

## Equality Impact Assessment of Student Protection Plan

By: Dr Beth Edwards

Date: 20 January 2026

Project Aim
<i>What does the project aim to achieve? (Please note the financial and / or non-financial outcomes and benefits).</i>
<p>This Student Protection Plan outlines Bangor University's commitment to protecting students' interests, maintain academic quality and standards, safeguarding equality and to the continuation of delivery of Welsh-medium education in the event of material changes to programme delivery, programme structure, or institutional status.</p> <p>The Plan sets out clear processes, roles and responsibilities, and mitigation measures to ensure that all students, regardless of background or protected characteristic, are supported equitably and are not disadvantaged by institutional or programme-level change.</p>

<b>Project Title</b>	Equality Impact Assessment of the Student Protection Plan
<b>Project Lead</b>	Dr Beth Edwards
<b>Project Team</b>	Kelly Fisher

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: <b>age, disability, gender reassignment (Trans), pregnancy and maternity, race (ethnicity), religion or belief, sex (gender), sexual orientation and marriage / civil partnerships</b> 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)
<b>Eliminating Discrimination</b> <ul style="list-style-type: none"><li><i>Is the project, policy or practice likely to treat anyone less favourably or disadvantage them because of their protected characteristics?</i></li></ul>	<ul style="list-style-type: none"><li>The Plan applies universally to all students and includes explicit commitments to equitable access to academic support, wellbeing services, financial assistance, and complaints and appeals procedures.</li></ul>	<p>Positive / Neutral</p> <p>The Plan is not expected to treat any individual or group less favourably based on a protected characteristic. By embedding flexibility and personalised support, it reduces the risk of</p>

<ul style="list-style-type: none"> <li>• <i>Could the project, policy or practice lead to different outcomes for different protected groups?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Specific risks affecting protected groups are identified, including Welsh-speaking students, disabled students, international students, carers, and students with caring or health-related responsibilities.</li> <li>• Mitigation measures include teach-out arrangements, alternative modes of delivery, reasonable adjustments, language support, and personalised academic advice.</li> </ul>	<p>indirect discrimination arising from programme closures, changes to delivery mode, or institutional restructuring.</p>
<p><b>Advancing Equality of Opportunity</b></p> <ul style="list-style-type: none"> <li>• <i>Will the needs of staff and students with different protected characteristics be met?</i></li> <li>• <i>Could the project, policy or practice lead to increased take-up / participation by protected groups?</i></li> <li>• <i>Are there any opportunities to proactively advance equality for specific protected groups and / or between protected groups?</i></li> </ul>	<ul style="list-style-type: none"> <li>• The Plan commits to early, transparent communication and meaningful consultation with students and the Students' Union.</li> <li>• Tailored academic advice, progression planning, and wellbeing support are offered to students affected by change.</li> <li>• Welsh-medium provision is explicitly protected through liaison with Coleg Cymraeg Cenedlaethol and bilingual communications.</li> <li>• Provision is made for flexible learning arrangements, remote delivery, and financial support (e.g. travel costs), which particularly benefit disabled students, carers, mature students, and international students.</li> </ul>	<p>Neutral</p> <p>The Plan actively advances equality of opportunity by reducing barriers to continuation and progression, supporting participation by students who may be disproportionately affected by institutional change, and ensuring that alternative arrangements do not disadvantage protected groups.</p>
<p><b>Promoting Good Relations</b></p> <ul style="list-style-type: none"> <li>• <i>Have steps been taken to tackle prejudice and promote understanding?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students and student representatives are involved in consultation and</li> </ul>	<p>Neutral</p>

<ul style="list-style-type: none"> <li>• <i>How have relevant individuals, groups or organisations been involved / consulted in developing and impact assessing the project?</i></li> </ul>	<p>communication processes relating to programme change or closure.</p> <ul style="list-style-type: none"> <li>• Collaboration with the Students' Union supports transparency and student voice.</li> <li>• Clear, accessible communications, including bilingual provision—promote trust, understanding, and confidence in institutional decision-making.</li> <li>• Should a Teach Out of a course be required, the Closure Commentary includes a section for lessons learned. This acts as an opportunity to reflect on any impacts related to protected characteristics.</li> </ul>	<p>The Plan supports good relations by fostering open communication, reducing uncertainty, and ensuring that student concerns are addressed respectfully and consistently across different groups.</p>
<b>Based on the above assessment, what course of action is required?</b>		
<p><b>No major change required</b></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>This assessment has not identified any potential for discrimination or disproportionate adverse impact. The plan includes appropriate safeguards and clarity on opportunities for student and staff contributions throughout the processes outlined in the plan.</p>	
<p><b>Make adjustments to remove barriers or to better advance equality</b></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><b>Continue despite having identified some potential for adverse impacts or missed opportunities to advance equality</b></p> <p><i>Note the steps that will be taken to reduce or mitigate the adverse impacts.</i></p>	<p>N/A</p>	

<b>Stop and rethink</b>  <i>The assessment shows actual or potential unlawful discrimination.  Note the action to be taken to stop and / or rethink the project.</i>	N/A
--	-----

How will the actual impact of the project, policy or practice be monitored once it has been implemented?
<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 shall be made.</p> <p>This Plan is reviewed annually by the Academic Registrar.</p>

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