Code of Practice on Inclusive Provision for Disabled Students

Code 11: 2015 Version 01
Effective – 1 March 2015

PRIFYSGOL BANGOR UNIVERSITY

CONTENTS

1   DEFINITIONS

The following definitions shall apply in respect of this document:

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

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 this Code of Practice may be assumed by the College, Head of College, College Officers or College Committees respectively, as appropriate.

Disabled students: The term 'disabled students' is used within this Code as it is based on the social model of disability. 'Disabled students' includes those with physical and sensory impairments; specific learning difficulties; long-standing and enduring health conditions; mental health difficulties and those on the autism spectrum.

Disability services: includes:

Student Services Disability Service
http://www.bangor.ac.uk/studentservices/disability/index.php

Bangor Access Centre
http://www.bangor.ac.uk/access-centre/index.php

Miles Dyslexia Centre's Student Service
http://www.dyslexia.bangor.ac.uk/studentservice/index.php

Students with temporary injuries / illnesses: include those with a 'short-term' injury or illness that is likely to last no longer than 12 months. Although such students are eligible for support from the institution, they are not protected by the provisions of the Equality Act 2010.

Reasonable adjustment: any action that helps to alleviate a substantial disadvantage.

Responsible Body: The Equality Act (2010) refers to the Governing Body as the 'responsible body'. The Responsible Body, i.e. the University, is legally liable for the actions of the institution as a whole, and also for the actions of individual employees in the course of their employment, whether they are full-time, part-time or temporary. The Responsible Body is also responsible for actions of agents, including contractors and visiting speakers. Individuals may also be held responsible for aiding an unlawful act if they *knowingly* discriminate against a disabled student or applicant.

2   PURPOSE OF THE CODE

The Code is a summary of the rules and guidance relating to inclusive provision for disabled students to ensure they are fully supported in achieving their development objectives.

The Code has been developed in parallel with cross-institutional policies and should be read and applied in conjunction with all other key policies, including the [1]Welsh Language Scheme.

Members of staff are expected to participate in the implementation of the Code which sets out the requirement for an integrated, coherent and holistic approach to removing barriers to effective learning and places an emphasis upon partnership working between academic schools and support services informed by student and stakeholder feedback.

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[1] http://www.bangor.ac.uk/canolfanbedwyr/pdf/LS_saesneg_2013.pdf

3 AVOIDING DISCRIMINATION

3.1 Language and avoidance of stereotyping

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. The University's Equal Opportunities Policy recognises that 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) in their stead. This is equally important when using Welsh or English.

If in doubt, and where relevant, students should be asked to define their own situation.

3.2 Legislation

Whilst the principles within the Code are guided by fairness on the grounds that **all** 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.)

3.2.1 The Equality Act 2010

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.

3.2.2 Definition of 'Disability' within the Act

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'.

3.2.3 Direct Discrimination

This occurs when a disabled student is treated less favourably than a non-disabled student. This covers situations when a person is treated differently because of stereotypical assumptions or prejudice about their condition or abilities. It is not possible to justify direct discrimination in relation to disability, so it is always unlawful.

3.2.4 Indirect discrimination

This is when disabled students are disadvantaged by a 'provision, criterion or practice' which is applied in the same way for all students, or a particular student group. Indirect discrimination can only be justified if the provision, criterion or practice is 'a proportionate means of achieving a legitimate aim' (see below).

3.2.5 Proportionate means of achieving a legitimate aim

In *limited* circumstances, justification of indirect discrimination can be made, but only where it can be demonstrated that the action is *necessary* and *appropriate* as a result of *genuine* concerns. 'Legitimate aims' may include maintaining academic

standards or ensuring the health and safety and welfare of students. The means of achieving the aim must be proportionate (appropriate and necessary). If the duty to make reasonable adjustments (see 3.2.7) has not been complied with, it will be difficult to demonstrate the action taken was proportionate.

3.2.6 Competence standards

Competence standards are defined within the legislation as an academic, medical or other standard applied by or on behalf of a higher education institution for the purpose of determining whether or not a person has a particular level of competence or ability. They cannot justify direct discrimination, but they may justify less favourable treatment of a disabled person, where the standard is *genuine, applied equally* to all people, and the application is *proportionate* to the aim sought. The process whereby a competence has been assessed may need to be adjusted.

3.2.7 Duty to make a reasonable adjustment

If a disabled student is at a *'substantial disadvantage'*, in comparison to students who are not disabled, it is a legal requirement to take such steps as are reasonable to prevent that disadvantage. When considering whether a disabled person is placed at a '**substantial**' disadvantage, the time, inconvenience, effort or discomfort entailed in comparison with other people should be taken into account.

What is and is not '**reasonable**' depends on all the circumstances. However, when considering what is reasonable, it is necessary to explore any particular steps that would be effective in overcoming the difficulty that disabled people face in accessing the provision in question. The reasonableness of individual adjustments can also be measured against *cost, practicality* and *substantial disruption* to other students, and the *financial* and other *resources* available.

3.2.8 Anticipatory duties

The duty to make reasonable adjustments is a duty to disabled people generally, not only to particular individuals. As such, it will be necessary to anticipate appropriate adjustments for disabled students in the future, and where possible make adjustments in advance. **Learning, teaching and assessment practices should be designed to be accessible from the outset so that only minimal adjustments need to be made for individuals.** By anticipating as many varied needs of potential students as possible, the less likely there will be a need to make adjustments on behalf of an individual, thereby creating an inclusive environment where provision for disabled students is seen on a par with non-disabled students.

3.2.9 Discrimination arising from disability

This applies where a student is treated less favourably because of a reason *related* to disability. Whether or not the less favourable treatment is lawful depends on whether or not it can be justified, for example, if it is necessary to maintain competence standards (see 3.2.6).

By acting quickly to identify and put in place reasonable adjustments for disabled students, discrimination arising from disability can often be avoided, although there may be cases where an adjustment is unrelated to the unfavourable treatment in question.

If the University has failed to make an appropriate reasonable adjustment, it is likely to be difficult to argue that the unfavourable treatment is justified.

3.2.10 Declaration

The University will be liable from the moment an applicant or a student makes known to any member of staff that they have an impairment, or if the person's impairment is visible (see Section 7).

