ANNUAL REPORT ON EQUALITY

6 APRIL 2014 TO 31 MARCH 2015

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[1]

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.

[1] During 2016, Bangor University published its new Strategic Plan, 2015-2020 "Building on Success" – this document will form a reference point for the University's second Strategic Equality Plan.

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 University's Canolfan Bedwyr web site:

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

During this reporting period and in preparation for exploring new equality objectives going forward, a full review of the existing equality objectives action plan commenced. It is pleasing to note that considerable progress has been made towards achieving the aims and objectives of the action plan.

Bangor University is proud to report on the successes and achievements that build on a history of commitment to equal opportunities for staff and students.

This is the fourth annual report on progress with the University's Strategic Equality Plan and covers the period 6 April 2014 to 31 March 2015.

This report contains updates from Services and Units working in the area of equality relating to progress towards meeting their aims and objectives during the reporting period. Web links are also provided to key strategic and reporting documents.

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 (2010) with regard to eliminating discrimination, fostering good relations and advancing equality of opportunity between different groups.

Progress with the Strategic Equality Plan is reported to the Equality and Diversity Task Group, which in turn reports via the Chair to the University's main decision making body, the University Executive. The University's Equality objectives are:

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 is also reported to the Equality and Diversity Task Group. For example, the September 2014 update can be found at:

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

REPORTS ON PROGRESS MEETING THE EQUALITY OBJECTIVES

Objective 1 - EMBED EQUALITY AND DIVERSITY (1.1 to 1.4)

1.1 Communicating Core Value

- The Equality and Diversity Task Group received briefings on equality issues that are either the result of legislative change or are challenging issues affecting Higher Education Institutions. For example, the Task Group was briefed on work undertaken by the Human Rights Commission on legal obligations under equality law on gender segregation and their implications for Higher Education.
- The Welcome Programme, which is an induction programme for new starters to the University, was reviewed during the reporting period. It now includes more information on the University's commitment to equality and creating an environment in which all staff can flourish.

1.2 Training for Staff and Students

Staff Equality 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.

The following summarises the main achievements in the reporting period and plans for the future:

1. Mental Health Advisors ran in-house programmes of Mental Health First Aid training. Currently, 55 members of staff have attended the 2 day training programme including all Student Wardens and Security Staff.
2. To date over 1,000 staff members have successfully completed the University's on-line equality training programme. Since 2010 all newly appointed staff are automatically enrolled on the programme.
3. Tailored equality training 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 assessments. During the forthcoming 2014/15 period face to face training will be delivered to all DLO (Direct Labour Office) personnel.
4. A review of the training provision for managers to ensure they manage fairly and equitably took place and new external trainers were appointed. During the reporting period, a total of 63 managers attended the training. A 'New to Management Programme' was launched in October 2014 and it is scheduled to be delivered 3 times a year. This training will serve to remind managers of their key areas of responsibility, including those in the areas of equality and managing fairly.

5. Equality training has been embedded into Performance Reviews and Professional Development Plans.
6. The Human Resources Team have undertaken a complete review of the Recruitment and Selection Policy, procedures and supporting appendices. This provided a timely opportunity to review Recruitment and Selection Training. This is now in place and includes details of Bangor's recruitment process, best practice, and employment law and equality considerations. Training received from the Equality Challenge Unit for trainers on Unconscious Bias has been incorporated into the material. It was agreed by the Human Resources Task Group that all Chairs of a Recruitment panel must attend this training within a 12 month period so as to be eligible to chair recruitment panels in Bangor in the future. Furthermore, all other panel members must attend the training during 2015/16.

Women in University's Mentoring Scheme (WUMS)

Bangor University continues to manage the Women in University's Mentoring Scheme process. This year approximately 100 female staff from across Wales took part in the scheme. They were able to meet staff from different universities thus offering opportunities for staff to link with and learn from more senior and experienced colleagues and providing networking opportunities.

