



## **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

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## **Objective 1 - EMBED EQUALITY AND DIVERSITY**

### **1.1 Communicating Core Value**

#### **Equality Report 2013/14**

Equality and diversity are at the heart of the student movement and one of the core values of the Student Union. The Student Union continues to promote the equality agenda and has completed a great deal of work in this area over recent years.

#### **Time to Change**

On February 19<sup>th</sup> 2014, the Student Union and Bangor University signed the organisational 'Time to Change Pledge'. The Student Union and the University marked an institutional commitment to tackling stigma and discrimination based on mental health. The pledge committed to improving the information available to staff and students, reviewing codes of practice to ensure that barriers were reduced, running awareness raising campaigns for staff and students, furthering the availability of mental health first aid training for staff,



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agreed by the Human Resource Task Group

## **Objective 2 - DATA COLLECTION AND MONITORING**

### **2.1 Report on Data Collection:**

Over the reporting period, significant progress has been made in the collection of data, for example in relation to collecting data for the monitoring of Religion and Belief (and no belief), sexual orientation and gender reassignment. The first reporting period of data collected on these protected characteristics will be the March 2014 to April 2015 period.

Equality data is collected for high level monitoring and for specific projects, for example relating to equal pay, the Athena SWAN action plan where data at a College and School level and across the science subjects is of particular interest and for use in Equality Impact Assessments.

### **Student Equality Data Monitoring**

The University has traditionally, like most UK Universities, not collected student data in relation to areas such as sexuality and religion or belief. However, it has been recognised that this is a shortfall in data that would usefully be collected to advise service provision and support equality work. V@ Ûč å^} • qW, ā } @e , [ \^å , ã@Uč å^} cÛ^!çã^• to implement add









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Data Monitoring relating to Equal Pay can be found on:  
<http://www.bangor.ac.uk/hr/equalitydiversity/equalpay.php.en>

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**Student Profile:**

**TBA work in progress with Debbie Hardwick**

## **Objective 3 - UNIVERSITY STRATEGY AND POLICY DEVELOPMENT**

### **3.1 Report on Equality Impact Assessment**

Particularly as a result of staff equality training, there has been an increased awareness of the requirement, and the benefits, of undertaking Equality Impact Assessment (EIA). This has resulted in EIA being used in a variety of situations ranging from new policy development, policy review, restructuring and in the Research Exercise Framework (REF).

The University continues to work towards embedding EIA. Significant progress has been made with a collaborative project with Aberystwyth University to develop a template for new policy development in which the process of EIA is embedded. The project has been identified as an opportunity to consider impact in other areas, for example in sustainability and the Welsh language. Plans are now in place to trial the template and it is anticipated that this project will be completed in the current reporting period.

Details of the University's Equality Impact Assessment process can be found at:

The University undertakes an annual audit of all its employee support policies and procedures not only to ensure compliance with legislation, but also to ensure best practice. Employee Support extends beyond maternity, paternity and adoption support and includes:

- Tax efficient ways of purchasing childcare vouchers and nursery places
- Tax efficient purchase of additional annual leave
- Flexible working
- Well-being support, including access to a free and independent counselling service.

Looking forward into the next report period, the University aims to:

- Continue to monitor and analyse the take-up of flexible working applications following the introduction of the new legislation.
- Increase awareness and publicise further the University nursery facilities.
- Proactively communicate the changes in parental leave legislation coming into effect April 2015 and what they will mean for staff, and clearly express support for the new arrangements.
- Flexible work planning to accommodate parental leave by both mothers and fathers, and ensuring that no employees are made to feel that their parental leave is disruptive to the workplace.

Full details about Employee Support can be found at:

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

### Student Preferred Names

Over 500 students in particular. For transitioning students, using their given name rather than their preferred name can act as a barrier for students participating in lectures, seminars and other events. The University worked with the University to ensure that students are able to provide a preferred name to tutors and staff. This issue was also highlighted by LGBTQ+ students as part of our LGBTQ+ in HE report and featured as a key finding in the Annual Student Statement.

### Student Policy - Zero Tolerance to Harassment

The University's commitment to providing an environment that is free from any form of harassment. This reporting period has seen work on a student specific commitment and Policy. Zero Tolerance Policy. The University will also continue to work with commercial services arm of the University to develop guidance for staff at Academi<sup>6</sup> to

<sup>5</sup> *Trans\** is an umbrella term that refers to all of the identities within the gender identity spectrum.

<sup>6</sup> [Academi](#) nightclub and night-time entertainment



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

This section includes reports from the Disability and Counselling Service.

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#### Overview:

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. They 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; this is done within a legislative context. 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. The service also works strategically to promote inclusive practice across the institution 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; it is also responsible for overseeing the work of its Outreach Centre based at Aberystwyth University.

