February 2014

ANNUAL REPORT ON EQUALITY

6 APRIL 2012 TO 31 MARCH 2013

Bangor University – Strategic Equality Plan 2010-2015 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

Bangor University - Strategic Plan 2010-2015 Mission statement

Bangor University will be a leading research-led University with an international reputation for teaching and research, that fosters the intellectual and personal development of its students and staff, provides a supportive multicultural environment, promotes widening access and inclusiveness, and supports the economic, social and cultural well-being of Wales and the wider community it serves. Bangor University will be recognised regionally, nationally and internationally as a centre of excellence for a varied portfolio of academic programmes and for the high quality of the experience it provides for its students and staff.

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

This is the second annual report on progress with the University's Strategic Equality Plan and covers the period 6 April 2012 to 31 March 2013.

The University published its Strategic Equality Plan and Equality Objectives in April 2012 along with a supporting Action Plan.

An electronic copy of the Strategic Equality Plan and Action Plan can be accessed at:

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

The University's 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 period covered by this second annual report is from **6 April 2012 to 31 March 2013**. Progress on the Strategic Equality Plan is reported to the Equality and Diversity Task Group. During the reporting period steady progress has been made towards meeting the University's equality objectives and reports are provided in this document on key areas of achievements and progress.

Objective 1 - EMBED EQUALITY AND DIVERSITY to underpin positive behaviours:
1.1 Communicating Core equality Values 1.2 Training for Staff and Students 1.3 Visibility of the equality agenda 1.4 Consultation and on-going dialogue
Objective 2 - DATA COLLECTION AND MONITORING to support an evidence base for decision making
2.1 Data collection 2.2 Data monitoring
Objective 3 - UNIVERSITY STRATEGY AND POLICY DEVELOPMENT to ensure inclusion and transparency
3.1 Equality Impact Assessment 3.2 Policies and Procedures 3.3 Equal Pay 3.4 Athena SWAN 3.5 Student Enhancement Strategy 3.6 International Student Experience 3.7 Teaching and Learning Strategy 3.8 Review of Code of Practice for Provision for Disabled Students
Objective 4 - PHYSICAL ENVIRONMENT to strive to improve the physical environment
• Physical Access Working Group Report
Objective 5 – External
• Engagement with the community, procurement, links with the City and visitors to the University

The Action Plan is updated regularly and reported to the Equality and Diversity Task Group. The December 2013 update can be found at:

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

Objective 1 - EMBED EQUALITY AND DIVERSITY

1.1 Communicating Core Values

Bangor University is committed to promoting a safe and supportive environment in which all students and staff are free to learn and work without fear of harassment.

During the reporting period, The Inclusive Community Working Group has been working to oversee the implementation of the NUS Wales funded project to extend their Zero Tolerance to Student Harassment Policy 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 work towards establishing a centralised system for monitoring the number and types of reports of harassment.

Work also commenced on a review of the University's Dignity at Work and Study Policy. A Working Group has been formed to oversee the review and, in consultation, the objectives of the Group will be to ensure that the Policy communicates the University's commitment and values, that procedures and processes are sound and that the Policy is widely communicated.

1.2 Report on Staff Training

The Staff Development Team

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. During the reporting period significant progress has been made in the delivery of equality training. In addition the Team worked on new developments for the forthcoming period 2013/2014, which will include:

1. Two Mental Health Advisors from Student Services have received accreditation by MHFA Wales and will now deliver in-house training on Mental Health First Aid. To date Student Wardens and Security Staff have attended the 2 day programme. A second cohort including personal tutors and a variety of support staff will run in November 2013 and plans are afoot to run a session bi-monthly for up to 12 delegates.
2. A programme of Emotional Resilience Workshops to promote strategies to help people dealing with individuals in mental distress and to increase participants' ability to cope with emotional stress will also be launched during early 2014.
3. The University's on-line equality training programme has been reviewed and updated during the latter quarter of 2013 and all staff are required to complete the package. To date over half of all staff have successfully completed.
4. Tailored programmes are continuously 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. For example, front line staff at the Management Centre will shortly receive Disability Equality Training.