This year WUMS held an evaluation to assess the impact of the mentoring on participants and develop ideas for the future development of the mentoring Scheme. The outcomes and action points will be carried forward to the University's revised equality objectives moving forward after March 2016

Welsh language

The University's Welsh Language Tutor last year provided training for over 100 staff using a mix of workshops and one to one training sessions. The levels of the Welsh language in the Workplace Certificate has been expanded to further support more advanced learners in the workplace. The Welsh Language Tutor has worked with many schools and departments on customised training. For example, with the Library and Archive Service's staff to develop their Welsh language skills to effectively communicate with staff and students.

Objective 2 - DATA COLLECTION AND MONITORING (Objective 2.1 and 2.2)

STAFF DATA

Data relating to the profile of University Staff is collected on an annual basis and is presented in a data monitoring report which can be accessed at:

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

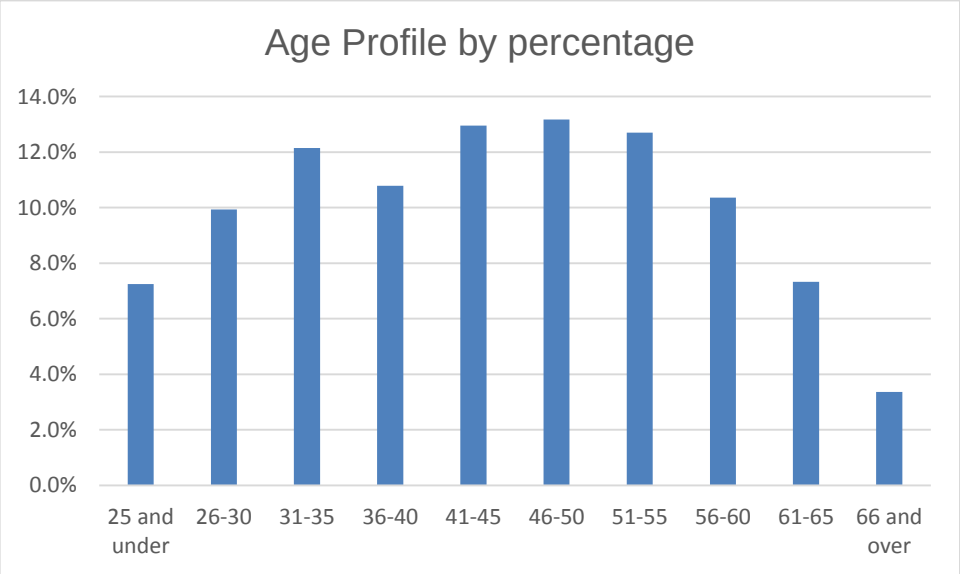
The main source of the data for monitoring is taken from the University's Human Resources system and is based on data reported to HESA[2].

At a high level, the staff profile of the University as at 31 March 2015 is as follows:

Gender	%
Female	60%
Male	40%

Ethnicity Group	%
White	94%
Black, Minority Ethnic	5%
undeclared	1%

Disability	%
not known to be disabled	92%
declared disability	5.5%
information not provided or refused	2%



[2] HESA – Higher Education Statistics Agency

Religion and Belief	%
No religion	30%
Buddhist	0.50%
Christian	31%
Hindu	0.30%
Jewish	0.13%
Muslim	0.55%
Spiritual	1.19%
Any other religion or belief	1.07%
Information refused	20%
(blank)	15.60%

Gender reassignment	
Is your gender the same as your gender at birth?	%
Yes	61.40%
No	0.13%
Information refused	11%
(blank)	28%

Sexual Orientation	%
Bisexual	0.90%
Gay man	0.60%
Gay woman / Lesbian	0.60%
Heterosexual	59.40%
Other	0.80%
Information Refused	22%
(blank)	15.60%

Employment type by percentage of total staff employed	%
Permanent Full Time	43.3%
Permanent Part Time	25.4%
Temporary Full Time	13.9%
Temporary Part Time	17.2%

Profile of Staff Leaving Bangor University

During the reporting period the University developed an electronic questionnaire that staff leaving employment are encouraged to complete. The questionnaire encourages staff to consider their positive and negative experience of working at the University and in so doing allows data to be drawn which would identify if there are issues that need addressing. A working group will meet quarterly to review the data. Thus far no issues have been identified.

