

## **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<sup>1</sup> 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:**

<b>Age</b>	<b>Disability</b>	<b>Gender Re-assignment</b>	<b>Pregnancy and maternity</b>	<b>Welsh Language</b>
<b>Race</b>	<b>Religion and belief</b>	<b>Sex</b>	<b>Sexual orientation</b>	Contract Type
<b>Marriage and civil partnership</b>				

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: -**

Procedure 03 - Placement Learning.

<sup>1</sup> Although the word POLICY is used throughout this template it should be changed to STRATEGY / OPERATIONAL DECISION as appropriate

<b>About the Policy:</b>	
What is the purpose of the Policy?	This Procedure defines and applies to all placements that are organised as a formal part of an undergraduate or postgraduate programme.
Who is responsible for the Policy?	Head of Quality Assurance and Validation.
How does the Policy link to the University's strategic priorities?	Our Values: 'safe, welcoming and inclusive environment'.  Our strategic priority: 'an excellent education and student experience'.
Which Groups are stakeholders in the Policy?	Students.
Will the Policy be applied uniformly to all areas of the University?	Yes.
Please state which groups the Policy applies to.	Students.

<b>Have the following been considered? (requirement of the Public Sector Equality Duty)</b>	
Could any elements of the Policy be directly or indirectly discriminatory?	Disabled students can be faced with additional barriers when seeking, securing and undertaking placements. However, the Procedure explicitly refers to the Code of Practice on Inclusive Provision for Disabled Students where more specialist guidance is given.
Could the Policy be used to promote diversity and equal opportunities?	No.
Could the Policy be used to promote good relations?	Relationships between the University and placement providers can be built in positive and effective ways.

<b>Monitoring</b>	
What quantitative or qualitative data is available to advise the Policy?	School records of placement providers.

<b>Consultation</b>	
What Groups have been consulted in drafting the Policy?	The Senate Regulations and Special Cases Committee is responsible for the approval and amendment of this procedure.
How has consultation taken place?	
How has consultation informed the development of the Policy?	

<b>Implementation</b>	
How will the Policy be implemented?	<p>The Senate Regulations and Special Cases Committee is responsible for the approval and amendment of this procedure.</p> <p>Schools are required to follow this Procedure to arrange and approve student placements.</p>
Who will be responsible for the implementation of the Policy?	The Head of Quality Assurance and Validation is responsible for managing the procedure.

<b>Monitoring</b>	
How will the Policy be monitored to ensure that it is achieving its aims?	Schools report to the Head of Quality Assurance and Validation.
Who will be responsible for monitoring the Policy?	Senate Regulations and Special Cases Committee.
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?	This procedure is on a 3 year review cycle however is tested each time that it is used.

<b>Resource implications</b>	
Training – are there any training requirements associated with the development, implementation or monitoring of this Policy?	No.
What are the other resource implications of implementing the Policy (including time and workload)?	Forms to be completed and placement records to be kept. Staff may also visit or contact the student on placement.

<b>RECOMMENDATIONS AND REVIEW DATE</b>	
3 years	
<b>IMPACT ASSESSMENT SIGNATURE AND DATE</b>	
Myfanwy Davies	18 August 2020