Between 1 August 2013 and 1 April 2014 a total of 361



Over the past twelve months all students have received their Study Needs Report within 10 working days, waiting an average of approximately 5 working days for their Report.

At Bangor it takes an average of 13 working days compared to the national KPI benchmark of 25 working days for students to receive their support plans.

The Access Centre is currently developing a set of resources for Access Centre

Numbers of students on the autism spectrum continue to rise. This has contributed to an increased demand for specialist mentoring support and as a consequence the Service has secured additional Disability Adviser hours to co-ordinate mentor supervision and development. A new Socialeyes<sup>9</sup> programme has been established affording the opportunity for students on the autism spectrum to learn new social skills and develop social understanding. Funding from the Bangor Alumni Fund was secured for a Disability Adviser to undergo Socialeyes<sup>9</sup> training and to roll out the training programme. V@ Ù!ç& q Ùč á^} cÙ!ç^ æ æ !^& ù^ á ^ ç& ||^} c^^ áàæ& @ @á @á \* @ @ ] [ • áá^ á ] æ c @ Ù!ç& @ @ @á ~ ] [ ] • č á^} • q^ ç ] ^! á } & æ university, enabling continuation or completion of their studies: 82% of respondents felt that the Disability Service has helped them to achieve their learning goals, with 4% disagreeing. The survey also resulted in an 87% rating of good or excellent.

### Support Worker Scheme

This last year, 13,000+ hours of support worker assistance was provided to 169 DSA-funded students. This compares to 9,666 hours in the previous year. The average hours of support per student also increased - from 67 hours to 72 hours per student per year. The number of students receiving mentoring support continued to rise and note-taking support increased in correlation to the increase in student numbers. Despite this 34% increase in output, the end of year survey yielded many positive comments from students and overall 80% positive responses

(young or mature). Latest published HESA figures demonstrate that the University continues to perform above its adjusted benchmark performance indicator achieving 9.0% full-time undergraduate students in receipt of DSA (adjusted benchmark for the university is 6.5%). The following table shows that Bangor has consistently performed over and above this indicator and continues to improve year on year:

No. students (DSA)	2013/14	2012/13	2011/12	2010/11	2009/10
No. students in receipt of DSA	753	733	736	665	596
FT UG in receipt of DSA	Tba	9.0%	8.7%	7.7%	6.4%
Adjusted benchmark for BU	Tba	6.5%	5.9%	5.3%	4.8%
UK %age FT UG	tba	6.5%	7%	5.3%	4.8%

2011/12 HESA data reveals that disabled students who received DSAs were more likely to obtain a first class or upper second class honours degree (64.6%) than those who did not receive DSA (63.3%).

#### Working with Students

Student Services worked to increase student feedback to improve accessibility of SU clubs and societies. The student group continued to meet once a term and students participated on the Disability Working Group, the Physical Access Working Group and the Student Mental Health Strategy Group influencing policy and procedure and effecting change.

#### Working with Academic Schools

Student Services 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. Services worked closely with the School of Education on core competences in relation to initial teacher training courses. The MDC delivered a successful workshop on marking the work of students with SpLDs and produced new guidance. The Disability Contacts Group met with Disability Services once each Semester to review and inform practice. Additional drop-in lunch time sessions were held in order to discuss pertinent issues and share good practice. Presentations were made to students in their academic schools during Welcome Week, including Lifelong Learning, School of Healthcare Sciences, as well as to first year Modern Language students prior to their study abroad.

#### Working across the Institution

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

- Informing policy and procedure in relation to institution-wide provision for disabled students, including: rewriting the Code of Practice on Inclusive Provision for Disabled Students; contributing to the development of the Mental Health Strategy and the implementation of the Time to Change pledge, and meeting related service targets;
- contributing to the Strategic Equality Plan; contributing to the work of the Equality & Diversity and Student Services Task Groups as well as a number of working groups.

Continuing work on the Bid & Risk Register prioritising physical access  
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Contributing to the teaching qualification - Post Graduate Certificate in  
Higher Education (PGCertHE): 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 ma[3(q)6(u)-3(ipp)-are bed4BT1 0 0 1 144

The Service was involved in Student Finance Wales staff training in April and two Bangor students sat on a panel to share their experiences of DSA funding.

The Service hosted a meeting between Equality Challenge Unit researchers and representatives from N Wales Initial Teacher Education or Training (ITET) providers to look at the interaction between reasonable adjustments and competence standards within ITET courses.

Working with Disability Sports Wales, the Service explored strategies to improve access to clubs and societies and to promote disability sport provision at the University.

The Service collaborated with the clinical psychology team at Betsi Cadwaladr University Health Board (BCUHB) to implement and evaluate the Socialeyes programme. 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 Mind, National Autistic Society, Community Mental Health Teams, community psychiatric nurses and General Practitioners informed individual student support as well as professional practice and decision-making.