As a summary of the 563 staff leavers:

- 42% left because their fixed term contracts ended and 37% resigned. There were other reasons for leaving that included, retirement, severance (voluntary and redundancy), TUPE transfers and dismissals as a result of following a particular policy or procedure.
- 55% of leavers were female
- 8% of leavers declared a disability
- 86% of leavers were from a white ethnic background

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Re-grading, Promotions and Remuneration

Promotions and regrading panels meet twice a year to consider applications from staff linked to the HERA[3] grades. The Senior Remuneration Committee takes decisions in relation to senior staff salaries. Both routes of progression include appeal mechanisms for staff disappointed by an outcome.

Hera Grade Outcomes

Promotions	Female	Male
Of all Application	55%	45%
Of successful	36%	31%
Of unsuccessful	23%	10%

This reporting year, the Senior Remuneration Committee was presented with detailed comparisons of applications for 2014 compared with the last round of applications in 2012, (the Committee did not meet in 2013). The comparisons covered gender, age, occupation, length of service, and department/college.

In this reporting year, a higher percentage of female staff applied to the Senior Remuneration Committee and a higher percentage of female staff were successful. This was an upward trend. The Committee was pleased to see a steady increase in the gender balance of applications.

Information and data monitoring relating to Athena SWAN reporting can be found at:
http://www.bangor.ac.uk/hr/equalitydiversity/gender.php.en

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

[3] HERA – Higher Education Role Analysis

STUDENT DATA

High level profile of UK domiciled Students – All the following student data is based on Higher Education Statistical return date 2013-2014

Disability Status	%
Disability Declared	14.6%
No Disability Declared	85.4%

Gender	
Female	43.4%
Male	56.6%

Ethnic Group	
White	77.2%
Asian	12.0%
Black	3.5%
Information Refused	0.3%
Mixed / Other	4.0%
Not Known	3.0%

The University's data monitoring report for the period 6 April 2014 to 31 March 2015 can be found at:

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

Objective 3 - UNIVERSITY STRATEGY AND POLICY DEVELOPMENT

3.1 Report on Equality Impact Assessment

Work continues to embed Equality Impact Assessments (EIA's) into both new policy development, policy review, restructuring and decision making. It is acknowledged that the process supports the elimination of discrimination and ensures that policies and processes are inclusive. The University works with the recognised campus unions during monthly meetings of the Employment Policies and Procedures Working Group, to embed EIA. The University's tool kit for undertaking EIA's has been reviewed and training is provided on an as and when necessary basis.

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 Policies and Procedures

Recruitment and Selection Policy
Following consultation, the Recruitment and Selection Policy was completely revised. This provided an opportunity to ensure that appropriate training provision was in place and that equality was embedded into training programmes. Feedback indicates that those involved in the recruitment process benefit from the training sessions and value the guidance documents that support the Policy.

The recruitment guidelines can be accessed at:

http://www.bangor.ac.uk/humanresources/policies/recruitpolicies.php.en

3.3 Report on Equal Pay

The University has undertaken four equal pay audits since the implementation of the Framework Agreement[4] in June 2008 and the last audit is based on data covering the period 1 September 2013 to 31 August 2014.

The audit was undertaken jointly with Bangor University's recognised Trades Unions (UCU, Unite, and Unison).

The majority of University staff fall within the single spine pay scale and accordingly have been allocated role profiles based on HERA[5] analysis thus categorising them as *'like work'.* Bangor University have identified, and use, 9 grades on the single spine.

[4] Framework Agreement - One of the main principles of the Framework Agreement is equal pay for work of equal value
[5] Higher Education Role Analysis

During the reporting period and as a result of a TUPE[6] transfer situation staff from another University transferred to Bangor University. These grades are also aligned to the single spine, although the ranges differ to Bangor University's.

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 the Tir Na-Nog nursery, (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 variances in 2 areas outside the single spine: salaries above the 51 points (e.g. Directors) and Professorial salaries. Further analysis established that no pay gaps existed in the grouping called *Pay greater than point 51* (e.g. Directors) due to each role being unique.