5. Following a review of the provision for managers to ensure they manage fairly and equitably, new external trainers have been sourced and will deliver training during 2014. In addition, a session on Cultural Awareness will be run for managers as part of the Maps and Compasses Programme in November 2013.
6. The training provision for members of staff sitting on recruitment panels was reviewed during 2013, a newly designed workshops and briefing sessions will be launched from January 2014.
7. Equality training has been embedded into Performance Reviews and Personal Development Plans.

Staff training provided by Disability Services

Over the period March 2012 to April 2013, tailored staff training and briefing sessions were delivered to schools and central services.

The Wardens Team, Security staff and personal tutors received mental health awareness training and were given access to resources including collaborative on-line activities to aid reflection and continuing development.

Disability services continued to have an input into the PGCertHE aimed at new teaching staff and ran workshops on Inclusive Teaching Practice. External examiner's report mentioned there had been greater reflection on inclusion in portfolios

Deaf awareness sessions facilitated by the North Wales Deaf Association were delivered to targeted schools.

As part of the Good Practice in Admissions seminar series run by the Academic Registry, a workshop was delivered to Admissions Tutors and Admissions Office on the admission of disabled students.

Support Workers receive compulsory ongoing training and supervision facilitated by the mental health and disability advisers and have access to online training modules. All newly recruited Scribes & Readers must attend a briefing session prior to working within the role.

Objective 2 - DATA COLLECTION AND MONITORING

2.1 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, helps to highlight potential issues and plot progress towards meeting 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 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 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 recognised that it was not collecting data for staff on all the protected characteristics covered by the Equality Act and that this was a potential weakness. Therefore, during the reporting period, work commenced on a refreshing of staff personal data exercise that would include asking staff to respond on a voluntary basis to question relating to sexual orientation, gender re-assignment, religion and belief and marital status. The data was collected in the summer of 2013 and will be reported on in the next reporting period. However, the initial response has been positive and the University intends building on the progress made. Student data is not currently being collected in these areas and further work is needed to look at how and when this additional data should be requested.

The strengths of the University's systems allow for detailed equality information to be drawn off on request. Whilst it is essential to ensure confidentiality, it does mean that equality data is available for specific analysis when required for identified projects. 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, (SET), 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. Very recently a project has been completed that means that statistical data is now more easily available to support both the University's institutional reapplication for the award but also applications which are being made by individual SET subject Schools.

During the analysis of data collection for the creation of the Strategic Equality Plan, it has been identified that very limited qualitative or quantitative data was available relating to staff leaving the employment of the University. During the reporting period work began to look at collecting exit information from staff and it is anticipated that

this project will be completed in early January 2014. Questions will include asking for information that will help identify if there are any issues of discrimination or harassment relating to protected characteristics.

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. Both areas are reported in later sections of this report.

The University's data monitoring report for the period 6 April 2012 to 31 March 2013 can be found at:

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

2.2 Summary of Monitoring of the University's profile for the reporting period (Objective 2.2)

Gender profile:

1 On the census date of 31 March 2013 there were 2504 employees, 58% were female and 41% were male. This is a similar composition to the previous reporting period.
2 The number of female staff peaks in the age ranges 31-35 years and 51-55 years, whereas the age range for male staff peaks in the 46-50 years age range.
3 Female staff are in the majority in grades 7 and below, with the exception of Grade 2 in which male staff are in the majority.
4 Academic staff are 50% female and 50% male, whilst clerical staff tend to be predominantly female and technical staff tend to be predominantly male.
5 More women are in part time permanent employment.

Ethnicity profile:

1 The ethnic composition of the University was 94.5% white. Of the 5.5% from the Black Minority Ethnic (BME) group, the largest ethnic group was Chinese (20%) followed by Black or British African and the Asian or British Indian. This is a similar composition to the previous reporting period.
2 Staff from the BME group tend to be employed in the Academic, Research, Clerical and Manual categories.
3 42% of staff from the white group and 40% of staff from the BME group have permanent full time roles. BME staff are more likely to be employed in temporary work both full and part time. This potentially reflects the increase in international students looking for employment whilst studying at Bangor and being employed in manual roles.

Nationality:

1 Of the 10% of staff who reported their nationality as Welsh, almost 100% were of a white ethnic background.
2 Of the 77% of staff who reported their nationality as UK, 94% were of a white ethnic background.
3 58 other nationalities were recorded, with the largest groups coming from countries in the EU, China and the United States.

