

Equality Impact Assessment of Code of Practice 16: School Representative System

By: Rob Samuel and Lucy Lloyd

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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>	
The School Rep Code of Practice aims to ensure that there is a clear, transparent and consistent process in place for the School Representative System.	

Project Title	Equality Impact Assessment of Code 16
Project Lead	Rob Samuel and Lucy Lloyd
Project Team	Undeb Bangor Student Voice Team

What impact does the project, policy or practice have on people that share a protected characteristic?
<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>

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> <i>Could the project, policy or practice lead to different outcomes for different protected groups?</i> 	The Code of Practice applies to all Students. Students Accessing the Rep System: The School Representative System aims to ensure that any student can feed back to their School Representative. School reps are encouraged to use a range of mechanisms to gather feedback, to ensure different student needs are taken into account, including Undeb Bangor's 'Feedback to your reps' form, which is open for any student to use. Reps are specifically encouraged to gather feedback	Neutral

	<p>from underrepresented groups of students and to champion issues that may only be raised by small numbers of students due to those students being in a minority community. SSLiC meetings have a specific agenda item to ask if there is any feedback from students with protected characteristics.</p> <p>Students becoming School Reps: Any student is able to become a School Rep regardless of protected characteristics. Undeb Bangor acknowledges that some students (including those with some protected characteristics) may find it more challenging to commit time to voluntary roles, such as becoming a School Representative, therefore we advise all students that the role is flexible, should not take precedence over their studies, and that they are able to take time away from the role if needed.</p>	
<p>Advancing Equality of Opportunity</p> <ul style="list-style-type: none"> • <i>Will the needs of staff and students with different protected characteristics be met?</i> • <i>Could the project, policy or practice lead to increased take-up / participation by protected groups?</i> • <i>Are there any opportunities to proactively advance equality for specific protected groups and / or between protected groups?</i> 	<p>The School Representative system is one way of hearing students' voices, in addition to other systems that Undeb Bangor uses. Undeb Bangor organises regular 'listening sessions' for specific groups of students including Black, Asian and Minoritised Students, LGBTQ+ Students, Disabled Students, Neurodivergent Students, International Students, Parents, Carers & Mature Students, Myfyrwyr Cymraeg and PHD Students. The aims of these sessions are to create safe spaces for students to talk confidentially with Undeb Bangor staff about any issues they're facing or campaign ideas they might have, and also to support these students to use existing processes, such as the 'Feedback to your</p>	<p>Positive</p>

	School Reps' form. This could increase participation from these groups.	
Promoting Good Relations <ul style="list-style-type: none"> • <i>Have steps been taken to tackle prejudice and promote understanding?</i> • <i>How have relevant individuals, groups or organisations been involved / consulted in developing and impact assessing the project?</i> 	<u>Creating a Supportive Team Environment:</u> During School Rep training, Undeb Bangor emphasises the need for reps to work together as a team, and that each rep brings their own experiences and skills to the role. Reps are encouraged to think about how they can approach the role in ways that play to their individual strengths and interests. We also let all reps know that they are able to take time away from the role if needed, but to let other reps and staff know if this is the case, so that alternative arrangements can be made where needed. This aims to create an understanding team environment where reps appreciate the benefits of a diverse team. Where students are concerned about the commitment of the role, we offer additional discussions about how the role can fit in with their needs. When reps disengage with the role, or don't attend meetings, the first step is for Undeb Bangor to reach out and check in with the rep, to ensure any additional training or support can be offered, or to find out if the rep needs to take a step back from the role. Undeb Bangor are currently working on developing further resources and guidance for reps around accessibility and inclusivity, which may be included in the Rep Handbook, or delivered through other methods.	Neutral
Based on the above assessment, what course of action is required?		
No major change required		Y

<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>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>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>How will the actual impact of the project, policy or practice be monitored once it has been implemented?</p>
<p>Continuous monitoring and reporting to Senate Regulations and Special Cases Committee occurs as part of the annual University calendar. Any equality issues that arise will be explored and any reasonable adjustments made. This procedure is reviewed every 3 years by Undeb Bangor.</p>

<p>Publication</p>
<p>This Equality Impact Assessment will be published <i>This Equality Impact Assessment will be published alongside the Procedure through Bangor University website https://www.bangor.ac.uk/regulations/index.php.en</i></p>