In addition to gender based reports analysis was also undertake in relation to disability and ethnicity.

Common factors were identified as being the primary reasons for any variances:

- Duration in post (experience)/ Distribution across scale based on length of service.
- Starting salary (external appointment versus internal promotion and salary matching).
- Protected salary.

An action plan to address issues arising from the review and for future Equal Pay reviews has been identified and recommendations include:

- Implement the expansion of the single spine to include *Professorial* roles in the University's financial year 2015/16.
- Review policies/procedures related to areas identified as being factors in pay variances:
- Starting Salary (Detailed in Contribution & Progression policy). Ensuring policy applied consistently and appropriately.
- Promotions & Re-grading policy and procedures.
- Senior Remuneration Committee procedures. Encourage applications from under-represented groups.
- Ensure all policies are Equality Impact Assessed and any potential issues identified are addressed.
- Continue to conduct regular Equal Pay monitoring reviews:
    - Annual Equal Pay review: gender by grade; ethnicity by grade; disability by grade and gender by role profile

[6] TUPE – Transfer of Undertakings (Protection of Employment) Regulations

- Three year Equal Pay review to also include: age by grade and role profile; ethnicity by role profile; disability by role profile

3.4 Report on Gender Equality – Athena SWAN[7]

Bangor had its University Bronze award renewed in 2015 and the School of Health and Sport Science has been awarded a departmental bronze award. The Athena SWAN award has now been expanded to subjects beyond the sciences and two Colleges, (the College of Arts and Humanities and the College of Business, Law, Education and Social Sciences) will now be participating in the University's Athena SWAN activities.

Bangor University held two courses during the reporting period to support women to review their career development and encouraged women to join the 'Springboard' programme run locally by Academi[8] Wales.

The University is now building on data from an organisational culture survey to undertake further research in this area to develop robust action plans to address the issues raised in future.

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

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

[7] The Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, math's and medicine (STEMM) employment in higher education and research.
[8] Academi Wales was established as the Welsh public service's center for leadership excellence.

3.5 Report on Student Services (including Action plan points 3.5 and 3.8)

This section includes reports from the disability services and the Counselling Service.

Disability Services' Annual Report

The University's disability services ensure that the experience of disabled students, including those with enduring health conditions, specific learning differences (SpLDs) and mental health difficulties, is equitable to that of their non-disabled peers. Disability services work with and on behalf of individual students and applicants, many of whom present with highly complex and challenging support requirements, to identify strategies to remove barriers. By collaborating with students, academic and support staff, disability services enable students to access course content, participate in learning activities and demonstrate their knowledge and strengths at assessment. Disability services also work strategically to promote inclusive practice across the University in order to lessen the need for individual adjustments.

The following University services are available to disabled students:

Bangor University Access Centre

The purpose of the Access Centre is to carry out study needs assessments for students who are eligible for Disabled Students Allowances (DSAs). The Centre is accredited and operates within the DSA Quality Assurance Framework and it is also responsible for overseeing the work of its Outreach Centre based at Aberystwyth University.

The Access Centre works towards two main key performance indicators, these are:

- Study Needs report issued within 10 working days
- Study Needs assessments within 15 working days

Over the past twelve months all students have been offered an assessment within 15 working days, waiting an average of 10 working days for an appointment. All students have received their Study Needs Report within 10 working days, waiting an average of approximately 5 working days for their Report. Student Journeys are an average of 15 working days compared to the national benchmark of 25 working days.

Miles Dyslexia Centre's Student Service (MDC)

The MDC's Student Service provides all-round support for Bangor University students with dyslexia, and other SpLDs such as dyspraxia and ADD /ADHD[9]. The team works closely with university staff, providing information and helping to build the University's inclusive learning environment.

[9] ADD - attention deficit disorder / ADHD - Attention deficit hyperactivity disorder

The MDC Student Service was to be integrated into central Student Services and the restructured Disability Service from 1st August 2015. These developments will strengthen the sustainability of support for SpLD students within the broader context of changes to the DSA more generally.