Age:

1 The staff profile peeks in employment numbers at aged 41-45, 46-50 and 51-55 and this tends to be permanent full time work.
2 By age 61-65 more staff work permanent part time hours.
3 Academic and professional staff numbers peek at age 46-50, whilst the occupational group Caretakers, residential wardens, sports, leisure attendants, nursery nurses and care occupations peek at age 25 or less.

Disability

1 3.1% of staff declared a disability and this is a similar percentage to the previous reporting period
2 Further detailed analysis would not produce meaningful data in this category, however, data is available and can be used to advise Equality Impact Assessments or specific projects.

Other areas of protected characteristics:

1 Data is collected in relation to the equality characteristics of age, disability, ethnicity and gender and, for the census date 31 March 2013 has not been collected in relation to other protected characteristics. However in a recent data refreshing exercise staff have been asked to return, on a voluntary basis, information relating to Sexual orientation and Religion and Belief. A positive response has been received and data will be presented in future annual reports.

Student Profile:

1 11.5% of the student population declared a disability. Although this is a small increase in the total population it is a large percentage increase in numbers of disables students coming forward for support.
2 57.3% of the student population is female. This percentage has been fairly consistent over the last few years and a larger female student population is representative of the student population in Wales and in the UK as a whole.
3 79.4% of the student population are white. The next largest student ethnic group is of Chinese origin at 8.5%.

Access to additional data reporting:

1. Data Monitoring relating to Equal Pay can be found on:
http://www.bangor.ac.uk/hr/**equal**itydiversity/**equalpay**.php.en

2 Data monitoring relating to Athena SWAN reporting can be found on:
http://www.bangor.ac.uk/hr/equalitydiversity/gender.php.en

Objective 3 - UNIVERSITY STRATEGY AND POLICY DEVELOPMENT

3.1 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 and policy review. 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.

During the reporting period and as part of a joint venture, Bangor and Aberystwyth University have been working together to develop a policy on policy development. One of the objectives is to embed equality impact assessment into the process of policy development.

During the reporting period Equality Impact Assessments have been used to advise restructuring situations and policy development and review. 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

3.2 Report on Equal Pay

The majority of University staff fall within the single spine and accordingly have been allocated role profiles based on HERA analysis thus categorising them as *'like work'.* Bangor University have identified, and use, 9 grades on the single spine

Role profiles are allocated to grades based on their HERA score – each grade has an upper and lower score for their boundary thus it is also possible to analyse *'work rated as equivalent'.* Whilst not all staff are covered by the single spine the audit includes those outside the 51 points. The audit does not cover staff employed at the University's subsidiary companies or Tir na-Nog (a commercially competitive business on unique terms and conditions of employment).

The audit established that Bangor University has no gender grade pay gaps in the 51 point pay structure implemented as part of the Framework Agreement. However, top level reports indicate significant pay variances in 2 areas outside the single spine: Salaries above the 51 points (i.e. Directors) and Professorial salaries. Further analysis established that no pay gaps existed in the grouping called *Pay greater than point 51* (i.e. Directors) due to each role being unique.

In addition to gender based reports, analysis was also undertake in relation to disability, ethnicity and additional payments (allowances).

Equal pay data is drawn on an annual basis and is 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

3.3 Report on Gender Equality – Athena SWAN

In this period the University continued to monitor data in specific areas as outlined in the University's Athena SWAN action plan such as voluntary turnover and fixed versus permanent contracts.

The University continued to work on aspects of the action plan and work with the Colleges on their Athena SWAN aspirations.

Specific areas that were developed that help to support female academic progression included the introduction of a new senior academic promotion policy and criteria which aims to ensure that the policy, process and criteria for academic promotion is clear and transparent.

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

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

3.4 Report on Student Services (including 3.2 and 3.8)

Disability Services

The following University services are available to disabled students:

Disability Service, Student Services

The Disability Service ensures that the experience of disabled students, including those with enduring health conditions and mental health difficulties, is equitable to that of their non-disabled peers. The Service works with and on behalf of individual students and applicants, who often present with highly complex and challenging support requirements, to identify strategies to remove barriers. A Support Workers Scheme provides trained notetakers, mentors and learner support workers.