3.2.11 Positive Action

The Equality Act 2010 specifically enables institutions to treat disabled people more favourably than non-disabled people. Positive action measures can be implemented to alleviate disadvantage, reduce under-representation or meet the particular requirements of disabled people.

The University, as a public sector organisation (see below), also has a duty to treat disabled people more favourably where that is necessary to achieve equity of outcome.

3.2.12 Welsh Equality Duties

There are three general duties which universities (as public sector organisations) are required to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

In order to support these activities, the University has a duty to develop a Strategic Equality Plan (SEP)[2] and a supporting action plan that is reviewed annually. Development and Monitoring of the SEP is the task of the Equality & Diversity Task Group.

3.2.13 Victimisation

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.

3.2.14 Further information:

The Full Equality Act can be downloaded here:

http://195.99.1.70/acts/acts2010/pdf/ukpga_20100015_en.pdf

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

http://www.equalityhumanrights.com/

4 GENERAL PRINCIPLES

4.1 Bangor University's Strategic Plan 2010-2015 Mission statement

"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

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[2] http://www.bangor.ac.uk/hr/equalitydiversity/index.php.en

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".

"The University will comply with all relevant legislation and good practice and will not tolerate any individual receiving less favourable treatment on grounds of religious or political beliefs, gender, sexual orientation, family circumstance, race or ethnic origin, nationality, age, social or economic class, or disability, nor be disadvantaged by any other condition or requirement which is not relevant to good practice and cannot be shown to be justifiable".

"The University is also committed to widening access to under-represented groups in Higher Education. This commitment is accompanied by the recognition that equal opportunities also applies to the curriculum, teaching, learning and research issues as well as to employment and admissions policies and practices."

4.2   Bangor University's 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."

4.3   Bangor University's Disability Statement
"The University's declared aim is to take all possible practicable steps to enable full participation by disabled students in all aspects of University life. The University endeavours to ensure that provision and structures take into account the full range of barriers, both physical and attitudinal, which disabled applicants and students may face. The University recognises that disabled students are an integral part of the academic community and that accessible provision is not additional but a core element of its overall service. It is incumbent upon all staff, therefore, not only to respond to individual needs of disabled students but also to consider the requirements of potential students with a wide range of impairments in all decisions and activities."

4.4   Equitable access and outcome
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.

4.5 Bangor University's disability services

The University will ensure there are sufficient resources to meet the requirements of disability services, recognizing the key role they play in embedding inclusivity across the institution and ensuring the implementation of reasonable adjustments.

The underpinning principle of support for disabled students is the promotion of autonomy so that students become active and independent learners in order to achieve their development objectives. Services provide direct support to disabled students and collaborate with staff on accessible and inclusive approaches to provision. Feedback is gathered in a variety of ways and used to evaluate the quality and relevance of its provision.

4.5.1 [3]Disability Service, Student Services

The Disability Service aims to provide a quality service which ensures the full inclusion of disabled students within the academic and social community, enabling them to engage with their studies and to function in the wider university environment. The Service works with partners across the institution to promote disability equality, embed inclusivity, inform policy and practice, and operates within the social model of disability. A Support Workers Scheme provides trained notetakers, mentors and learner support workers.

4.5.2 [4]Miles Dyslexia Centre (MDC)

The MDC's Student Service provides support for students with dyslexia, and other specific learning differences such as dyspraxia, dyscalculia and ADHD. The Service works closely with university staff, providing information and helping to build Bangor's inclusive learning environment.

4.5.3 [5]Bangor Access Centre

The Centre provides Study Needs Assessments for students who are eligible for Disabled Students Allowances (DSAs). This involves identifying barriers and recommending support strategies and equipment. The Centre is able to advise staff and students on a range of study strategies and to promote Assistive Technology within the University.

4.6 Holistic approach to removal of barriers and supporting student achievement

Whilst individual casework by disability services can be critical in ensuring student success, this should not and will not always be carried out in isolation. Disability support must be embedded across student experience delivery and in keeping with the [6]Student Experience Enhancement Strategy, a commitment to collaborative provision between academic schools, central services and disability services is required in order to enhance the student experience as well as to

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[3] http://www.bangor.ac.uk/studentservices/disability/index.php.en

[4] http://www.dyslexia.bangor.ac.uk/studentservice/index.php.en

[5] http://www.bangor.ac.uk/access-centre/index.php.en

[6] http://www.bangor.ac.uk/about/sees.php.en

increase the accessibility of support to students. Working in partnership with disability services will ensure consistency and will make optimal use of resources and expertise.

Well planned anticipatory reasonable adjustments are more likely to be effective than *ad hoc* individual adjustments. They reduce the number and extent of individual reasonable adjustments required with cost savings in the long term, as individual reasonable adjustments are likely to have recurrent demands on staff time and budgets. It is also often more cost-effective to incorporate adjustments from the outset, during policy development and at the planning stages of new initiatives, rather than making adjustments to existing arrangements as a reactive measure.

4.7   Disability Contacts within Academic Schools

Heads of Schools are required to appoint a member of staff to the role of Disability Contact. Ordinarily this will be a member of the academic staff in order to ensure identified reasonable adjustments are commensurate with learning outcomes. The member of staff appointed to the role should be adequately resourced to fulfil the responsibilities of the role and receive an appropriate hand-over.

The primary role of the Disability Contact is to act as a conduit of information between the School and the University's disability services; and to be a point of reference for colleagues and disabled students. It is expected that the role-holder will *inter alia* attend induction / training / meetings provided by disability services; assist in the co-ordination of the support of disabled students within their School, including the implementation of Personal Learning Support Plans (see Section 8); attend teaching and learning committees to inform inclusive teaching practice; contribute to inclusive curriculum development within their School; disseminate information on new developments, including disability legislation, policy and procedure within their school; help inform School decisions in relation to disability issues; and contribute to policy and procedure in relation to provision for disabled students.

4.8   Planning, Monitoring and Evaluation

Development of inclusive policy and practice in relation to the enhancement of disabled students' experience across the University is critical to delivering effective and appropriate student support and will be led by senior managers at college, school and central levels. [7]Equality impact assessments will aid this process, as will gaining and using student feedback effectively. Course monitoring should provide students with the opportunity to feedback on disability-related barriers and steps should be taken to encourage the uptake of disabled students as course reps.

