

Code 11: 2024 Version 01
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Student Support and Wellbeing.	Senate Regulations and Special Cases Committee.	08 October 2024	Every three years.

Note: In exceptional circumstances, and subject to approval by the Chair of the Senate Regulations and Special Cases Committee, responsibilities assigned to Schools, Heads, of School, School Officers or School Committees in these Regulations may be assumed by the College, Head of College, College Officers or College Committees respectively, as appropriate.

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The following definitions shall apply in respect of this document:

views environmental, social and attitudinal barriers as disadvantaging (or disabling) for people with impairments and enduring health conditions.

The term 'disabled students' is used within this Code as it is based on the social model of disability. 'Disabled students' includes

The University is fully committed to working within the Social Model of Disability as its approach to disability equality. When arbitrary and unnecessary barriers to inclusion are identified and eliminated, disabled people are empowered to interact on the same level as non-disabled people.

Barriers can be created, albeit inadvertently, by language; words and phrases can be associated with negative attitudes and may give offence. Prejudice and discrimination can arise and be reinforced by use of inappropriate language.

Staff are expected to exercise good judgement and avoid medical labels (e.g. 'epileptic') or terms that imply a victim role (e.g. people 'suffering from'). More empowering alternatives should be used (e.g. 'person with epilepsy'); this is equally important when using Welsh or English. If in doubt, and where relevant, students should be asked to define their own situation.

Whilst the principles within the Code are guided by fairness on the grounds that students must be included, all staff need to be aware of the legislative framework in which they work, including provisions within the Equality Act which protect disabled students from discrimination. (See: Staff Development Opportunities, Section 11.)

The Equality Act 2010 replaced all previous anti-discrimination law consolidating it into one single Act and provides protection against discrimination, harassment and victimisation on the grounds of disability.

A person is protected by the Act if they have a 'physical or mental impairment' which has a 'substantial and long-term effect on their ability to carry out normal day-to-day activities'. 'Long-term' means twelve months or more. Individuals diagnosed with HIV infection, some cancers or multiple sclerosis automatically meet the disability definition under the Act, even if they are able to carry out normal day to day activities. Individuals previously disabled but who are now recovered continue to be protected from discrimination.

ensuring the health and safety and welfare of students. The means of achieving the aim

adjustments in advance.

This is where a person is treated unfavourably as a result of having brought proceedings, given evidence or made an allegation of unlawful discrimination, or supporting somebody who is doing so.

The Full Equality Act can be found at:
www.legislation.gov.uk/ukpga/2010/15/section/6

To download the codes and guidance, visit the Equality and Human Rights Commission here:

<https://www.equalityhumanrights.com/en>

Whilst 'disabled students' includes those with physical and sensory impairments; specific learning difficulties, including dyslexia; long-standing and enduring health conditions; and mental health difficulties, it is important to emphasise individuality and that no one size fits all. Students with the same impairment or health condition may have different requirements and require different support or adjustments. The impact of impairment / conditions can fluctuate daily and in different environments, hence the emphasis should be on the removal of barriers in consultation with students and Disability Services as well as an understanding of the continuum of need across the student journey and recognition of the diverse student body.

The University will ensure there are sufficient resources to meet the requirements of Disability Services, recognizing the key role they play in embedding inclusivity

Progress towards enhanced inclusion is evaluated through the use of summary data in the annual review of the University's Strategic Equality Plan, monitored by the Equality and Diversity Task Group.

This section should be read in conjunction with Bangor University's

components of the programme.

In accordance with the university's policy, schools should not wait for an application to be made before exploring how accessible a course is to a particular student. Schools should aim to enable participation in all activities provided as part of a programme of study should be given. Where schools are aware of any facilities or course activities which are potentially inaccessible to Disabled Students, they should liaise with Disability Services to explore reasonable adjustments. Where necessary, learning outcomes will need to be reviewed to ensure they are accessible.

Where irrevocable barriers exist, constraints should be acknowledged in the programme details in order to inform the programme choices of potential students.

Whilst all applications from disabled people will be viewed on equitable grounds, in limited circumstances there may be overriding health and safety concerns, barriers relating to professional requirements / competence standards, or having explored all available options, it may be impossible to implement certain adjustments at the present time.

It is anticipated that the risk of having to withdraw an offer is minimal. However, should such a case arise, the final decision on whether to withdraw an offer will be made by the Head of Student Administration in liaison with the Head of School. Decisions will be informed by disability services following extensive investigation of reasonable adjustments. In the event of an offer being withdrawn, responsibility for notifying the applicant lies with the Admissions Office. Full records will be kept in accordance with the Data Protection Act 1998. Information on the Appeals process is contained within the Code of Practice for Recruitment and Admissions.