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.

A major development this year was the migration of Bangor Access Centre from IT Services to Student Services. This has enabled alignment of practices between the two services and the establishment of supportive working practices to ensure integrated support for students.

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.

Promoting disability equality and implementing reasonable adjustments

All three services work together and offer support for all disabled students. By collaborating with students, academic and support staff, the services enable students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment.

Not every student who uses our services will perceive themself 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, the University's 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.

Disability services continue to have a presence at University Open Days, promoting awareness of provision at the University and encouraging students to come forward to access their entitlements. Disability equality is promoted to potential students and their parents as well as to University staff. All students who share disability-related information on their application forms are contacted by the relevant service to provide information on the support that is available, offer assistance with the complex DSA funding process, to help manage the transition to university life and to ensure that reasonable adjustments are identified prior or as soon as possible to starting their course.

The Head of Disability Services works strategically to promote inclusive practice across the institution and is a member of a number of institutional committees and working groups and works closely with the Students' Union.

A student group has been established to influence policy and procedure in relation to provision for disabled students and to ensure that service provision is shaped by students as well as staff.

Reporting structures

The Disability Working Group (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, central services as well as representation from Arfon Access Group. The DWG reports to the Student Services Task Group and issues raised are reported to the relevant Task Group by

the Chair. During the period April 2012 to March 2013 five students sat on the DWG providing invaluable insight on the student experience helping inform policy and procedure.

Student numbers

	Declared Disabled	% against Bangor Population	Wales Avg (%)	UK Avg (%)
2012-13	1309	11.5%	Not available	Not available
2011-12	1174	10.4%	8.9%	8.5%
2010-11	1151	10.3%	8.4%	7.9%

The number of students who 'declare' disability at Bangor University remains consistently higher than the Wales average. One of our strategic aims this year has been to increase awareness of services to highlight the breadth of 'disability' and available provision, including funding and entitlements. To this end, we produced new promotional flyers targeting international students and resources for Schools' Disability Contacts to use at induction events aimed at all new students.

There has been a 14% increase in the number of students registered with the Disability Service, bringing the number to 515 students. Once again, the largest percentage increase in disabled students this academic year is those with mental health difficulties. 195 students received support from our service arising from mental health difficulties plus some other condition; 152 disclosed mental health difficulties alone (compares to 160 MH + other condition, 116 MH difficulties alone in 2011/12). This reflects the trend nationally - [1]between 2007/8 and 2010/11 the proportion of students nationally declaring a mental health condition increased from 5.9% to 8.3% (increase from 0.4% to 0.7% of entire student population). Consequently, demands placed on our Mental Health Advisers (MHAs) have been high; managing crises, supporting staff in supporting students as well as providing direct support to students and liaising with GPs, Community Mental Health Teams, etc. Waiting times for non-urgent appointments increased as a result however additional hours were funded on a short term basis relieving the waiting list.

There has also been an increase in students who have specific learning differences (SpLD), also reflecting national trend where [2]the proportion of all students in 2010/11 who declared an SpLD increased from 3.3% to 3.8% in the same period. In the academic year 2012-13, 700 students registered with the MDC, comparing to 675 end of year figures for 2011-12.

Whilst the overall support worker hours are down by 10% on the previous year, the number of mentoring referrals has increased, as have student numbers. The decrease in notetaking referrals is attributed to improvements in digital recording

[2] Equality in higher education: statistical report 2012: Part 2: Students - See more at: http://www.ecu.ac.uk/publications/files/equality-in-he-stats-report-2012-students.doc/view#sthash.UNRTdPo5.dpuf

devices and editing software

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.

A sector average is adjusted for each institution to take into account some of the factors which contribute to the differences between HEIs, including subject of study, qualifications on entry and age on entry (young or mature).

Latest published figures show that the University continues to perform above its adjusted benchmark performance indicator achieving 8.7% full-time undergraduate students in receipt of DSA (adjusted benchmark for the university is 5.9%). The following table shows that Bangor has consistently performed over and above this indicator and continues to improve year on year.