Disability services and Schools' Disability Contacts should be consulted in the development of policy that impacts, or has the potential to impact, upon disabled students.

Personal Learning Support Plans are closely monitored: automatic emails are sent to students via myBangor two weeks following completion to check the implementation of reasonable adjustments and advise students to contact disability services if not.

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[7] http://www.bangor.ac.uk/hr/equalitydiversity/eia.php.en

Monitoring of quality of provision for disabled students is the task of the Disability Working Group, chaired by the Director of Student Experience. The Group reports to the Student Services Task Group, chaired by the Pro-Vice Chancellor (Students). Membership includes a pool of up to six volunteer disabled students and representation from the Students' Union to ensure the student voice is embedded in an informed and representative manner. Student data (including student numbers, student feedback and satisfaction rates) are collected, analysed and monitored by the Disability Working Group and informs disability services' operational planning. Emerging issues and trends are fed back to Disability Contacts, relevant Task Groups or central services, as appropriate.

Equality data, including students with protected characteristics as defined by the Equality Act (2010) is captured via the on-line registration process. Progress towards enhanced inclusion is evaluated through the use of summary data in the annual review of the [8]University's Strategic Equality Plan, monitored by the Equality and Diversity Task Group.

5   ADMISSIONS

This section should be read in conjunction with Bangor University's [9]Code of Practice for Recruitment and Admissions.

5.1   Legislation

The Equality Act 2010 specifies that discrimination and victimisation are unlawful during the admissions cycle in relation to:

[i]   everything an institution does to decide who is admitted (processes must be non-discriminatory, including course design, entry requirements; marketing; information, as well as the application and admissions process);

[ii]   the terms on which a higher education institution offers to admit a person as a student;

[iii]   by not admitting a person as a student.

5.2   Policy

The promotion and management of equity and diversity is fundamental to the University's achievement of its Mission Statement (see 4.1). In line with its widening access strategy, the University is committed to broadening opportunities to enter higher education and accepts students with a wide range of qualifications and backgrounds. To avoid the potential for discrimination, offers will be made to disabled applicants in the same way as for all applicants; each application will be considered in relation to entry requirements alone.

5.3   Open Days

Accessible locations must be used for Open Days and recruitment fairs. As a public body, the University has a duty to promote disability equality, and has an anticipatory duty to make reasonable adjustments. Schools and departments

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[8]http://www.bangor.ac.uk/hr/equalitydiversity/Final%20Strategic%20Equality%20Plan%20English%20Summer%202012-1-1.pdf

[9] https://www.bangor.ac.uk/ar/main/regulations/home.htm#code09

should expect and make arrangements to accommodate potential students and visitors with a diverse range of impairment and support requirements. Disability services can give advice as necessary.

5.4   Competence standards (see 3.2.7)

Competence standards that set out entry requirements for a course should be reviewed to ensure they are genuine, relevant, and, based on evidence, necessary. They must be rigorously tested for fairness and wherever possible, they should be framed in such a way that they are related to specific tasks and outcomes, rather than categories of jobs or access to a profession in general, and give due regard to the requirement to make reasonable adjustments to the assessment process. Legislation places an obligation upon professional bodies to ensure that competence standards are clearly defined and are a distinct requirement for the profession. However, it will be down to admissions staff to apply this framework when offering students places on programmes.

5.5   Programme descriptions

Programmes should not include unnecessary barriers to access by disabled people. Course information should give sufficient information to enable disabled students to make informed decisions about their ability to complete core components of the programme.

In accordance with the university's **anticipatory duties**, Schools should not wait for an application to be made before exploring how accessible a course is to a particular student. **Prior consideration of reasonable adjustments** 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.

5.6   Irrevocable barriers

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 Senior Assistant Registrar (Admissions) 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 [10]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.

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[10] https://www.bangor.ac.uk/ar/main/regulations/home.htm#code09

5.7   Admissions Process

Where a student mentions an impairment (including specific learning differences, mental health difficulties, long-standing and enduring health conditions) on their application form, disability services will be informed by Admissions or International Education Centre (IEC) and will write to the applicant to raise awareness of service provision and available funding. Applicants will be encouraged to contact the service to identify reasonable adjustments. Students who mention reduced mobility will be strongly encouraged to visit the university, however whilst it may be in their best interests it should be recognised that they are not obliged or may be unable to do so.

Offers will be made to disabled applicants in the same way as for all applicants by Central Admissions or IEC. 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, Education, Social Work) and a discussion about reasonable adjustments will be required at that time. (See 5.10**)**

Once an offer has been made, Admissions or IEC will forward a copy of the application form to the Admissions Tutor for information and to start a dialogue about reasonable adjustments with disability services if necessary.   Prospective students should be advised to check specific course requirements and contact disability services to discuss reasonable adjustments and support requirements where they feel they may meet with impairment-related barriers (including barriers in connection to long-standing health conditions).

5.8   Pre-course Health Assessment

Some courses (For example, Nursing) require all applicants to undertake a Pre-course Health Assessment. Flexibility is required to consider disabled applicants' requirements on an individual basis and measures put in place to make reasonable adjustments to enable applicants to demonstrate their ability to fulfil the good health criteria as set by the regulatory bodies.

It should be made clear to all applicants about how the standards of the relevant bodies are applied. For example: if either course entry, or registration with a professional body, is dependent upon medical clearance, this should be made explicit. Pre-entry guidance should be offered to those who declare an impairment and discussions should include the provision of reasonable adjustments as well as potential limitations to the scope of practice within the profession, where relevant.

Both the [11]Nursing and Midwifery Council (NMC) and the [12]Health and Care Professions Council (HCPC) prescribe the requirements to be met as evidence of 'good health and good character' in order to satisfy the NMC / HCPC register that an applicant is capable of safe and effective practice as a healthcare professional. Both regulatory bodies acknowledge that the term 'good health' is a relative concept, and that 'a registrant may have a disability, such as impaired hearing, or a health condition, such as depression, epilepsy, diabetes or heart disease, and yet be perfectly capable of safe and effective practice'. Definitive rules about particular conditions are unreasonable and applicants' health status is therefore

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[11] http://www.nmc-uk.org/Students/Good-Health-and-Good-Character-for-students-nurses-and-midwives/

[12] http://www.hpc-uk.org/aboutregistration/healthanddisability/

assessed on an individual basis through Betsi Cadwaladr University Health Board's Occupational Health Service in order to provide the School of Healthcare Sciences with advice on the compatibility of the applicant's health.

