to help them manage the transition to university life and to ensure that reasonable adjustments are identified prior or as soon as possible to starting their course.

Student Feedback (April 2011 – March 2012)

Reviews of support worker assistance and PLSPs are embedded into procedures. Students were systematically emailed to ascertain the effectiveness of their PLSP and to check that recommended reasonable adjustments had been implemented. Feedback was either immediately followed up or where the situation was complex students were invited in to discuss further with the appropriate Adviser. The Support Worker Co-ordinator received copies of typed notes and periodically monitored a sample to ensure quality.

Whilst a number of students and their parents emailed to thank the service for support provided one complaint was received (in relation to notetaking support).

The MDC Student Service and Mental Health Advisers were nominated for an award in the University's first Student-led Teaching Awards.

Service Evaluations (Academic year 2010/11)

Each Service was evaluated at the end of the academic year via an online questionnaire which was analysed and reported to the Disability Working Group (DWG). In summary, student feedback was very positive with the Disability Service receiving a 97.5% or above positive response. When asked about how provision for disabled students could be improved, 19% respondents cited improvements to the physical Estate and parking facilities as areas that required development. These comments were taken to the Physical Access Working Group. Other suggestions included a drop-in service; this has since been implemented on Wednesday afternoons by the Mental Health Advisers.

Analysis of the evaluation of the Support Worker Scheme in 2010/11 showed overall satisfaction to be more divided than in previous years. The previously "Good" rating shifted to "Excellent" (60%) and "Adequate" (16%) in approximately equal proportion.

All work referred (approximately 10,000 hours in total) was covered with the exception of three early morning lectures where notetakers failed to attend due to sickness at short notice.

Analysis of student responses from the National Student Survey (NSS) during this period showed that levels of satisfaction of disabled students at Bangor were higher than sector averages however the data did not allow us to pinpoint exactly where the satisfaction lay.

DSA statistics

The Higher Education Statistics Agency publishes a series of performance indicators annually to provide an objective measure of how an HEI is performing. In relation to the percentage of disabled students, the indicator used is the proportion of students who are in receipt DSA, as this is considered more robust than the proportions of students who declare that they are disabled. The following table shows that Bangor has consistently performed over and above this indicator.

No. students (DSA)	2010/11	2009/10	2008/09	2007/08	2006/07
BU No. students in receipt of DSA	665	596	552	543	526
BU FT UG in receipt of DSA	7.7%	6.4%	7.1%	7.4%	7.1%
Adjusted benchmark for BU	5.3%	4.8%	4.7%	4.5%	4.5%
UK %age FT UG	5.3%	4.8%	4.7%		
Wales %age FT UG	6.0%	5.7%	5.8%		

Non DSA Fund

As students from outside the UK are not eligible for financial support to pay for additional study-related costs as a direct consequence of having an impairment / disability, the University identified a fund to pay for such additional support costs faced by international / EU students. Seven students were supported from the fund in 2010 / 2011 receiving in total 578 hours of support worker assistance in addition to loan of assistive technology and training.

Reporting structures

The DWG is responsible for monitoring policy, procedure and practice in relation to disabled students. The DWG is chaired by the Director of Student Experience and membership includes students, Students' Union VP (Education & Welfare), Students' Union Access Senator, representatives from Disability Services and key contacts from academic schools and central services. The DWG reports to the Student Services Task Group and issues raised were reported to the relevant Task Group by the Chair. During the period April 2011 to March 2012 five students sat on the DWG and provided invaluable insight on the student experience helping inform policy and procedure.

Initiatives (April 2011 – March 2012)

- *Learning & Teaching Strategy*: Targets were set for:

- Clear print guidelines and accompanying templates.
- Guidelines and workshop on Writing Inclusive Learning Outcomes.
- *Bangor 360*: The University committed to include student reasonable adjustments on the Personal Tutor System to aid dissemination and implementation of student entitlements.
- *Mental Health Strategy Group*: The Mental Health Strategy was approved with the following aims:
 - To create an inclusive environment that promotes mental well-being among its students.
 - To support students experiencing mental health difficulties in order to help them to have a positive and productive student experience.
- *Bid and Risk Register*: The Service collaborated with Estates on the development of the University's Bid & Risk Register identifying physical barriers.

Staff training

Over the period March 2011 to April 2012, tailored staff training and briefing sessions were delivered to schools and central services; team members were also involved in the Wardens training programme, and the Inclusive Practice workshop run by the Academic Development Unit. Deaf awareness sessions were delivered to targeted schools. Training sessions were very much a two-way street; not only was feedback on the effectiveness of training and provision received, but important information on procedure and practice across the university was gained.