Disability Service, Student Services

In the past year, there has been a further 14.5**%** increase in the overall number of students registered with the Disability Service. The largest increase in disabled students is those with mental health difficulties.

The Disability Service invests heavily in planning ahead for the next intake of students to ensure timely support arrangements. Staff attended University Open Days as well as a number of School Open Days and Advisers meet with individual students and their families to discuss support requirements.,

The Advisers have been extremely busy, with the continued increase in numbers of students coming forward for support, as well as the complexity of support requirements. Waiting times have been kept to a minimum. The Advisers have developed the Social Eyes[10] programme with 'drop in and find out more' sessions in early October prior to students commencing the full programme.

Disability Services, Student Survey

This year, in keeping with the plans for a future integrated service for all disabled students, including those with SpLDs, the Student Survey amalgamated both the Disability and the MDC Student Services.

- 200 out of 1400 potential respondents completed the survey representing a 14% response rate across disability services registered students (including MDC).
- 53% declared SpLDs and specific questions related to the MDC Student Service.

Excellent feedback was received highlighting the positive impact the Services have had upon students' experience at the University. Feedback will inform future development of the integrated service.

Support Worker Scheme

The end of year survey produced many positive comments from students about the valuable support that the mentors, note takers and support workers do. The Scheme will continue to evolve and develop to reflect the needs of the users.

DSA statistics

Figures demonstrate that the University continues to perform above its adjusted benchmark performance indicator achieving 9.7% full-time undergraduate students in receipt of DSA (adjusted benchmark for the university is 7%). The following table shows that Bangor has consistently performed over and above this indicator and continues to improve year on year:

[10] Social Eyes – a programme to support students on the Autistic spectrum

No. students (DSA)	2014/15	2013/14	2012/13	2011/12	2010/11
No. students in receipt of DSA	**770**	**753**	**733**	**736**	**665**
FT UG in receipt of DSA	*	9.7%	9.0%	8.7%	7.7%
Adjusted benchmark for BU	*	7.0%	6.5%	5.9%	5.3%
UK %age FT UG	*	6.8%	6.5%	7%	5.3%

* To be published by HESA in 2016

Working with Students

The services continued to work closely with the Students' Union (SU), for example, to increase student feedback to improve accessibility of SU clubs and societies. The services meet regularly with students who participate on the Disability Working Group, the Physical Access Working Group and the Student Mental Health Strategy Group so students can influence policy and procedure and effecting change.

Working with Academic Schools

The Disability Service and the MDC Student Service continued to work with academic schools in relation to identifying and implementing individual reasonable adjustments to teaching, learning and assessment activities, as well as managing complex situations. The Disability Service continued to work closely with the School of Education on core competences in relation to initial teacher training courses affecting new policy and procedure, and helped inform the Equality Challenge Unit's new guidance on Competence Standards and Reasonable Adjustments.

Disability Tutors are the point of reference in relation to subject specialisms and the alignment of reasonable adjustments to curriculum design, teaching and assessment methods within the School.

Working across the Institution

Disability services continue to drive forward the disability equality agenda, improve accessibility and enhance inclusion. It did this in various ways by:

- Contributing to the University's Strategic Equality Plan; contributing to the work of the Equality & Diversity and Student Services Task Groups as well as a number of working groups.
- Informing policy and procedure in relation to institution-wide provision for disabled students, including: ongoing development of the Code of Practice on Inclusive Provision for Disabled Students; contributing to the development of the Mental Health Strategy and implementation of the Time to Change pledge, and meeting related service targets.
- Training an additional 55 staff members to be Mental Health First Aiders
- Continued work on the Bid & Risk Register prioritising physical access works across the University's Estate.

- Contributing to the PGCertHE[11] course by developing resources, involvement in the Induction programme, Exam Board and Programme Board and facilitating a workshop on inclusive teaching to ensure new teachers are better equipped to make inclusive provision from the outset.
- Aligning service enhancements in areas such as feedback, monitoring and operational planning with the Matrix Quality Standard. Making continued refinements to administrative systems to meet demands of the service, with particular emphasis placed upon MyBangor PLSP[12] app.
- Continued work with IT Services on developing the PLSP app in MyBangor to ensure it meets the needs of students, staff and the forthcoming restructured service.

