

Equality Impact Assessment of Procedure 03: Procedure for Work-Based Learning

By: Prof. Fay Short

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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>	
This procedure seeks to ensure that there is a fair, transparent and consistent process in place for students who are undertaking Work-Based Learning.	

Project Title	Equality Impact Assessment of Procedure 03
Project Lead	Prof. Fay Short
Project Team	N/A

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> 	No, this policy applies to all students who wish to undertake Work Based Learning and will be applied uniformly to all students in all areas of the University.	Neutral. Protected characteristics are considered within this procedure.
Advancing Equality of Opportunity		Neutral

<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 purpose of the procedure is to ensure that there is a fair transparent and consistent process in place for all students.</p>	<p>Protected characteristics are considered within this procedure.</p>
<p>Promoting Good Relations</p> <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> 	<p>The procedure is intended to ensure parity across the student body in terms of process. Steps have been taken to support considerations of accessibility of Work Based Learning opportunities, including updating this document alongside School Placement Leads to share best practice (for example, use of Virtual Reality headsets to support learners prior to going on placement or fieldwork).</p>	<p>Neutral</p>
<p>Based on the above assessment, what course of action is 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>Y</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 shall be made. This procedure is reviewed every 3 years by Registry: Quality & Standards in consultation with key stakeholders.</p>

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