Links in the local community

Throughout the year, team members participated at networking events including: All Wales HE Group (Disability Service Managers); North Wales DSA Stakeholder Group; North West NMH (Non Medical Helper) Stakeholder seminars, as well as attended relevant conferences and training events to ensure continuing professional development. During the course of their work, Advisers maintained links with a number of professional bodies, including: occupational therapists; social workers; GPs; Arfon Access Group; funding bodies; DSA assessors; North Wales Deaf Association; and NAS Cymru. The Mental Health Advisers are registered with the Nursing & Midwifery Council, and worked closely with the University's Counselling Service and maintained links with a number of professional and community bodies, including: Mental Health Advocacy; CAIS – Drug and Alcohol; BEAT; MIND; NHS choices; TESS – self harm; Hafal; Betsi Cadwalder Community Mental Health Team; Local Authority services; Local GPs; Drug and Alcohol Helpline; and Community Action Listening Line (C.A.L.L).

Report on the International Office

The International Student Support Service is proactive in ensuring that Bangor international students and their families enjoy the same opportunities as those experienced by Home/UK students.

To this end, the Service provides general welfare support on a range of issues to ensure that international students are aware of the services available to them, both within and outside of the University. As a result, it fosters links, and works closely, with local organisations within the community. This work, it is hoped, contributes to Bangor University's general duties in terms of equality.

For the period 2011 to 2012 the Service was able to develop the following initiatives:

University Staff Training.

A training programme was developed, in conjunction with HR, with the aim of raising awareness of international issues amongst University staff. The training was targeted mainly at 'front of house' staff but bespoke sessions were also introduced for administrative and managerial staff. Training was also given to the residential wardening team.

Integration/Social Activities.

Giving international students an opportunity to experience and share different cultures is important, as well as giving them the chance to visit both local attractions and those further afield. It also provides an opportunity to celebrate the diversity of cultures and nationalities at the University. The need to integrate with Home/UK students was borne out in an external student survey and, to this end, a comprehensive programme of trips and events was organised. This included :

- day visits to local attractions, as well as to cities such as Manchester, Liverpool and Cardiff.
- Cultural evenings, including an annual International Evening were held, which gave international students the opportunity to showcase their cultures to other University students and to staff.
- A full and comprehensive Welcome Week programme was organised – which provided a wealth of practical information on living and studying at Bangor.
- The ' Learning lounge' was introduced. An informal gathering for students which met every two weeks to discuss various topics and practice their English language skills.
- International Cultures & English (ICE) classes were developed – providing the families of international students with free English classes and an opportunity to socialise.

All of the above were facilitated by the Service's Web and Facebook pages and a monthly newsletter which was sent to all international students.

Facilities.

The Service was involved in the consultation process on the development of a new Faith Centre at the University. It has been agreed that this centre will be available from the end of 2013.

Feedback.

The Service worked in conjunction with the Students Union on a series of Focus Groups for international students. The responses informed policy decisions and also what was to be included in the University's Equality Action Plan. The Service also contributed, and made commitments, to the Student Experience Enhancement Strategy Action Plan.

The Inclusive Community Working Groups

The Inclusive Community Working Group brings together University staff and the Students' Union to move forward the Inclusive Community section of the University's Student Experience Enhancement Strategy in order to strengthen our University community and ensure that all students are able to fully participate in the opportunities afforded by university life.

The group is currently working to oversee the implementation of the NUS Wales funded project to extend their Zero Tolerance Policy on Harassment across the University. This includes providing training to University staff in dealing effectively and supportively with reports of harassment, publicising sources of support to students and establishing centralised systems for monitoring the number and types of reports of harassment. In addition, the group shares good practice in the area of supporting an inclusive community and oversees the development of new initiatives.

Current developments include the SU's focus on increased engagement with international students; providing information on family-friendly social events for student-parents; auditing the demographics of Student Union societies to identify areas of under-representation; broadening participation in sporting activities; diversifying the range of events at the Academi nightclub to cater for the diverse student body; partnership between the University and the Kaya Festival which is an externally organised festival celebrating cultural diversity in the arts. Membership of the Inclusive Community Working Group is open to any interested students and staff, and provides a forum to raise issues around inclusivity and to progress inclusivity across all aspects of the student experience.