Future Developments

The major planned development is the restructure of the whole of student disability services to provide a cohesive framework of support to disabled students.

The Counselling Service's Annual Report

The operational aim of the Counselling Service is:

To provide a range of effective therapeutic approaches to students in a responsive and flexible way. Use the professional expertise in the team to provide psychological help that is acceptable, timely, equitable, appropriate and effective, in order to support students through their University experience.

- Effectively prioritise resources to help those most in need
- Provide and monitor an accessible service to students of diverse needs who may otherwise find it difficult to obtain help.
- Measure and demonstrate the impact and value of our service to the University and its students
- Involve service users and stakeholders in strategy development
- Prioritise improvements to our built environment
- Maintain professional competencies of staff to enable them to meet service demands and provision
- Maintain effective referrals and collaborative ways of working with other teams, services and departments'

Across the UK there are indications that demand for psychological services in Higher Education is rising. The trend of rising numbers of students accessing psychological help in Bangor also continues. Previously, it would be

[11] PGCertHE – Postgraduate Teaching Certificate in Higher Education
[12] MyBangor PLSP – Personal Learning Support Plans that are accessed via the MyBangor access to personal online services.

anticipated that a Service, like that in Bangor, would work with about 4% of a University's population. A recent straw poll undertaken by the Head of Counselling Services, showed that many services, like those in Bangor, are working with 8-10% of a student population. In Bangor, this rise in demand is exacerbated by a lack of counselling and psychotherapy provision for students outside of the University.

Indeed the Counselling Service continues to see a significant number of clients who have longstanding difficulties in a number of areas in their lives.

From the evaluation survey (Bristol On-Line):

- 96% of respondents were satisfied /very satisfied with the service that is offered in Bangor,
- 97% would recommend the Service to a friend.
- Two thirds of clients replying to the survey said that counselling had been an important, or the most significant factor, in developing skills that might be useful in obtaining future employment.

In terms of 'advancing equality of opportunity between people from different groups' the Service collects and analyses demographic data from clients each year. This data is used to inform service delivery and to ensure that there are no barriers to access for anyone from the 'protected characteristics' groups. For example:

- The scope of iCan[13] workshops and groups attracts a higher proportion of International and Black and minority Ethnic, (BME), Group students, and open times reflect a variety of access needs.
- The personal development needs of the Counselling team around a number of areas including working inter-culturally, with Trans gender clients, and those on the autistic spectrum.

The Service continues to support Nightline[14] staff. Counselling professionals offer eight 'reflective practice groups' over the academic year for the committee members of Nightline, which have been well received.

The Service continues to work with local General Practitioners, Community Psychiatric Nurses and consultant psychiatrists to discuss ways in which the groups can work together to support students who may be experiencing a mental health crisis and how best to support those students who have been admitted to, and discharged from hospital.

The maintaining of external links and relationships is viewed as an important. The Head of Service attends the Welsh Government Mental Health Leaders Collaborative as the representative for Higher Education Institutions in Wales. This body provides a forum to express concerns / views for HEIs in Wales about mental health provision for Welsh students. Other external links and networks are maintained through membership of HUCS, (Heads of University

[13] iCan- A series of workshops students cope with the stresses of student life

[14] Nightline is an information and non-advisory listening service run by students, for students. It is open every night during term time from 9pm to 8am.

Counselling Services UK) and WHUCS (Welsh Heads of University Counselling Service, AMOSSHE (Association of Managers of Student Services in Higher Education and the BCUHB PTMB (Psychological Therapies Management Board) - stakeholders group.

