

BANGOR UNIVERSITY EQUALITY IMPACT ASSESSMENT

The process of Equality Impact Assessment (EIA) should be embedded into new policy development, policy review, strategic and operational decisions¹ 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: -

Regulation 15 - Regulations for Boards of Studies

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?	Define the University's Regulations for Boards of Studies.
Who is responsible for the Policy?	Head of Quality Assurance and Validation.
How does the Policy link to the University's strategic priorities?	Our strategic priorities: 'an excellent education' and 'enhancing research success'.
Which Groups are stakeholders in the Policy?	Students. Staff.
Will the Policy be applied uniformly to all areas of the University?	Yes.
Please state which groups the Policy applies to.	Students. Staff.

Have the following been considered? (requirement of the Public Sector Equality Duty)	
Could any elements of the Policy be directly or indirectly discriminatory?	No.
Could the Policy be used to promote diversity and equal opportunities?	When recommendations are made to the Board of Studies for roles such as External Examiner, equal opportunities will be sought out.
Could the Policy be used to promote good relations?	N/A.

Monitoring	
What quantitative or qualitative data is available to advise the Policy?	Monitoring of Board of Studies minutes and IQA.

Consultation	
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 regulation.
How has consultation taken place?	
How has consultation informed the development of the Policy?	

Implementation	
How will the Policy be implemented?	The Senate Regulations and Special Cases Committee is responsible for the approval and amendment of this regulation. Each school must have a Board of Studies.
Who will be responsible for the implementation of the Policy?	The Head of Quality Assurance and Validation is responsible for managing the regulation.

Monitoring	
How will the Policy be monitored to ensure that it is achieving its aims?	The Head of Quality Assurance & Validation (or nominee) has the authority to attend any Board of Studies meeting. The Head of School will monitor compliance.
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.

Resource implications	
Training – are there any training requirements associated with the development, implementation or monitoring of this Policy?	N/A
What are the other resource implications of implementing the Policy (including time and workload)?	Minuting meetings and formal reports to be produced.

RECOMMENDATIONS AND REVIEW DATE	
3 years	
IMPACT ASSESSMENT SIGNATURE AND DATE	
Myfanwy Davies	18 August 2020