Should the health status of the applicant not meet the required criteria for a course, the applicant will be informed of the reason for declining the application, and afforded an opportunity for discussion with the School's Disability Contact and disability services, as appropriate.

5.9   Code of Practice for Social Care Workers

Students on the MA Social Work programme are expected to comply with the [13]Care Council for Wales' Code of Practice for Social Care Workers. Students are required to register with the Care Council for Wales and adherence to this Code is a condition of this Registration.

5.10   Pre-course interviews / tests

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. Admitting Schools should ask all applicants whether any reasonable adjustments are required to attend and participate fully.

5.11   Healthcare Sciences, Education and Social Work Courses

Where an applicant mentions disability, copies of application forms are received by the School's Admissions Tutor or by Central Admissions who will arrange for a copy of the form to be forwarded to disability services who will write to the applicant with information on available support and additional funding.

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.

5.12   Guidelines for the Interview of disabled applicants, including to Healthcare Sciences, Education and Social Work Courses

1.   Questions to all candidates should be overarching and give candidates the opportunity to demonstrate the *potential* for achieving competences.

2.   It should be made clear how any fitness standards of the relevant bodies are applied.

3.   It should be made clear that the University welcomes applications from disabled people; that the Equality Act 2010 requires the University not to treat disabled people less favourably; and that reasonable adjustments can be made to the assessment process, but not to the competence standards themselves.

4.   Questions in relation to the applicant's impairment should be within the context of reasonable adjustments identified by the applicant.

5.   It should be made clear how information about the applicant's impairment is protected or disseminated within the institution and placements (see Section 7).

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[13] http://www.ccwales.org.uk/code-of-professional-practice/

6. If there is any barrier that cannot justifiably be resolved, the applicant should be informed that further discussion with disability services needs to take place prior to an offer being made.

7. Ensure that the applicant contacts disability services, if they have not already done so, that same day if possible. This will provide the opportunity to discuss support requirements and reasonable adjustments in greater depth. Disability services can give advice regarding the applicant's eligibility to apply for funding to pay for extra costs incurred as a result of disability (Disabled Students' Allowances).

8. Inform disability services of the outcome of the interview as soon as possible.

5.13 International Students

International students have the same rights under the Equality Act 2010 as home students however they are not eligible for Disabled Students' Allowances (DSAs) which usually pay for additional support requirements (for example the provision of a specialist mentor). It is important, therefore, that prospective international students are strongly encouraged to contact disability services as soon as possible to ensure that sources of funding for any reasonable adjustments are explored.

5.14 Clearing processes

Once an offer has been made, all students applying for courses through clearing processes should be informed that if they have a disability, including a long-standing health condition, or a specific learning difference such as dyslexia, they should contact disability services as soon as possible to discuss support arrangements. Details of all students who mention disability should be forwarded to disability services, in accordance with the University's policy on confidentiality (see Section 7).

5.15 Record keeping

In case of a complaint on the grounds of discrimination arising from an unsuccessful application, all papers relevant to the selection process must be kept in accordance with the Data Protection Act 1998.

6 INDUCTION ACTIVITIES

6.1 Inclusive design

Induction events should be inclusive and designed with consideration given to the diverse needs of all students. It is particularly important that induction activities are inclusive as there are likely to be students in attendance who have not as yet shared disability-related information. Feedback from students regarding access should inform future activities.

6.2 Accessible venues and transport

Accessible venues should be used for both internal and external events. Arrangements should be made to ensure that transportation is accessible and that disabled students are able to take support workers, assistance dogs or to use assistive technology where necessary. It is considered good practice to use transport hire/coach companies which offer accessible vehicles. In most cases, the anticipatory duty obviates justification of inaccessible arrangements, including transport, residential and catering requirements.

6.3   Information

All documentation should be made available in clear print (see Section 9), with systems in place to provide timely alternative formats on demand.

6.4   Additional induction activities

Disabled students will not always require additional induction however some students may require separate additional induction processes to address specific issues. For example, students with visual impairments may need help with orientation around libraries, teaching rooms and facilities, or additional 1:1 support in accessing computerised systems.

6.5   Referral

Induction is an on-going process for students. Any student who mentions disability should be referred to disability services so that support can be organised if adjustments have not previously been identified and arranged (see 4.5).

7   CONFIDENTIALITY AND SHARING RELEVANT INFORMATION

7.1   Encouraging students to share relevant information

Although there is no duty on students to share information in relation to their impairment / enduring health condition, the University has a legal responsibility to take 'reasonable steps' to identify whether students require reasonable adjustments in order to prevent discrimination from occurring. The University needs to hold information to be able to offer advice and support to disabled applicants during the application and admission stages; to ensure that disabled students receive appropriate levels of support; and to ensure that reasonable adjustments are put in place to enable full participation.

Reasonable steps to provide opportunities for students to request reasonable adjustments include asking students at the following times:

- on application to a course (this applies to all students, and at all stages, including during Clearing processes);
- when applying for accommodation;
- on enrolment;
- when starting a new module/unit;
- when registering for examinations;
- when registering for field trips or outings of other sorts;
- prior to placement learning.

7.2   Inclusive approach

Not all students will perceive themselves as being a disabled person. An inclusive approach to ensuring that all students gain necessary support is to ask as a matter of course whether they have any specific requirements. This is particularly important on occasions where enquiries need to be undertaken in response to extenuating circumstances or other specific considerations. Staff should ensure that discussions are conducted in an environment where privacy is respected.

7.3   Confidentiality requests

Students have the right to confidentiality, both through the Data Protection Act 1998 and separately within the Equality Act 2010.

The Equality Act 2010 requires the University to comply with 'confidentiality requests', which relate specifically to the duty to make reasonable adjustments.

Under a confidentiality request, a student may ask for the **nature** or the **existence** of their impairment to be kept confidential. This may mean that some adjustments cannot be made but different (and in some cases, perhaps less appropriate) adjustments can be made in their stead. This must be made transparent to the student.

