



Guidelines for Disability Tutors

Heads of Schools are required to identify, and resource appropriately, a named academic staff member to act as a Disability Tutor in order to ensure equitable provision for disabled students with their School. These guidelines define, in broad terms, the responsibilities of the Disability Tutor.

Definition

A Disability Tutor is ordinarily a member of academic staff who is given by a School responsibility to:

- be the point of reference in relation to subject specialisms within the School and the alignment of reasonable adjustments, in accordance with the Equality Act 2010, to curriculum design, teaching and assessment methods within the School;
- promote and inform inclusive and accessible provision, including in the areas of: curriculum design; teaching and assessment methods; research; and off-campus activities as appropriate;
- act as a conduit of information between the School and the University's Disability Services; and
- be the first point of contact for colleagues and disabled students within the School on issues in relation to disability at School level.

General points

It is expected that Disability Tutors will:

1. Be committed to the social model of disability, and promote disability equality within the School.
2. Attend appropriate induction / ongoing training to enable them to carry out their role.
3. Sit on the School's Teaching & Learning Committee in the capacity of Disability Tutor, and any other School Committee in order to carry out duties in relation to the role.

4. In accordance with the Code of Practice on Inclusive Provision for Disabled Students (<https://www.bangor.ac.uk/regulations/BUCode11-v201501b.pdf>), monitor the provision for disabled students within their school and systematically feedback known barriers into programme development and revalidation.
5. Be a point of contact at School Open Days.
6. Where relevant and when requested, provide information about the accessibility of provision and facilities within their School in liaison with Estates and Disability Services.
7. Liaise with Admissions Tutors as necessary.
8. Discuss where necessary and agree the range of reasonable adjustments with Disability Services.
9. Assist in the co-ordination of the support of disabled students within their school, including the implementation of Personal Learning Support Plans (PLSPs) and Personal Emergency Escape Plans (PEEPs).
10. Share information on individual students in accordance to policy on confidentiality contained within the Code of Practice on Inclusive Provision for Disabled Students (<https://www.bangor.ac.uk/regulations/BUCode11-v201501b.pdf>)
11. Liaise as necessary with the School's Assessment / Examination Officer in relation to individual students' needs.
12. Disseminate information on new developments, including disability legislation, policy and procedure within their school.
13. Actively contribute to policy and procedure in relation to provision for disabled students.
14. Help inform School decisions in relation to disability issues.
15. Participate in meetings of the Disability Tutor Group, held once each semester. Exceptionally, when it is not possible to attend, to nominate a colleague to deputise.

Carolyn Donaldson-Hughes
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