If an individual's needs cannot be met, the school must examine why and review whether the competence standards for the course are non-discriminatory.

Offers to disabled applicants will be made to disabled applicants in the same way as for all applicants. The only exception to this is when an applicant is invited to an assessment as part of the admissions process (e.g. for courses in Healthcare Sciences or Education) and a discussion about reasonable adjustments may be required at that time. (See 5.10)

The Admissions Office will forward a copy of the application form to the Admissions Tutor advising them to contact Disability Services if there is any uncertainty as to whether core learning outcomes will be achievable by the applicant. A discussion will be required around potential barriers, reasonable adjustments and competence standards. Applicants should be advised to check specific course requirements and contact Disability Services to discuss reasonable adjustments and support requirements should they feel they may meet with impairment-related barriers (including barriers in connection to long-standing health conditions). Clear information about course requirements consistently available across schools will make the above process easier. Clarity will safeguard inadvertently providing misleading information to prospective students which could be deemed by the Competition and Markets Authority as a breach of consumer

If, as part of the selection procedure, candidates are required to undergo a pre-course assessment, measures should be in place to ensure that disabled applicants receive the adjustments and support they are entitled to. Mindful that students are not obliged to share disability-related information, admitting schools should ask ALL applicants whether any reasonable adjustments are required to attend and participate in the selection process.

The Admissions Tutor should ensure that applicants are offered practical support to attend and fully participate at the interview and inform Disability Services of arrangements. Where an applicant has complex support requirements, it may be necessary for a Disability Adviser to see the applicant beforehand to discuss reasonable adjustments and support requirements.

- i. Questions to all candidates should be overarching and give candidates the opportunity to demonstrate the for achieving competences.
- ii. It should be made clear how any fitness standards of the relevant bodies are applied.
- iii. Any questions in relation to the applicant's impairment / health condition should

health condition or a specific learning difference such as dyslexia, dyspraxia or ADHD, they should contact Disability S

- ” Obtain the student's permission.
- ” Agree how such information should be worded.

If the student insists that the information should be kept confidential, then the referee is entitled to decline to supply a reference.

The University's Data Protection policies can be found at:

<https://www.bangor.ac.uk/governance-and-compliance/governance.php.en>

Personal Learning Support Plans¹¹ are drawn up by Disability Services' Advisers and Mental Health Practitioners and outline the learning support and reasonable adjustments for individual students to ensure that the student and the University are clear about the provision which is required. All students requiring reasonable adjustments are provided with a PLSP. Disability Tutors have the opportunity to dispute the reasonableness of an adjustment in relation to teaching, learning and assessment. Some adjustments may require a three-way discussion between the Disability Tutor, Disability Services and the student to ensure that all learning outcomes are met and the most appropriate adjustments can be put in place. The PLSP will obviate the necessity for students to inform every member of staff of their individual reasonable adjustments throughout their course.

PLSPs are drawn up in MyBangor. Disability Tutors, relevant school Administrators / Request Centre Reviewers, Personal Tutors and Senior Tutors are able to view the whole PLSP tab. Module Organisers can access a class list tab where students' individual teaching and learning entitlements are viewable in the modules and assessments system, under the PLSP tab. It is incumbent upon Module Organisers to ensure teaching, learning and assessment reasonable adjustments are implemented within their modules.

In order to have a PLSP, students must first register with Disability Services providing explicit consent for details to be shared with staff on a 'need to know' basis and provide relevant documentary evidence of their impairment / health condition, such as:

- A medical practitioner's report.
- A mental health practitioner's report.
- A diagnostic report, written in accordance with the 2005 SpLD Working Group Guidelines, from either a registered psychologist or a suitably qualified specialist teacher holding a SpLD Assessment Practicing CertificatW*nBT/F2 12 Tf1 0 00

In order for staff to fulfil their obligations fully, they need to know and understand the barriers to learning faced by disabled students. Information on workshops and resources can be found in the Disability Services' and Centre for Enhancement of Learning

There is usually more than one way of demonstrating learning outcomes or the attainment of a competence standard, and if necessary this will provide opportunities for disabled students to show, albeit in a different way, that they have attained the same st

The legal duty to make Teaching and Learning accessible is anticipatory, and staff should assume they will have disabled students on their course. All aspects of Teaching and Learning should be designed to be as inclusive as possible, and the resources provided to students should be accessible. Providing an accessible format should enable the user to adjust materials to suit their individual needs.