7.4   University responsibility

Relevant information about a student's impairment / enduring health condition should only be shared with other staff who have a need to see it in the course of their work to put in place adjustments and only should be released with the student's explicit permission.

7.5   Exceptional circumstances

Staff should take reasonable action (which may involve informing responsible authorities) if they believe, in their professional judgement, that a student is putting their safety, or the safety of others, at risk.

7.6   Parents and guardians

It is the University's policy to deal with all enquiries directly with the student concerned. Staff should only share information with parents or guardians with the student's explicit consent unless there are exceptional circumstances (see 7.5).

7.7   Student responsibility

For some courses, there may be particular health and safety requirements or professional requirements that place a duty upon students or potential students to declare certain medical conditions or impairments.

7.8   Referral to disability services

If a student or applicant mentions to a member of staff, even in passing, that [14]they have an impairment / enduring health condition, this might be deemed as 'constructive knowledge'. As a result, the University has a duty to comply with the Equality Act by not treating that individual less favourably than non-disabled students, and by making any reasonable adjustment to avoid the disabled student being substantially disadvantaged. The following procedure should be followed:

[a]   Students should be asked if they have provided this information in confidence or whether the intention is for the information to be passed on.

[b]   If the student requests that the information is to be kept strictly confidential, the student should be informed that in so doing it may be difficult, or impossible, to provide necessary support or to make the appropriate adjustments.

[c]   Unless the student insists that information is to be kept strictly confidential, the student should always be referred to disability services.

[d]   If the student indicates that they[15] will self-refer, staff should also liaise with the service to ensure that the information is passed on. The student should be informed of this procedure.

[e]   For reasonable adjustments to be implemented, students should register with disability services at: https://apps.bangor.ac.uk/plsp/applicant/ when they will be asked to give explicit consent to share information and to upload

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[14] The term 'they' is used to be gender neutral.
[15] The term 'they' is used to be gender neutral.

appropriate documentary evidence of disability. Once sufficient information is available, disability services will commence the Personal Learning Support Plan (PLSP) process (see Section 8).

7.9   Placements
See 14.6.5

7.10   Writing references for disabled students
To be read in conjunction with [16]Human Resources Employment Reference Guidelines.

Under the Equality Act 2010, disabled students have rights to confidentiality. Information must not be revealed to any third party without the student's permission. References must not discriminate against the student (e.g. commenting on sickness absences that may have been linked to disability).

Referees have a duty to be truthful and accurate and give a fair overall impression. References should be worded to give a fair and balanced view of the student, evaluating strengths and achievements, while also outlining any limitations. If a referee feels it is relevant to mention the student's impairment, and the omission of such would distort the reference, the referee should:

- discuss the issue with the student;
- 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:
http://www.bangor.ac.uk/compliance-unit/dataprotection/DPPolicy.php

8   PERSONAL LEARNING SUPPORT PLANS (PLSPs)

[17]Personal Learning Support Plans 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 will have a PLSP. The PLSP will obviate the necessity for students to inform every member of staff of their individual reasonable adjustments throughout their course.

Disability services will gain explicit consent from the student and draw up the Plan. Schools' Disability Contacts 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 Contact, disability services and the student to ensure that all learning outcomes are met and the most appropriate adjustments can be put in place.

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[16] http://www.bangor.ac.uk/humanresources/policies/recruitpolicies.php

[17] http://www.bangor.ac.uk/studentservices/disability/personal_learning_support.php

Each PLSP is informed by a study needs assessment / provision of documentary evidence as follows:

- medical practitioner's report

- mental health practitioner's report

- up-to-date educational psychologist's report

- qualified specialist teacher's report

With the exception of students who have a temporary injury, once a student has produced such evidence there should be no further requirement to provide the same information again whilst they continue on the same course.

On-going review of provision will be built into the plan to ensure any changing needs are met and students with fluctuating conditions will be monitored by disability services. Reasonable adjustments are identified within a framework to promote student autonomy and independence. There is an expectation that students will take up available support and provide feedback on the effectiveness of adjustments.

PLSPs are drawn up in myBangor. Disability Contacts, relevant School Administrators, 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.

9 ACCESSIBLE INFORMATION

9.1 Clear Print
It can be anticipated that some people with dyslexia or sight difficulties, including potential students, will be substantially disadvantaged if presented with information in print which is not clear. The preferences for document layout vary considerably between people however to ensure that printed materials are accessible to as many people as possible staff should endeavour to use [18]Clear Print.

9.2 Guidelines on alternative formats
Although documents produced in clear print will be accessible to most people, not everyone will be able to access printed material. A reasonable anticipatory adjustment is to offer to produce publications in a variety of formats, on request. For example: in electronic format, large print or in braille. A clear, large print statement in a prominent place about the availability of alternative formats on request will be required.

Disability services can offer advice on how to produce a document in large print format (i.e. in 16 point or more), including tables, diagrams, labels, etc. and also has contacts in the community for the production of large amounts of braille. Smaller jobs can be produced in-house, contact the disability services for information.

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[18] http://www.bangor.ac.uk/studentservices/disability/access_resources.php.en

9.3 Guidelines for accessible presentations

Good design of course materials to make learning inclusive for disabled students will generally improve the learning opportunities for all students. Visual displays can enhance accessibility but without consideration given to the different requirements of disabled students, they can also debar access. When using visual displays, such as PowerPoint presentations, etc., staff should follow guidelines for the production of clear print, but should also be mindful of the different protocols involved in presentations in order to make them accessible to as many students as possible. For guidelines and templates, see:
http://www.bangor.ac.uk/studentservices/disability/access_resources.php.en

9.4 PDF Documents

PDF documents are made more accessible to people using assistive technologies with the help of 'Access Adobe'. For information on the benefits and barriers PDFs present and an approach to addressing these barriers, see: Making the most of PDFs

9.5 Guidelines for Accessible Websites

Websites are required to be accessible to everyone, including people with visual, hearing, physical / motor impairments as well as those with specific learning differences, e.g. dyslexia. Disabled people have a legal right to access web pages and consequently all websites should be accessible.

