**Equality analysis form**

If the activity you are planning to analyse is covered by an existing Equality Analysis or a relevant former Equality Impact Assessment, please use Section 2 of the form to highlight any updated information. The updated form should be sent through to the Equality and Diversity Unit for feedback, the start of the online consultation process and publication.

**Section 1**

**Equality Analysis Screening**

The following questions will identify whether a full Equality Analysis will be required. Please read the Equality Analysis guidance prior to completing the screening.

1. Name of the activity (strategy, policy, practice etc)

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| --- |
| Reorganisation of teams within the Central Examinations and Timetabling (CETTS) area of Student and Academic Services.  This review follows a period of working with the CETTS team and looking at ways in which we can align our staff resources to best respond to the current and future requirements of the University and our staff and student service users. |

1. Will this activity have the potential to deliver positive outcomes for students, staff and/or visitors from equality groups? Please provide evidence for your answer.

|  |
| --- |
| The overall realignment across the SJD has been based on being able to provide better and more personalised support to the students and our academic colleagues. This targeted review of the CETTS Data Team and Timetabling Teams is in line with this broader objective but specifically is around focusing activities to better support the academic activities of our faculties. |

1. Will this activity have the potential to create negative impacts on students, staff and/or visitors from equality groups? Please provide evidence for your answer.

|  |
| --- |
| The reorganisation will have little direct impact on students, other staff or visitors from equality groups but will positively impact on the delivery of timetabling services to all students and staff by refocusing activity to better support faculties.  There is the potential for individual staff to be slotted in to posts at a grade lower than their current grade, but an open and fair recruitment process will be undertaken in line with the University’s recruitment procedures, and we would therefore not expect any group to be disproportionately negatively impacted.  **Women, men**  Potential positive impact in terms of further flexibility around working patterns if required. We will ensure that the Team Leader roles will be available to staff wishing to work part-time, and recruitment to roles will be via an open and transparent process.  **Transgendered people**  As above. We’re not aware of any trans people in the teams concerned, but team members will be invited to have open and honest conversations with managers about the change. Should anyone declare a trans gender identity this will be supported during the change and throughout their time at the university.  **Black and minority ethnic groups**  No envisaged impact  **Disabled people**  This staff group would be likely to have existing adjustments pertaining to current roles, and in any such case these would need to be revisited in relation to any new or revised roles, with a concomitant need to ensure appropriate disability contact and support structures maintained during restructure processes. We may need to consider where staff are located in their current workspace to support the new structure, so we would work with staff on transferring reasonable adjustments to new working environments and ensuring physical accessibility.  **Younger or older people**  Potential different needs in relation to staff training, development and relevant support for broadened roles, and aspirations.  **People of different religion and beliefs**  People with different faiths and beliefs can experience negative impact due to having a new line manager if arrangements for leave or for periods of fasting are not promptly put in place.  **Lesbian, gay and bisexual people**  LGB people in organisations can experience negative impact due to moving to a new team, or having a new line manager.  **Pregnancy and maternity**  People who are on leave can experience negative impact due to uncertainty or change of line manager. One member of staff is currently on sabbatical leave after maternity leave and due to return in January 2018. We will ensure that they are explicitly involved in the consultation period.  **Marriage and civil partnership**  No envisaged impact |

1. Does the activity have the potential to impact equality groups in the following ways:

* Access to or participation in UWE Faculties or Professional Services?
* Levels of representation across the UWE workforce?
* Student experience, attainment or withdrawal?
* Staff experience?

Please indicate YES or NO. If the answer is YES then a full analysis must be carried out. If the answer is NO, please provide a justification.

|  |
| --- |
| Yes |

**Equality analysis screening sign off:**

|  |  |
| --- | --- |
| Faculty Dean or Head of Service | Rachel Cowie |
| Faculty / service | Student and Academic Services |
| Date | 29/09/17 |

**Please return the completed form back to the Equality & Diversity Unit for feedback and publication**

**Section 2**

**Full Equality Analysis**

1. Name of the activity (strategy, policy or practice etc)

|  |
| --- |
| Reorganisation of teams within the Central Examinations and Timetabling area of Student and Academic Services. |

2. What is the aim of the activity (objective or purpose)?

|  |
| --- |
| To provide an excellent central timetabling service that uses our resources effectively to support the Learning 2020 strategy and the current and future needs of the academic activity. |

