



		<p>enabling them to participate as fully as possible. This can be positive, in ensuring controls are adapted to suit any protected characteristic and individual needs.</p> <p>Only in rare cases, would the overseas travel planning and risk assessment process restrict activities for a person with a protected characteristic or specific need. For example the teaching and learning outcomes cannot be achieved by changing the location of the trip, other reasonable adjustments were not possible or where the individual's protected characteristics could place them at greater risk, for example due to the cultural / religious beliefs of a country.</p>
<p><i>Will the needs of staff and students with different protected characteristics be met? Could the project, policy or practice lead to increased take-up / participation by protected groups? Are there any opportunities to proactively advance equality for specific protected groups and / or between protected groups?</i></p>	<p>The policy should be used to consider any personal requirements and seek to ensure that a person's individual needs are considered and addressed when planning overseas travel to eliminate barriers from the outset with all overseas travel arrangements and management controls designed to enable full participation.</p>	<p>The Policy is positive in respect of supporting and advancing inclusivity from the outset when planning overseas travel.</p> <p>Risk Assessments which are integral to overseas travel activities are inherently about thinking about what's needed to ensure that we do all that is reasonable to safeguard health and safety – the 'person' is integral to the risk assessment methodology and as such effort would always be made to identify means to enable full, safe participation.</p>
<p><i>Have steps been taken to tackle prejudice and promote understanding?</i></p>	<p>The policy aims to support and safeguard individuals, whatever their needs and to remove unnecessary barriers. It also aims to encourage dialogue and consideration of all of the factors.</p>	

<i>How have relevant individuals, groups or organisations been involved / consulted in developing and impact assessing the project?</i>		
<i>The assessment has not identified any potential for discrimination or adverse impact and all opportunities to advance equality have been taken.</i>	The Policy should encourage and support.	
<i>Note the adjustments that will be made to remove barriers identified by the assessment or to better advance equality.</i>		
<i>Note the steps that will be taken to reduce or mitigate the adverse impacts.</i>		
<i>The assessment shows actual or potential unlawful discrimination. Note the action to be taken to stop and / or rethink the project.</i>		

