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: -
COP 18: Code of Practice for the Peer Guide Scheme

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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?	To increase the likelihood that new undergraduate and postgraduate students integrate successfully into the social and academic fabric of the University, and to provide all students at level 6 and above with an opportunity to engage in voluntary work experience.
Who is responsible for the Policy?	The Central Peer Guide Coordinator (Currently the Head of Skills Development).
How does the Policy link to the University's strategic priorities?	Strategic priority 1: Aim 2 Deliver an excellent learning experience and environment, which provides the best possible opportunity for our students to succeed.
Which Groups are stakeholders in the Policy?	• All students • Academic schools (represented by Peer Guide Coordinators within each school) • Central services
Will the Policy be applied uniformly to all areas of the University?	Yes
Please state which groups the Policy applies to.	All students

Have the following been considered? (requirement of the Public Sector Equality Duty)	
Could any elements of the Policy be directly or indirectly discriminatory?	The policy aims to ensure that peer support is available to all new students.
Could the Policy be used to promote diversity and equal opportunities?	The training of Peer Guides focuses upon inclusive practice.
Could the Policy be used to promote good relations?	The training of Peer Guides includes tasks and guidance on safe-guarding, harassment, safe-drinking, and encourages empathy and inclusive practice.

Monitoring	
What quantitative or qualitative data is available to advise the Policy?	Applications to the scheme are managed through a Peer Guide Dashboard. Numbers of students registering as peer guides and those supported through the scheme are logged. Peer Guide training is evaluated through a feedback survey. Quantitative and qualitative data on the experience of new students is captured through the annual Croeso survey.

Consultation	
What Groups have been consulted in drafting the Policy?	Feedback from students supported through the scheme and those volunteering as peer guides feeds in to changes to the policy as does that of Peer Guide Coordinators within schools. The Central Peer Guide Coordinator reports to the Student Welfare Group.
How has consultation taken place?	Yes. Meetings have been held with school coordinators. Feedback on training, and the Croeso survey has been analysed. The Central Peer Guide Coordinator has presented updates on the scheme to staff from central services at the Student Welfare Group.
How has consultation informed the development of the Policy?	A complete revision of Peer Guide training has been undertaken, with a greater emphasis placed upon inclusivity, safe-guarding, and referrals. An online dashboard has been developed in order to enhance admin processes both centrally and within academic schools.

Implementation	
How will the Policy be implemented?	Peer Guides are recruited on an annual basis. Prospective students are made aware of the scheme through the University prospectus and the Welcome Week Diary.
Who will be responsible for the implementation of the Policy?	The Central Peer Guide Coordinator (currently the Head of Skills Development).

Monitoring	
How will the Policy be monitored to ensure that it is achieving its aims?	Reporting to the Student Welfare Group; submission of an annual report to the Director of Student Services.
Who will be responsible for monitoring the Policy?	The Director of Student Services and the Student Welfare 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?	Annually.

Resource implications	
Training – are there any training requirements associated with the development, implementation or monitoring of this Policy?	Training is compulsory for all new Peer Guides. Staff new to the role of Peer Guide Coordinator within academic schools are inducted into the role by the Central Peer Guide Coordinator.
What are the other resource implications of implementing the Policy (including time and workload)?	Acting as a Peer Guide Coordinator within academic schools is a fractional role. This will need to be taken into account when making adjustments to staff teaching/research/admin workload.

RECOMMENDATIONS AND REVIEW DATE	
3 years	
IMPACT ASSESSMENT SIGNATURE AND DATE	
Julian Brasington, Head of Skills Development	27 March 2020