3. If amending a current activity, what changes are proposed?

|  |
| --- |
| 1. Formally establishing the Data team within CETTS which has been in place for a number of years but never formally acknowledged 2. Restructure of the Timetabling Team to focus activity in faculty facing teams with a clear lead for each team. |

4. Who is responsible for developing and delivering the activity?

|  |
| --- |
| Esther Williams, Deputy Director of Student and Academic Services |

5. What measures will be used to assess whether the activity is successful?

|  |
| --- |
| We will use feedback from staff involved in the teams, and from stakeholders (faculty colleagues and students) in terms of the effectiveness of the service provision. |

6. Does the activity have a potentially adverse impact on equality groups, in terms of employment issues and/or service delivery for students and/or staff? In the table below, please give evidence to support your yes or no answers. If the answer is not known, indicate how you will source evidence.

**Meeting the public sector equality duty**

Please also use the table below to demonstrate whether the activity has the potential to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please use the ‘no’ column to highlight your responses.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Not known** |
| **All Groups** | Stress may impact on all staff involved in the process. We would mitigate this by having clear communications, offering 1:1 meetings for staff, ensuring that outcomes are communicated to staff before the vacation, highlighting support available to staff. We will also provide time and space to acknowledge staff concerns, singly and in groups, as part of the process. |  |  |
| **Women and men** | Yes but in terms of a positive impact as a focussed team structure may allow increased flexibility in working patterns for those with caring responsibilities etc. We have also ensured that the Team leader roles will be available for staff wishing to work part-time. Recruitment to roles will be via an open and transparent process. |  |  |
| **Trans people** |  | Transgendered people in organisations can experience negative impact due to moving to a new team, or having a new line manager. We’re not aware of any trans people in the teams concerned, but team members will be invited to have open and honest conversations with managers about the change. |  |
| **Black and minority ethnic groups** |  | No envisaged impact affecting BME staff |  |
| **Disabled people** | This staff group would be likely to have existing adjustments pertaining to current roles, and in any such case these would need to be revisited in relation to any new or revised roles. We may need to consider where staff are located in their current workspace to support the new structure, so we would work with staff on transferring reasonable adjustments to new working environments and ensuring physical accessibility. |  |  |
| **Younger or older people** | Potential different needs in relation to staff training, development and relevant support for more focussed roles, and aspirations. |  |  |
| **People of different religion and beliefs** |  | People with different faiths and beliefs can experience negative impact due to having a new line manager if arrangements for leave or for periods of fasting are not promptly put in place but this will be addressed if required. |  |
| **Lesbian, gay, bisexual people** |  | LGB people in organisations can experience negative impact due to moving to a new team, or having a new line manager. |  |
| Marriage and civil partnership |  | No envisaged impact |  |
| **Pregnancy and maternity** | One member of staff currently on a sabbatical after maternity leave and due to return in January 2018. We will ensure that they are explicitly involved in the consultation period. |  |  |

7. Please give evidence of how you have engaged equality groups in the equality analysis process. Is further engagement required?

|  |
| --- |
| EA to be shared with staff network groups to get feedback. Full informal and formal consultation with Unions and staff is planned for this review. |

8. What action can be taken to mitigate any potential negative impacts or address different needs? Please comment and then complete an action plan (see appendix 1).

|  |
| --- |
| Action plan to be updated depending outcome of consultation. |

9. Please indicate the level of equality relevance:

High 🞎

Medium 🞎

Low X

10. **Equality analysis sign off:**

|  |  |
| --- | --- |
| Faculty Dean or Head of Service | Rachel Cowie |
| Faculty / service | Student and Academic Services |
| Date | 27/09/17 |

**Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process and publication.**

**Equality analysis - action plan Appendix 1**

Name of activity:

Plan completed by: Service / faculty:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Issues** | **Actions**  **required** | **Responsible**  **Person** | **Resources required** | **Target date** | **Success Indicators** | **What progress has been made?** |
| **Information/data required** | Information regarding all staff impacted by the change | Esther Williams | HR data | Mid-September | Completed | Completed |
| **Consultation** | Full consultation to be carried out with staff and unions. | Esther Williams | HR support, Union Time | End November | Feedback from staff and unions sought before final decision made. | Ongoing |
| **Monitoring and review arrangements** |  |  |  |  |  |  |
| **Publication** |  |  |  |  |  |  |
| **Other actions** |  |  |  |  |  |  |

Please return form to the Equality and Diversity Unit