

Equality Impact Assessment Code of Practice for Career Education, Information and Guidance

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Project Aim	
<i>What does the project aim to achieve? (Please note the financial and / or non-financial outcomes and benefits).</i>	
<p>This Code of Practice aims to ensure that Careers Education, Information and Guidance at Bangor University is consistently delivered, high quality, and strategically embedded across the institution to support students' and graduates' employability, career management, and lifelong development. It defines the principles, responsibilities, partnerships, and quality assurance arrangements required to align CEIG provision with institutional priorities, labour market needs, and regional, national, and international economic development.</p>	

Project Title	Code of Practice for Career Education, Information and Guidance
Project Lead	Head of Student Success
Project Team	Student Success: Careers and Employability, Director of Student Life

What impact does the project, policy or practice have on people that share a protected characteristic?
<p><i>Under the general Public Sector Equality Duty (PSED) set out in the Equality Act 2010, the University must give 'due regard' to the need to eliminate unlawful discrimination, harassment and victimisation as well as to advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. The protected characteristics covered by the equality duty are: age, disability, gender reassignment (Trans), pregnancy and maternity, race (ethnicity), religion or belief, sex (gender) and sexual orientation and the duty also applies to carers. The law requires that the University demonstrates it has given 'due regard' to the aims of the equality duty in its planning and decision-making processes.</i></p>

Public Sector Equality Duty Requirements	Evidence	Detail of Impact (Positive/Neutral/Negative)
Eliminating Discrimination <ul style="list-style-type: none">• <i>Is the project, policy or practice likely to treat anyone less favourably or disadvantage them because of their protected characteristics?</i>	The Code commits to equity of access to impartial and confidential provision; accessibility in line with UK and institutional regulations; bilingual delivery (Welsh/English); and collaborative working that recognises the diverse needs and aspirations of the student and graduate community. It also requires	CEIG provision is open to all students and graduates for up to 3 years after their course end date, with reasonable adjustments and targeted support where appropriate. The Code is designed to mitigate disadvantage and no student or graduate would be treated

<ul style="list-style-type: none"> • Could the project, policy or practice lead to different outcomes for different protected groups? 	<p>Careers and Employability to champion equality, diversity and inclusion and to support widening access and participation.</p>	<p>less favourably as a result of its implementation.</p>
<p>Advancing Equality of Opportunity</p> <ul style="list-style-type: none"> • 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? 	<p>Collaborative working across the university is designed to ensure that staff and students with different protected characteristics can access appropriate, responsive and inclusive support. Embedding provision in the curriculum, co-curricular activities, and partnerships with academic schools and external stakeholders a reduces risk and structural barriers to participation and targeted employability support is likely to increase engagement from under-represented groups that are furthest away from the labour market.</p>	<p>Using data to such as Career Readiness, CareerConnect, enrolment, LEO and Graduate Outcomes can be used to analyse gaps in engagement and progression, promote inclusive career pathways, and strengthen equity for all students and graduates.</p>
<p>Promoting Good Relations</p> <ul style="list-style-type: none"> • Have steps been taken to tackle prejudice and promote understanding? • How have relevant individuals, groups or organisations been involved / consulted in developing and impact assessing the project? 	<p>The code is aligned with Bangor University's Strategy 2030 and is in line with internal and national requirements and has been shaped by sector standards such as QAA and AGCAS standards, policies and related Code of Practice and Ethics.</p> <p>Consultation with academic schools, heads of professional services and external stakeholders occur annually. CEIG services are subject to review during institutional audits, internal academic and service department audits.</p>	<p>It promotes collaboration between the Student Success: Careers and Employability Service, academic schools, the Students' Union, employers and external agencies, helping to challenge bias and prejudice through shared standards, professional practice, and exposure to inclusive and diverse career pathways, labour market information and positive employer perspectives.</p>
<p>Based on the above assessment, what course of action is required?</p>		
<p>No major change required</p>		<p>No major change required.</p>

<p><i>The assessment has not identified any potential for discrimination or adverse impact and all opportunities to advance equality have been taken.</i></p>	
<p>Make adjustments to remove barriers or to better advance equality</p> <p><i>Note the adjustments that will be made to remove barriers identified by the assessment or to better advance equality.</i></p>	<p>N/A</p>
<p>Continue despite having identified some potential for adverse impacts or missed opportunities to advance equality</p> <p><i>Note the steps that will be taken to reduce or mitigate the adverse impacts.</i></p>	<p>N/A</p>
<p>Stop and rethink</p> <p><i>The assessment shows actual or potential unlawful discrimination. Note the action to be taken to stop and / or rethink the project.</i></p>	<p>N/A</p>

<p>How will the actual impact of the project, policy or practice be monitored once it has been implemented?</p>
<p>This code of practice will be monitored annually by the Student Success Team: Careers and Employability and formally reviewed in line with the university's schedule for policy review, every 3 years.</p>

<p>Publication</p>
<p>This Equality Impact Assessment will be published bilingually on the Bangor University webpages and is available in print upon request.</p>