Report on the Development of the Strategic Equality Plan

The University published its Strategic Equality Plan and Action Plan in April 2012. The Strategic Equality Plan sets out the steps the University has taken in developing the Plan, identifies its equality objectives and the arrangements for reporting and reviewing the Plan. In addition it contains a statement of commitment to equality, outlines the history and the context of the University, sets out arrangements for equality impact assessment, how it will collect and monitor information and explains management responsibilities in relation to equality.

In developing its first Strategic Equality Plan, the University drew on experience gained during the development of its previous Race Equality Policy, Disability Equality Scheme and Gender Equality Scheme.

To support the development of the Strategic Equality Plan, the University used not only quantitative data but also qualitative data. Key to the process of gathering qualitative data was a programme of focus groups, electronic questionnaires and email feedback. This provided valuable information to advise on action in areas where qualitative data was not being collected. The results directly informed the development of the University's equality objectives and were fed into the supporting Action plan.

The development of the Strategic Equality plan was led by the Equality and Diversity Task Group. The Task Group includes representatives and professionals with particular interests in the equality agenda and therefore a wealth of experience and knowledge about issues and challenges in the field of equality and diversity. Their input into identifying and agreeing the equality objectives was valuable as they include representatives from: the International Office; from Student Services and the Disability Service; staff union representation; students' union sabbatical officers; the Chaplaincy; senior College Managers; Staff Development; Human Resources, including the Equality Officer; and senior management reporting to the University's main decision making forum, the Executive.

Qualitative information from the focus groups did not identify any specific issues in relation to sexual orientation, gender reassignment or religion and belief and therefore objectives in these areas will focus on improving the gathering of qualitative information and working more closely with the Students' Unions. In addition, and as part of the University's International Strategy the refurbishment of an existing building has provided the opportunity for a faith centre to be opened in late 2013.

The Equality Objectives and update on progress

Bangor University's Equality Objectives are focused on improvements that will benefit staff, students and the wider community. In addition their aim is to help the University to meet the general duties of the Equality Act with regard to eliminating discrimination, fostering good relations and advancing equality of opportunity between different groups.

The University's Strategic Equality Plan and Action Plan can be found electronically at:

<http://www.bangor.ac.uk/hr/equalitydiversity/index.php.en>

Although the period covered by this first annual report is from 6 April 2011 to 31 March 2012, which is prior to the identification of the University's Equality Objectives, a report was given to the Equality and Diversity Task Group in September 2012 outlining progress to date in key action points.

Objective 1 – Embed Equality and Diversity to underpin positive behaviours.

- Focus groups identified that the introduction of Equality Champions would help promote and embed the equality agenda. The Equality and Diversity Task Group has agreed to move forward and the process of recruiting Champions will commence in 2013.
- A review of the Equality and Diversity web page has started to make it more attractive and user friendly.
- To ensure safe and non-discriminatory environment the Students' Union have commenced a training programme of zero tolerance.
- Equality documents have been updated.

Objective 2 – Data Collection and monitoring to support evidence base for decision making

- Work has commenced on introducing the additional equality fields to data collection.

Objective 3 – University Strategy and Policy Development to ensure inclusion and transparency

- Discussions have started on introducing a policy development template which would include Equality Impact Assessment .
- The Athena SWAN report has identified best practice when supporting female staff in the work place or when returning to work.
- Work has commenced on the next Equal Pay audit.
- The Embedding Inclusive Practice Action Plan is complete.
- An on-going programme of supporting International students continues, including the promotion of advisory, support services and sports themes events and language support for family members.

Objective 4 Physical Environment to strive to improve the physical environment

- Following confirmation of funding work is being prioritised by the Physical Access Working Group.

Objective 5 – External to raise awareness of the University's commitment to equality

- Work has started on including equality statements in procurement contracts.

And Finally

Subsequent annual reports will focus on progress to meeting the equality objectives laid out in the Strategic Equality Plan and Action Plan. In addition it is recognised that during the life of the Strategic Equality Plan and as a result of information and evidence that might come to light other priorities and needs will be identified.

The University is committed to the general duties as laid out in the Equality Act and to the commitment it has made in its Strategic Equality Plan mission statement. This could not be achieved if it was not for all the professionals working in the field of equality across the University who continue to work towards embedding equality and diversity into all the functions of the University. In addition, the commitment and loyalty of all staff and students is recognised and everyone takes an active role in contributing to the University's equality mission statement and making Bangor University a place in which we are all proud to work and study.