The University provides resources, and a guide

have detailed information (e.g. location and time of coach stops / toilet facilities during trip) available.

- Be aware of your student's entitlements (14.2) and use the information in Personal Learning Support Plans to tailor teaching / activities as necessary.
- Use a range of assessment methods, and where possible allow the students an element of choice.

These examples constitute good teaching practice for the benefit of all students. Further information on inclusive approaches can be found at:

https://www.bangor.ac.uk/student-services/disability/info_staff.php

PLSPs will outline specific adjustments that may need to be made on an individual basis and for some students an individual risk assessment (see below) or individual induction may be required. Where a student has a support worker to assist in practical tasks, an action plan will be drawn up by disability services to ensure the boundaries of the role are adhered to and that the support is commensurate with learning outcomes.

Where health and safety issues are raised, a full risk assessment should be carried out. This will necessitate a full exploration of reasonable adjustments undertaken in conjunction with the student and Disability Services. All factors must be articulated to the student in a timely fashion. Full documentation in keeping with data protection legislation must be recorded.

Universal design should underpin the design of fieldwork activities, factoring in accessibility at the design stage. In most cases, the anticipatory duty obviates justification of inaccessible arrangements, including transport, residential and catering requirements. Arrangements should be made so that transportation is accessible and that disabled students are able to take support workers, assistance dogs or assistive technology where necessary.

Consideration should be given to the barriers that venues and certain activities may pose for some disabled students. Accessible venues / locations should be identified; an exception is where there is no reasonable alternative location / facility in order to achieve the core learning outcomes of the module, for example, a specific geological site.

Fieldwork organisers should liaise with disabled students and Disability Services to identify adjustments or any individual requirements. A student's PLSP will indicate where this is necessary for students known to Disability Services.

Wherever possible, disabled students should have access to the same fieldwork as their non-disabled peers. Where this is not possible, alternative fieldwork should be sought on an individual basis in consultation with the particular student and Disability Services.

In exceptional circumstances, where accessible fieldwork is not possible, alternative experiences should be provided for disabled students where

comparable opportunities are available which satisfy the learning outcomes, e.g. virtual field trips.

All students should be given a further opportunity to request reasonable adjustments prior to each field trip (see Section 7).

The fieldwork organiser should gain feedback from disabled students on the accessibility of field trips and identify any improvements to access that could be made in order to make continuous improvements to the inclusivity of the module.

To be read in conjunction with the Procedure for Placement Learning²¹.

In some cases, students may have a contract of employment during the placement. In these cases, their employers will also have legal responsibilities towards them under the employment sections of the Equality Act 2010.

Where placements, including international placements, are a formal requirement or standard component of the programme, schools should consider ways of ensuring that specified learning opportunities are available to disabled students by:

- “ Seeking placements in accessible contexts.
- “ Providing specialist guidance on international placements.
- “ Working with placement providers and, where necessary the university’s disability services, to ensure accessibility.
- “ Providing support before, during and after placements that takes account

Placements may take longer to set up for disabled students and the matching process may be more complex.

Where students are themselves responsible for aspects of the arrangements, it is helpful to make information on placement opportunities available at an early stage so they can make their choice of placement and begin preparations. Students may also need extra support in approaching employers, making appropriate applications, requesting individual reasonable adjustments, interview coaching and being encouraged to raise concerns in respect of access.

Employers are not under any obligation to take students and placement organisers may need to play a more active role in securing appropriate placements for disabled students.

In some cases, it will be appropriate for university placement staff to visit the placement to check accessibility and consider any appropriate adjustments for individual students. Any health or disability-based limitations should also be considered. Disability Services can offer advice and guidance.

Placement forms should encourage students to come forward for reasonable

This section should be read in conjunction with Bangor University's Regulations for Taught Programmes²².

Assessment and examination practice and procedure should enable all students to demonstrate fairly their acquisition of learning outcomes.

The same academic standards will be applied to all, regardless of disability. Wherever possible, disabled students will undertake the same assessment as others undertaking the same module.

In the event of special circumstances (for example, illness), students are responsible for ensuring they submit appropriate documentation in line with the Regulations for Taught Programmes. Examination Boards have the right to take into account any extenuating circumstance which may have affected a student's performance in an examination or other assessment, including irregularities in implementation of reasonable adjustments.

Students with specific learning differences supported by the Dyslexia Team have the opportunity to attach a 'yellow slip' to their work. It should be noted that