The Counselling Service has continued to offer a high quality, professional, responsive and accessible service to students. The team has worked hard to be adaptive, flexible, and creative with their time and personal resources. The Service plans to continue to be open to feedback; not least from the 'student voice' and to use this to inform future strategic and operational developments

Student Mental Health Strategy:

The Head of the Counselling Service led the development and delivery of the Student Mental Health Strategy and is chairing the University's Student Mental Health Strategy Group. This group is drawn from professionals across the University and includes external agencies such as the Police, General Practitioners, and the Community Mental Health Team. The main aims and objectives of the strategy will be:

- 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.

During the reporting period the University embarked on a revision of its Strategic Equality Plan, (SEP), and equality objectives and the aims and objectives of the Student Mental Health Strategy will be strategy will be referenced in the revision of the SEP.

3.6 Report from the International Education Centre (IEC)

The University's International Education Centre deals with a range of issues relating to recruitment, admissions, marketing, study abroad and support. It is also involved in staff development by raising awareness of internationalisation at the University.

Support for international students is coordinated via the International Student Support Office, whose remit is to ensure that international students and their families benefit from the same opportunities as home/UK students and have the chance to integrate into both University and local community life. This is achieved through the promotion of an inclusive programme of events, which aims to introduce international students to the wider student community and the culture of Wales. In 2014/15, this latter aim was particularly promoted, with priority given to providing opportunities and experiences which raised awareness of the unique Welsh culture of this particular area of Wales.

Feedback:

To inform the work the IEC do, four surveys were undertaken during 2014/15 to gauge student opinion on the:

- ELCOS[15] summer social programme
- Admissions/Arrival experience
- Annual trips & Events programme
- Visa processing service

The aim was to collect information from students on the provision offered by the IEC and whether it was relevant, efficient and effective in providing opportunities. Information gained from all three surveys has led to developments and improvements to subsequent provision.

In addition, a focus group was jointly organised with Visit Wales of the Welsh Government. This involved a group of Chinese students being given an opportunity to provide feedback on their experiences and perceptions of Wales.

Integration – Events and Activities:

In line with the University's Student Experience Enhancement Strategy, the IEC aims to ensure, as far as possible, that International students integrate into the wider student community. During 2014/15, initiatives have included:

- Annual social programme & Welcome Week orientation: In 2014/15, region specific study skills sessions were introduced. In addition, a more comprehensive orientation programme was introduced for those students commencing in January 2015.
- The Culture challenge competition: This gave students from different nationalities the opportunity to compete together in a culture quiz. The winning team was awarded a 10-day trip to China. The aim was to facilitate understanding of the variety of cultures within the student body, and the event was therefore open to all students – not only international.
- International Gala: This popular event gives students from all over the world an opportunity to showcase their particular cultures through performance. In addition, St David's Day was celebrated with a variety of events & lectures.
- The ELCOS summer social programme was further developed, with the use of a student intern. More student volunteers were recruited to assist with the running of the programme and this, in itself, facilitated integration and a more inclusive community.
- Rotary Club international dinner – an annual event where students are invited to share their cultures
- Link with the local Women's Institute – with a student providing a guest lecture at their annual international evening.
- The IEC was also involved in the:
    - Bangor Pride and the University: Bangor Pride is a partnership which promotes a sense of civic pride amongst those who live, study or work in Bangor
    - Inclusive Community Working group
    - Staff Development sessions – internationalisation, Warden & Learning Advisers training

[15] ELCOS – English Language Centre for Overseas Students

- The Bangor University Internship Scheme, where three students were recruited to work on specific short-term projects at the IEC Support Office
- Careers Workshops specifically tailored to meet the needs of international students

Trips & Events:
The annual programme was extended to include locations further afield, such as Cardiff & Edinburgh, and also difficult to get to areas in the local area. Trips were promoted to families to ensure equality of opportunity. The aim of the programme was to provide international students with the same opportunities to visit places of interest as those students from the UK.

Welfare Support:
The International Support Office of the IEC provided a range of welfare advice and support to international students during the year. Many were of a difficult nature, with some related specifically to equality of opportunity and others to what could be classed as 'hate crime'. All instances were dealt with sensitively and in liaison with other, relevant, departments.