No. students (DSA)	2011/12	2010/11	2009/10	2008/09	2007/08
BU No. students in receipt of DSA	736	665	596	552	543
BU FT UG in receipt of DSA	8.7%	7.7%	6.4%	7.1%	7.4%
Adjusted benchmark for BU	5.9%	5.3%	4.8%	4.7%	4.5%
UK %age FT UG	7%	5.3%	4.8%	4.7%	
Wales %age FT UG	5.9%	6.0%	5.7%	5.8%	

[3]2010 HESA data reveals that disabled students who received DSAs were more likely to obtain a first class or upper second class honours degree (62.2%) than those who did not receive DSA (60.7%).

Service feedback and analysis (Academic year 2011/12)

Students are systematically emailed to ascertain the effectiveness of their Personal Learning Support Plans and to ensure that recommended reasonable adjustments have been implemented. Feedback requiring action is followed up or where the situation is complex students are invited in to discuss further with the appropriate Adviser. In addition, for the month of March, Advisers handed out questionnaires to students seen during this period. Feedback provided was unanimously positive.

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).

[3] Equality in higher education: statistical report 2012: Part 2: Students - See more at: http://www.ecu.ac.uk/publications/files/equality-in-he-stats-report-2012-students.doc/view#sthash.UNRTdPo5.dpuf

The Support Workers Scheme delivered 9,666 hours of support worker assistance; student feedback revealed high satisfaction levels across all areas. Feedback from mentors and learner support workers was also excellent.

The Access Centre provides a feedback questionnaire with final reports, and had 106 respondents in 2012-13 all with very high satisfaction rates across all levels.

The MDC survey revealed that the service most students reported using the most regularly was individual study support. Of the students using this service 85% rated it as very helpful, 14% as quite helpful, and 1% as not helpful, however this last rating came from an individual who reported that they had not used this service.

The Support Staff Member of the Year was awarded to a member of staff in the MDC and Mental Health Advisers were for the second year running nominated for an award in the University's Student-led Teaching Awards.

Non DSA Fund

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 therefore has a fund to pay for such additional support costs faced by international / EU students. Seven students were supported from the fund receiving 260 hours of support worker assistance as well as loan of assistive technology.

Links in the local community

Maintaining an overview of relevant developments in a dynamic environment necessitated involvement with different networks external to the University, including:

- N Wales DSA Group to network with external DSA stakeholders
- National Association of Disability Practitioners (NADP) HE Heads Group to inform professional practice at national level
- NNAC (National Network of Assessment Centers)
- AMOSSHE: the Student Services Association
- UMHAN (University Mental Health Advisers Network)
- All Wales HE Group (Disability Service Managers) to inform professional practice at Wales level
- NMH Charter Group to self-regulate establishing quality standards across the sector in relation to non-medical help (Learner Support Workers)

Links were also maintained with a wide network of partner organisations in order to share knowledge, skills and experience. Liaison with a wide range of external partners and collaborations with North Wales Deaf Association, RNIB Cymru, Mind, NAS, Community Mental Health Team, social workers, occupational therapists, clinical and educational psychologists, community psychiatric nurses and GPs informed individual student support as well as professional practice and decision-making.

Initiatives (April 2012 – March 2013)

Learning & Teaching Strategy

Web page developed with guidance on making resources accessible, including:

- Clear Print Guidelines and template for basic documents, promoting the use of heading styles to give structure to documents and promote ease of reading for all students, including those who use screen reader and magnification programs to access information;
- Good Practice for Presentations;
- Making Electronic Documents More Accessible.

Personal Tutor System

Work has started to include Personal Learning Support Plans on the system to aid dissemination and implementation of student entitlements. It is anticipated that the new system will be available for the start of 2014-15.

Mental Health Strategy

Mental Health Advisers are to become accredited MHFA Trainers. Funding has been allocated for an additional 0.1FTE each to roll out MHFA training to targeted staff next year

Code of Practice on the Provision for Disabled Students

A full revision of the Code is in progress in line with the Quality Assurance Agency's chapters B4: Enabling student development and achievement (March 2013) and B3: Learning and Teaching (2012). As the granularity of detail from the previous Section 3 has been removed, the Code of Practice will spell out the requirement for an integrated, coherent and holistic approach to removing barriers to effective learning and an emphasis will be placed upon partnership working between support services and academic schools.

