BANGOR UNIVERSITY
EQUALITY IMPACT ASSESSMENT

The process of Equality Impact Assessment (EIA) should be embedded into new policy development, policy review, strategic and operational decisions[1] in order that inequalities and discrimination are eliminated or addressed at the earliest opportunity.

This checklist forms part of the university's approach to equality impact assessment and should be used to assess the impact of the policy on groups with protected characteristics as outlined by the Equality Act 2010.

EQUALITY GROUPS:				
Age	**Disability**	**Gender Re-assignment**	**Pregnancy and maternity**	**Welsh Language**
Race	**Religion and belief**	**Sex**	**Sexual orientation**	**Contract Type**
Marriage and civil partnership				

Note –It is good practice to consider issues relating to Welsh Language and Contract type although these areas are covered by legislation other than the Equality Act 2010.

Policy Name or Title: -
Code 11: 2018 Version 01: Inclusive Provision for Disabled Students

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[1] Although the word POLICY is used throughout this template it should be changed to STRATEGY / OPERATIONAL DECISION as appropriate

About the Policy:	
What is the purpose of the Policy?	This Code sets out policy and procedure on provision for prospective and current students who provide documentary evidence of disability.
Who is responsible for the Policy?	Head of Disability Services.
How does the Policy link to the University's strategic priorities?	Our Mission: "inclusive experience". Our Values: "safe, welcoming and inclusive environment".
Which Groups are stakeholders in the Policy?	Current students. Prospective students. Staff.
Will the Policy be applied uniformly to all areas of the University?	Yes.
Please state which groups the Policy applies to.	Current students. Prospective students.

Have the following been considered? (requirement of the Public Sector Equality Duty)	
Could any elements of the Policy be directly or indirectly discriminatory?	In line with the Equality Act 2010, the purpose of the Code is to ensure that disabled students are not discriminated against, either directly or indirectly, and that reasonable adjustments are implemented. The Code applies to all disabled students, regardless of other protected characteristics.
Could the Policy be used to promote diversity and equal opportunities?	The Code is intended to ensure that disabled students have an equitable experience to their non-disabled peers and receive their entitlements. Policy and procedure ensure that reasonable adjustments are implemented.
Could the Policy be used to promote good relations?	The Code makes transparent disabled students rights and entitlements and as such removes barriers, and promotes fairness and good relations.

Monitoring	
What quantitative or qualitative data is available to advise the Policy?	Student data is reported to the Disability Working Group which monitors policy and procedure in relation to disabled students.

Consultation	
What Groups have been consulted in drafting the Policy?	The Disability Working Group - which monitors policy and procedure in relation to disabled students. The DWG has student and SU membership. Student Services Task Group. Disability Tutors Group. Senior Tutors Group. Senate Regulations is ultimately responsible for the approval and amendment of this procedure.
How has consultation taken place?	As above. In addition, any student or staff member can provide feedback on provision to the Head of Disability Services or Director of Student Services.
How has consultation informed the development of the Policy?	The procedure has a set review cycle whereby developments will be captured.

Implementation	
How will the Policy be implemented?	The Senate Regulations is responsible for the approval and amendment of this procedure. The Code is available online at www.bangor.ac.uk and also in print or alternative formats upon request. Supportive resources are available at: www.bangor.ac.uk/studentservices/disability/info_staff.php Workshops on supporting disabled students are offered to staff as part of the CELT programme. Advisers deliver training to academic schools and departments on request.

Who will be responsible for the implementation of the Policy?	The Head of the Disability Service is responsible for managing the procedure.

Monitoring	
How will the Policy be monitored to ensure that it is achieving its aims?	Continuous monitoring and reporting to Disability Working Group by Head of Disability Services.
Who will be responsible for monitoring the Policy?	Disability Working Group.
How will the Policy be monitored to ensure that it does not disadvantage particular groups?	Any equality issues that arise will be explored and any reasonable adjustments shall be made.
When will the Policy be reviewed to see if it is achieving its aims and objectives?	This procedure is on a 3 year review cycle.

Resource implications	
Training – are there any training requirements associated with the development, implementation or monitoring of this Policy?	Supportive resources are available at: www.bangor.ac.uk/studentservices/disability/info_staff.php Workshops on supporting disabled students are offered to staff as part of the CELT programme. Advisers deliver training to academic schools and departments on request. The OIA Good Practice Framework expects that all University Staff are familiar with the principles of good practice in supporting disabled students. https://www.oiahe.org.uk/media/1039/oia-good-practice-framework-supporting-disabled-students.pdf The Head of Disability Services has provided briefings to the Teaching & Learning Task Group, Disability Tutors and Directors of Teaching & Learning.

What are the other resource implications of implementing the Policy (including time and workload)?	Online resources are available at www.bangor.ac.uk

RECOMMENDATIONS AND REVIEW DATE	
3 years	

IMPACT ASSESSMENT SIGNATURE AND DATE	
Carolyn Donaldson-Hughes	5 March 2019