Providing such a service assists international students with the 'settling down' process and any cases of culture shock. The advice and support available goes a long way in ensuring that students (and their families) integrate as much as possible into the University and have an inclusive experience.

Reporting from the Students' Union (Action points1.1, 1.2, 1.3, 3.7)

Equality and Diversity are at the heart of the student movement and one of Bangor University's Students' Union core values as an organisation. Bangor Students' Union continues to promote the equality agenda and has completed a great deal of work in this area over the recent year.

Disabled Students
The disabled student's Senator has been elected to represent the voice of disabled students in Bangor. The Senator updates the Disabled Students' Forum on current issues faced by disabled students and works in partnership with Student Services. Representatives of disabled students also sit on key groups, for example, the Physical Access Working Group and the Disability Working Group. The Students' Union priorities are radar key access to all accessible toilets on campus, improving reporting systems and promoting accessibility issues.

LGBTQ+ Society
In order to improve awareness of LGBTQ+[16] students and experiences, the Union's LGBTQ+ society, Unity, deliver sensitivity training to club captains and society chairs.

[16] LGBTQ+ = Lesbian, Gay Bisexual, Transgender and the + indicates other gender and sexual minorities.

The Union is currently working on a gender neutral campaign which is specifically looking at the availability of gender neutral toilets facilities throughout campus. This campaign will promote awareness of the issues surrounding specific male and female toilets, the barriers caused and also what alternatives are available to make this aspect more inclusive for all staff and students.

Mental Health

The Student's Union in conjunction with the University, has signed the "Time to Change Pledge". The Pledge is committed to ensuring that the stigma and discrimination associated with Mental Health is broken down. The Union held events on University Mental Health day as well as taking part in the World Mental Health day activity led by the School of Healthcare Sciences. The Union are currently working with the Mental Health Advisor Team to promote Mental Health Promotion Drop INS. In addition the Union has collaborated on work such as "mind apples" which will link to a self-care campaign for students.

Students from Black Minority Ethnic Groups (BME)

The Union is aware that within Higher Education there is a well-documented discrepancy in that BME students tend to underperform in relation to grades at the completions of degree programs. Moving forward, the Union plan to conduct research into the experiences of BME students at Bangor University to identify whether there is a need for a more diverse and inclusive learning experience.

Out in Sport

This campaign, within the Athletic Union, is to kick homophobia "Out in Sport" and all club committee members are trained on how to make their sport inclusive. Club captains and club members signed a pledge to accept and celebrate LGBTQ+ in sport and break down barriers faced by students. During the Varsity inter university tournament against Aberystwyth all teams played in rainbow laces to show their support.

Objective 4 - PHYSICAL ENVIRONMENT

The Physical Access Working Group oversees a register which prioritises works to continually improve accessibility issues across the estate. Issues are brought to the attention of the Group, particularly in relation to the individual access needs of students.

The Group takes an active role in overseeing accessibility issues on new project developments and refurbishments of the estate. The reporting period has been particularly busy for the Group as the University has invested heavily in new student accommodation, a new performing arts and innovation centre called Pontio and a new Marine Centre.

Objective 5 – EXTERNAL

A Conference for the deaf:
In response to a report by the Welsh Local Government Association, the University's Widening Access Centre, in partnership with Grŵp Llandrillo Menai and the Lend Me Your Ears conference again organised a special workshops titled "Deaf Awareness and Communications Tactics". The workshops were led by experiences tutors, who are deaf themselves. The intention is to raise public awareness of deafness and hearing loss.

And Finally – THANK YOU!!

The University is committed to the general duties as laid out in the Equality Act (2010) and to the commitment it has made in its Strategic Equality Plan mission statement. Significant progress has been made towards achieving the University's identified equality objectives as laid out in the Action Plan accompanying the Strategic Equality Plan.

This could not be achieved if it was not for all those professionals and their teams who work in the various equality fields and have contributed to the compiling of this report.

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.

During 2015, work commenced on identifying the University's equality objectives for the period commencing 1 March 2016. The new objectives will incorporate work in progress, actions identified in other and relevant strategies and actions identified during staff consultation.