To date, the section on legislation has been updated in relation to the Equality Act, the Admissions section has been amended in line with guidance from Equality Challenge Unit (February 2013) and the sections on accessible resources is updated with links to new guidance on clear print and making resources accessible (Learning & Teaching Strategy target).

3.5 Report on the International Office

The IEC is committed to ensuring that the University's international students have the same opportunities as home based students. An important element of its role is to promote integration and inclusiveness amongst students from all nationalities and cultures.

To this end, a comprehensive integration programme has been developed and this is reviewed on an annual basis following student feedback and comments. In addition, the Service aims to promote good relations between the University and the local community and also tries to provide international students with opportunities to integrate into that community.

For the 2012/13 reporting year, the Service undertook the following:

- **Feedback**. Two student surveys were undertaken to ascertain what international students required from an extra-curricular, social programme. Comments were sought on the nature of events to be organised, their frequency, cost and relevance. Results then informed the make-up of the subsequent annual programme.

- **Staff Development**. The Service continued to work closely with the University's Staff Development Department on a series of workshops for staff. These workshops addressed the issues and challenges faced by those working with international students and also provided the student perspective on such issues.

- **Inclusiveness.** An important element of the social programme put in place for 2012/13 was the promotion of integration between different cultures and nationalities. Emphasis was placed on promoting events to home/UK students to try to improve participation. The programme put in place was very comprehensive and included a number of trips & events each month. Initiatives introduced in 2012/13 included:
  - *Culture Challenge*. A quiz based on the TV programme, University Challenge, where 8 student teams, consisting of a mix of nationalities, competed for a first prize of a 10-day trip to China.
  - *One World Day*. An evening gala of performances from students from all over the world, with UK students and the local community taking part this year.
  - *Christmas Day lunch*. Twenty five international students and their families were hosted by the IEC and a local church on Christmas Day.
  - *Learning Lounge* (previously Language Café) continued to develop and grow with regular themed sessions throughout the year.

  The above were in addition to the standard trips/events which were organised and the various cultural celebrations held throughout the year.

- **Local Community**. Staff from the Service were involved in the University's *Bangor Pride Group* and the IEC continued to develop the *International Cultures & English* classes for families. In addition, staff and students attended the annual *Rotary Club International Dinner* – providing an opportunity for students to showcase their culture and network with members of the local charitable group. International students also took part in the *Olympic Torch celebrations* in Bangor city centre.

All of the above was aimed at promoting inclusiveness and fostering good relations amongst international students, between international and UK students, and between international students and the local community.

Objective 4 - PHYSICAL ENVIRONMENT

The Physical Environment

The Physical Access Working Group (PAWG) meets on a quarterly basis to discuss matters related to the physical access of the University Estate and other Estates disability related matters. The Group report to the Estates and Facilities Committee, however, copies of the minutes of the meetings and an update report are received by the Disability Working Group and the Equality and Diversity Task Group. Although the Group primarily focuses on student related access issues, staff issues are addressed as they arise and all work has a positive impact on staff being able to assess the Estate.

A Register is developed annually of identified disability related issues on the Estate that need addressing, however, urgent matters are dealt with as they are encountered. The Register is developed following consultation with disability representatives in the Schools, the Students' Union and with the experience and knowledge of the Student Disability Services Team and the Health and Safety Team. Improvements during the reporting period have included replacing lifts in key buildings and a particular programme of improving provision of new accessible toilets.

Objective 5 - EXTERNAL

Procurement:

During the reporting period work has been completed to include a statement relating to the University's commitment to Equality and fair treatment into the preliminary documents for all Bangor University's Estates and Facilities tenders, including those for consultants.

Pontio:

Pontio the name given to an exciting new arts and innovation centre in Bangor and it will open its doors in 2014. One of the visions of the Pontio project is to drive and develop interdisciplinary research at Bangor University. It will, however, also have facilities that will reinvigorate the city centre and provide an arts venue and facilities for the use of the city. The group leading the development of Pontio is actively consulting with the University's Physical Access Group, the Arfon Access Group and members of the Bangor community to create an accessible and friendly environment that will meet a wide range of user needs.

And Finally

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 those professionals and their teams who have contributed to the compiling of this report.

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.