A single version of the website, which is accessible to everyone, regardless of how they access the Web, is considered good practice. The creation of an additional text-only version in many cases doubles the amount of work involved in updating the site, and can result in text-only versions becoming obsolete. The creation of a text-only version should be seen only as a final option when all other alternatives for making the site accessible have been exhausted.

To cater for everyone, websites should be flexible in design, enabling individual users to use browsers to adjust the text and colour settings to suit their own particular requirements and circumstances. For assistive technologies, e.g. screen readers, to work effectively web pages should be appropriately designed and must be written in valid hypertext mark-up language (HTML). For further information, contact the Web Team.

Detailed information on making web pages accessible is available in the [19]Web Accessibility Initiative (WAI) Guidelines.

10 ACCESSIBLE FACILITIES / RESOURCES

10.1 The Physical Environment

The University aims to ensure that the physical environment and buildings anticipate the needs of disabled people. All new buildings will be accessible, and where renovations and improvements to existing buildings are being carried out, works to improve access will be included.

Physical access improvements works are identified, prioritised and monitored by the Physical Access Working Group which is chaired by the Assistant Director of Estates & Facilities; membership includes representation by the Students' Union, disabled students and the local Access group. The Group reports to the Estates and Facilities Task Group.

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[19] http://www.w3.org/standards/webdesign/accessibility

10.2   Emergency Procedures

Policy and guidance on the safe use and evacuation of a building for disabled students, staff and visitors during an emergency is contained within the University's Fire Safety Policy.

During an emergency some people may require additional support or adjustments in order to ensure their safety and to make certain that they are not placed in any danger. Any student falling into this category will have a [20]Personal Emergency Escape Plan (PEEP).

10.3   Accessible Facilities and Equipment

The University will take all practicable and reasonable steps to ensure that students can gain access to its services and facilities, and where necessary, will put in place adjustments on an individual basis. However, to work towards gaining a balance between the responsive and anticipatory duties of the Equality Act, any future refurbishment to buildings and facilities will include the needs of students with a wide range of impairments.

Consideration to disabled students should also be given when purchasing new equipment to ensure equal access. Disability services is able to give information and offer advice on access issues.

Services should be proactive and systematic in gaining feedback from students in order to make continuous improvements to their provision.

10.4   Information and Communication Technology

Access to learning resources is essential to all students and should be accessible by design wherever possible. Where modules include learning that takes place in a virtual learning environment (VLE), it should cater for a wide range of potential entitlements, including those who use non-traditional ways of accessing screen information (e.g. screen reader users), or it should be possible to make individual reasonable adjustments. Software should allow students to work at their own speed or take rest breaks; wherever possible, sound clips should have text alternatives or subtitles.

Staff should engage with opportunities to develop and extend their knowledge of inclusive approaches.

10.5   Library provision

The University has responded to the requirements of the Equality Act by providing a range of adjustments to its [21]library provision for disabled students to enable equitable access. Individual eligibility for adjustments will be determined by disability services.

10.6   Monitoring provision

Feedback should be gained from disabled students to ensure the accessibility of provision and services.

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[20] http://www.bangor.ac.uk/hss/inflink/disabilityhs.php

[21] http://www.bangor.ac.uk/library/help/guides.php

11   STAFF DEVELOPMENT OPPORTUNITIES

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 and Teaching (CELT) webpages:

http://www.bangor.ac.uk/studentservices/disability/info_staff.php.en#staffdev

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

In addition, the University has a statutory duty to ensure all staff are aware of their responsibilities with regard to the provisions made in the Equality Act. A range of training opportunities and support materials are available at:

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

Staff should seek expert advice as necessary and avail themselves of the development opportunities provided by the University.

12   COLLABORATIVE PROVISION

Where learning and teaching is delivered through a collaborative arrangement, the responsibilities of each of the partners are defined in the agreement between Bangor University and the Partner to ensure clarity for provision of specialist disability support.   See [22]Code of Practice on Collaborative Provision.

13   PROGRAMME DESIGN, VALIDATION AND REVIEW

This section should be read in conjunction with Bangor University's [23]Code of Practice for Programme Approval, Monitoring and Review.

13.1   Inclusion is an ongoing process of institutional enhancement of the student experience. Inclusive learning, teaching and assessment practices benefit all students, and should be considered at all stages of programme design, development and review in order to prevent the need for retrospective adjustments. Information on inclusive approaches and strategies to remove barriers is available at: http://www.bangor.ac.uk/studentservices/disability/info_staff.php; disability services can provide information and advice as necessary.

13.2   New modules/programmes of study and review processes should give consideration to the needs of students with a wide range of impairments. The wording of learning outcomes is central to the inclusive curriculum; they must capture the intended learning accurately and with clarity, and should not, in the way they are written, present any unintentional barriers to disabled students. Disability services and CELT can offer advice on writing inclusive learning outcomes; information is available on their [24]webpages.

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[22] https://www.bangor.ac.uk/ar/main/regulations/home.htm#code12

[23] https://www.bangor.ac.uk/ar/main/regulations/home.htm#code08

[24] http://www.bangor.ac.uk/studentservices/disability/info_staff.php.en

13.3 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 standard as their peers (see 15.3).

13.4 Disability-related barriers which emerge through monitoring should inform programme / module modifications as part of review and revalidation. Information about the experience of disabled students should be used by Schools when presenting programmes and modules for validation and revalidation.

13.5 Validation and review processes should incorporate an evaluation of the programme aims, learning outcomes and assessment strategies on equality grounds. Schools should determine the extent to which a course is inclusive of disabled students and ensure potentially discriminatory practice is identified and eliminated. The impact and accessibility of the teaching and learning environment, including distance learning, fieldwork and placements, should be considered as part of this process. Any outcomes of the impact assessment should be followed up and appropriate revisions made to the programme design.

14   INCLUSIVE LEARNING & TEACHING

14.1   Policy
Learning and teaching activities and associated resources should provide every student with an equal and effective opportunity to achieve the intended learning outcomes. A flexible and inclusive approach to learning and teaching enables and empowers students who engage appropriately to fulfil their individual potential, minimising the need for individual adjustments.