#### Future Developments

Service enhancements in areas such as feedback, monitoring and operational planning will continue to be aligned with the Matrix Quality Standard in readiness for the Matrix accreditation review. Continued refinements will be made to administrative systems to meet demands of the service, with particular emphasis placed upon MyBangor PLSP app, BI system and Oracle database. We will progress improvements to data collection and identify shortfall or data gaps in relation to disabled applicants and students.

In conjunction with CELT (Centre for Enhancement to Learning & Teaching) and in line with targets identified in the Learning & Teaching Strategy, the Service will:

- Produce guidelines/website information on writing inclusive learning outcomes and course descriptions. Supporting workshops for module leaders will be delivered with CELT.

- Continue to build upon the current work, with particular emphasis on supporting schools in the development of inclusive practice and will continue to develop knowledge and skills around learning and teaching strategies to support students with mental health conditions.

- Continue to promote mental health wellbeing, working alongside the Counselling Service in connection to planning activities for the University Mental Health Day. Rolling out MHFA training to key members of staff across the University will continue to be a priority.

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and Diversity Task Group in October 2013

It has also been important to work to develop professional partnerships with external agencies that provide mental health support for students. In both the Ûc ă^} cT^} ă P^ă@Ûăă^\*^ ă ă @ Ô[ ~ }•^|ă \* Û^!ăă q [ ]^!ăă } ă plans, the importance of building and maintaining links with external resources is emphasised. 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 Counselling Services UK) and WHUCS (Welsh Heads of University Counselling Service, AMOSSHE (Association of Managers of Student Services in Higher Education and the Betsi Cadwaladr University Health Board PTMB (Psychological Therapies Management Board) - stakeholders group.

In spite of several challenges, 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 ^^^ăăă L] [ c|^ă c-+ [ { @ă ăc ă^} cç [ ăă qă ă đ ~•^ đis to inform future strategic and operational developments

**Student Mental Health Strategy:**

The strategy has the following aims and objectives:

- 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.

There are three main strands in this strategy: Supporting Students with Mental Health Difficulties, Promoting Mental Well-being and Supporting Staff.

The Strategy is a working document, developed by the Student Mental Health Strategy Group. The group convenes on a regular basis to review and evaluate actions and outcomes, which may then lead to recommendations for changes to the Strategy. The Ô! [ ~ ] q ă! { • [ ~ reference are:

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- " Oversee the implementation and review of the SMH Strategy
- " Incorporate broader views from across the University and from external stakeholders
- " Disseminate best practice in the area of student mental health
- " Collate and disseminate information from existing mental health services
- " Promote activities designed to enhance mental well-



- “ Report to the Student Services Task Group
- “ Ensure that the SMH Strategy aligns with other University legislation and strategies

Outcomes from the Strategy include the setting up and provision of mental health First Aid training for staff, students and external agencies (office hours and out of hours) and improved links with StudentsqUnion and external agencies (e.g. through the %Mā ^ q Ô@# \* ^+Agenda launched in February 2014, which the SMHSG will monitor and review over the coming year).

The mental health mentoring scheme is on its way to being approved as a post graduate qualification, at levels 3 and 4 for DSA funding and MHAs have been given additional hours.

The priorities for the coming year are proposed as:

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- Continue to deliver a programme of mental health First Aid training to staff across the University
- Update web pages for staff to assist them in supporting students
- Improve collaboration with partner agencies
- Continue to collect relevant data that assists our knowledge of student mental health concerns and prevalence

Plans are already underway for new web pages for the SMHS, with æ } ^ , † ~ à | æ ā [ & { ^ } q ā ! æ ç æ ! ^ ^ ā .

### **3.6 Report on the International Office**

The International Education Centre (IEC) coordinates all aspects of internationalisation at the University, dealing with a range of issues relating to recruitment, admissions, marketing, study abroad and support.

The latter 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

Equality

The Office was involved in the:

Bangor Pride University & Student [ ]

Inclusive Community Working group

Staff Development sessions . internationalisation, Warden & Learning Advisers training

Faith centre opened at the beginning of the 2013/14 Academic Year.

The office contributed to publicising and promoting the resource.

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 , @e& ~ |á à^ &æ•^á æ ±@e^ &ã ^q O|| ã •œ &• , ^|^ á^æc, ã@•^}•ãã^| and in conjunction with other, relevant, departments.

Ú!| çãã \* •~ &@æ•^|çã^ æ•ã• ã ç!}ãã } æ•ç á^}• , ã@•@ ±^æã \* á[ , } q 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.

**Objective 4 -**

## 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. Significant progress has been made towards achieving the Welsh 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 to 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 Welsh equality mission statement and making Bangor University a place in which we are all proud to work and study.

The key equality groups are beginning to look ahead to a full review of the Welsh equality objectives. It is anticipated that work in this area will commence during 2015 and will build on achievements, experience, knowledge and lessons learnt during the life of the existing Strategic Equality Plan