14.2   Awareness of students' entitlements
Module organisers should ensure they are familiar with the learning requirements of all their students and are obliged to identify if they have students who require individual reasonable adjustments. This information is viewable in the modules and assessments system, under the PLSP tab:
https://apps.bangor.ac.uk/modules_assessments/

14.3   Inclusive approach
Teaching staff should always assume that they may have disabled students on their course. To ensure *all* students are included, simple adjustments to teaching practice in lectures, seminars and classes can be put in place, for example:

- Booklists provided sufficiently in advance for a student to obtain texts in braille, electronic format or audio.

- Handouts and copies of slides provided in advance, wherever possible.

- A variety of presentation methods used.

- Where appropriate, presenting complex information in an accessible format, for example summarised through bullet points.

- Visual material verbalised to support those who are unable to see detail at a distance.

- Microphones / neckloops used, and the practice of repeating questions raised in the audience implemented, to support those who are hard of

hearing and to ensure that everyone can benefit from the question and answer.

- Recognition that some students will use assistive technology or support workers.

- Students allowed to record lectures.

- Awareness of the needs of lip readers and, wherever possible, facing the front when speaking (including when using slides or writing on a board). Making sure that all presentation areas are suitably lit, e.g., avoiding back or side lighting from windows.

- Making sure that instructions are given both verbally and visually.

These examples constitute good teaching practice for the benefit of all students. Further information on inclusive approaches can be found at: http://www.bangor.ac.uk/studentservices/disability/info_staff.php.en

14.4   Practical sessions

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.

14.5   Risk assessments

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 the Data Protection Act must be recorded.

14.6   Inclusive Field Trip Design

14.6.1   Approaches to inclusion

Universal design should underpin the design of field trip 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.

Field trip 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 field trips as their non-disabled peers. Where this is not possible, alternative field trips

should be sought on an individual basis in consultation with the particular student and disability services.

In exceptional circumstances, where accessible field trips are 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.

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

14.6.3 Monitoring
The field trip 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.

14.7 Placements

To be read in conjunction with the [25]Code of Practice for Placement Learning.

14.7.1 Legislation
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 of the needs of any disabled student, including transport needs.

14.7.2 Complaints, harassment and discrimination procedures
Complaints procedures should make clear who students can contact if problems arise. As complaints processes can be slow, it is important that university placement staff are also able to respond quickly and appropriately to solve problems to ensure that students' learning experiences are not interrupted.
It may be necessary to have procedures for terminating unsatisfactory placements where difficulties cannot be resolved. In such cases, students will need to be transferred to more suitable placements so that their learning is not compromised.

14.7.3 Identifying students' placement requirements
University placement staff should discuss with students their particular placement requirements and where necessary liaise with disability services. It may be necessary for a student to have a Placement Learning Support Plan drawn up by disability services.

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[25] https://www.bangor.ac.uk/ar/main/regulations/home.htm#code07

14.7.4 Finding an appropriate placement

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.

14.7.5 Sharing impairment-related information.

Placement forms should encourage students to come forward for reasonable adjustments. Whilst some students may be happy to share information with the University, they may be reluctant for the information to be shared with the placement provider. University placement staff may need to offer students the opportunity to talk through the sensitive issues that sharing such information raises and may need to explain to students their responsibility to share any relevant information on an application form.

Not all information about a student's impairment may be relevant to the placement and only certain members of staff at the placement may need to be passed information on a need-to-know basis and in line with University policy (see Section 7). However, at times, the implications of disability may impact upon the placement, and the University may therefore be obliged to ensure that information is passed on. Where students will be working with children or other vulnerable groups, or with chemicals or dangerous equipment, for example, there could be health and safety considerations. In such circumstances a **full risk assessment** (see 14.5) must be undertaken, giving consideration to reasonable adjustments.

14.8 Review of Adjustments and Practice

Responsibility for making the curriculum accessible will fall largely upon academic staff. To ensure adjustments are successful and give full access to disabled students, all students should be given the opportunity to review their experiences and give feedback and advice on how improvements can be made.

15   INCLUSIVE ASSESSMENT PRACTICE

This section should be read in conjunction with Bangor University's [26]Regulations for Taught Programmes.

15.1   Demonstration of assessed learning outcomes
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.

15.2   Inclusive assessment design
The curriculum should be designed to proactively consider accessibility for disabled students in the design and conduct of the assessment. A variety of assessment methods will provide disabled students with the opportunity to demonstrate their learning on a par with their non-disabled peers and will often mitigate the need to make reasonable adjustments on an individual basis. Module organisers are encouraged to liaise with disability services at the design stage.

Inclusive design will enable disabled students to undertake the same assessment as others undertaking the same module.

15.3   Alternative assessment methods
However, where a certain form of assessment is inaccessible to an individual disabled student, despite additional arrangements such as extra time, a reasonable adjustment will be to allow a student an alternative assessment method that is consistent with learning outcomes. Any alternative assessment method must be of the same standard, demonstrate the same learning outcome[s], and present a comparable level of challenge. Discussions should take place between the School's Disability Contact and / or the Module Organiser, disability services and the student. Major changes in the form of assessment should be referred to the Pro-Vice Chancellor (Teaching & Learning).

15.4   Individual reasonable adjustments
Disability services will liaise with schools to ensure that individual adjustments to the assessment, including where relevant: assignments; oral presentations; placements; laboratory practicals; fieldwork; examinations; etc. are reasonable and provide disabled students with the same opportunity as their peers to demonstrate achievement of learning outcomes within the context of maintenance of academic standards (see 3.27).

Assessment arrangements for individual students are dependent upon the student registering with the relevant disability service and producing appropriate documentary evidence (Section 8).

15.5   Deaf students
Deaf students may require the modification of exam / assignment papers into plain English, i.e. the carrier language of the assignment title will be adjusted to ensure the student has understood the task in hand, without altering the meaning of the question. This will be indicated in the student's Personal Learning Support Plan.

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[26] https://www.bangor.ac.uk/ar/main/regulations/home.htm#reg01

15.6   Additional time for submission of assignments

In general, the recommended reasonable adjustments in disabled students' PLSPs (Section 8) will enable students to meet deadlines for submission of work. Additional time for the submission of assignments is not normally advocated unless there are extenuating circumstances. However, on an individual basis, where learning outcomes allow and where it would not compound the situation, a flexible approach to deadlines may be required for disability-related reasons, for example where a student has a variable condition. Where it is deemed to be a reasonable adjustment, this adjustment will be identified in the student's PLSP.

15.7   Administration of examination arrangements

The Academic Registrar (or nominee) is responsible for the overall approval and administration of reasonable adjustments to examinations. Within the School of Healthcare Sciences, the administration of reasonable adjustments is the responsibility of Course Directors with responsibility for examinations and assessments.

15.8   Re-sit examinations

Resit examinations should allow students to demonstrate fairly their acquisition of learning outcomes using recommended reasonable adjustments.

15.9   Temporary injury / illness and documentary evidence

Students who have a temporary injury / illness must liaise with the disability services at the earliest opportunity. This will ensure that additional arrangements are identified for examinations or in-class assessments, or both; and that the provision of advice and support is as consistent as possible and is co-ordinated within University systems. They will determine what kind of documentary evidence is required as well as necessary arrangements should the student's condition persists over the longer term.

15.10   Implementing reasonable adjustments in examinations

Students requiring reasonable adjustments for examinations (for example, extra time, computer facilities, scribe, etc.) must register / book in as soon as possible after the publication of the examination. This ensures that reasonable adjustments are appropriate to the assessment method of each module. For example, a student with handwriting difficulties may require a scribe for essay-style answers, but not for multiple choice question papers. The procedure can be found at:
http://www.bangor.ac.uk/studentservices/disability/exams.php.en

15.11   Invigilators

All students requiring adjustments which could disrupt other students will sit their examinations in the Early Start room, the Exam Support room, Adeilad Deiniol, the student's school or another agreed location. An extra room will require another invigilator.

It will be the responsibility of the invigilator to ensure that examinations are conducted in accordance with agreed reasonable adjustments, and that as far as possible in other respects the usual rules for the conduct of examinations are observed.

Invigilators may need to provide oral information in writing for some disabled students (for example, those students who are deaf or hard of hearing).

15.12   Support Workers in Examinations

Recommendations for a scribe, reader or other support worker assistance will be included in the student's PLSP and must be commensurate with learning outcomes.

The use of a support worker should neither give a candidate an unfair advantage nor should it disadvantage the candidate.

Support workers must undergo a briefing session and be provided with a job description and relevant [27]guidelines, which must be adhered to.

When using a scribe or reader for the first time, students should be given the opportunity to have a practice session beforehand.

Where a scribe is used, a slip should be attached to the exam script to indicate this to markers.

15.13 Use of Assistive Technology in Examinations

Specific equipment may need to be available to disabled students in an examination. Such arrangements can include the use of personal computers and word processors, voice activated software, braille displays, braille note-takers, screen magnification programmes and screen readers. Appropriate adjustments will be included in the student's PLSP.

For those students where it is a reasonable adjustment to use a word processor in examinations, the University considers the use of spell-checking and cut-and-paste facilities to be generally reasonable. Concept mapping and software for students with specific learning differences should also be available as a matter of course. In some cases, however, learning outcomes may invalidate the use of such facilities, rendering the adjustment in such instances unreasonable.

Computers should be disabled from the network. Any removable devices to be used will need to be checked to be free from any material which the student could use.

15.14 Use of support workers in assessed practicals

Recommendations for support worker assistance will be included in the student's PLSP and must be commensurate with learning outcomes. The Disability Service is responsible for allocating a support worker to the student and drawing up an action plan to ensure clarity of responsibilities.

The support worker must be able to ensure the safety of the student, carry out instructions accurately and should have a working knowledge of the subject concerned. Responsibility for health and safety training, if relevant, lies with the School or module organiser.

Factual help must not be given to the student or suggestions offered by the support worker. Instructions must be carried out exactly as they are given by the student unless to do so would cause a hazard. If the support worker does not understand the student's instructions, clarification may be requested but this must not lead the student in any way or attempt to interpret the student's wishes.

The student should have adequate practice in the use of a practical assistant prior to the assessment.

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[27]
http://www.bangor.ac.uk/studentservices/disability/documents/GuidelinesforScribesWorkinginExaminations_Eng.pdf

15.15 Extenuating circumstances

In the event of extenuating circumstances (for example, illness), students are responsible for ensuring they submit appropriate documentation in line with the [28]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.

15.16 Marking of written work

Students with specific learning differences supported by the Dyslexia Student Service have the opportunity to attach a 'yellow slip' to their work. It should be noted that yellow slips are for guidance; they are not intended as a signal that marks should be added in compensation, but that in so far as learning outcomes allow, students should not be penalised unnecessarily for any aspects of their work which reflect their specific learning difficulties and work should be marked for content, ideas and critical acumen. A variety of sources of additional information and guidance[29] exists to support markers in the application of such marking. Assessors should consult their School's Disability Contact or disability services for further information.

The same principle could apply to other disabled students, for example, pre-lingually D/deaf students will more than likely be sign language users and this may be regarded as their first and only language choice. As sign language is linguistically different from English / Welsh, this may affect the student's ability to demonstrate their learning effectively in written English / Welsh, as required in both examinations and coursework. Where consideration should be given to marking as a result of disability, this will be highlighted by the label system. Assessors should consult disability services for more information.

15.17 Complaints and appeals

Disabled students have the right to appeal if they are not satisfied that their individual needs directly arising from their impairment have been satisfactorily accommodated in the assessment process. (See [30]Student Grievance Procedure)

15.18 Feedback

Effective feedback to support learning involves an ongoing dialogue with the student. For students who are faced with additional barriers, particularly those who meet with difficulty in accessing sources of information, and those who have to work around the impact of disability, timely feedback is essential to ensure effective time management.

15.19 Data Monitoring

In accordance with the University's Strategic Equality Plan[31], statistics on progress and achievement will be analysed to ascertain whether disabled students achieve to the same level of success as their non-disabled peers.

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[28] https://www.bangor.ac.uk/ar/main/regulations/home.htm#reg01

[29] http://www.dyslexia.bangor.ac.uk/documents/Marking_guidelines_English.pdf

[30] www.bangor.ac.uk/ar/main/regulations/home.htm#proc01

[31] http://www.bangor.ac.uk/hr/equalitydiversity/