**Equality Analysis**

This form enables you to reflect on your proposed activity, and to assess the potential positive and negative impacts it might have on different members of the community. The Equality Analysis is designed to help you ensure your activities are meaningfully considered and not spending your time on an activity that will later need to be changed or disbanded due to not thinking about the practical needs of diverse communities who we are required to protect. If you have any questions about how to complete this Equality Analysis, please read the [Guidance](https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20Analysis%20Guidance%202019.docx) or contact the Equality and Diversity Unit: EqualityandDiversityUnit@uwe.ac.uk.

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| **Activity Title** | Policy for students under the age of 18 years |
| **Project Manager and Contact** | Jess Winkler |

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| **1. Proposed activity (change, refresh, policy, process or practice) being analysed** |
| This policy outlines the University’s approach to under 18 students. This is a new policy but outlines the practices already in place. |

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| **2. What sources of information/data, or who have you identified to help explore potential equalities impacts?** |
| This policy has been discussed by Safeguarding Operations group and Safeguarding Steering group, no equalities issues raised. |

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| **3. Assessing the activity from different perspectives** |
| Might your proposal impact people who identify with the protected groups below in the following contexts? * Access to or participation in UWE Bristol Faculties or Professional Services?
* Student experience, attainment or withdrawal?
* Staff experience, representation, or progression?

Explain why you have made that assessment, and plan your response. |
|  | **Possible Negative or Positive Impact on Groupsi** Include relevant data if possible. | **Action Planning**: how will you mitigate negative and maximise positive outcomes?**Please feed information from this action plan to your activity’s own planning documents e.g. action plans, risk registers, benefits maps** |
| **Actions Required** | **Responsible Person** | **Target date** | **Success indicators** | **Progress to date** |
| **All** (possible impacts affecting many groups) | This policy should not have any impact in relation to all groups |  |  |  |  |  |
| **Age** (older people, younger people) | This policy is directly relevant to students under 18. Positive impact may be greater clarity on the University expects from under 18 students and what the under 18 students can expect from the University. |  |  |  |  |  |
| **Disability**, including mental health and non-visible disabilities | This policy should not have any impact in relation to disability. It recognises that disabled students may need reasonable adjustments and/or additional support |  |  |  |  |  |
| **Women and men** | This policy should not have any impact in relation to gender |  |  |  |  |  |
| **Trans and non-binary people**, including gender reassignment | This policy should not have any impact in relation to trans and non binary people |  |  |  |  |  |
| **Marriage** and/or **civil partnership** | This policy should not have any impact in relation to relationship status |  |  |  |  |  |
| **Pregnancy** and/or **maternity**, including Adoption | This policy should not have any impact in relation to pregnancy/maternity |  |  |  |  |  |
| **Race**, including ethnicity and citizenship | This policy should not have any impact in relation to race |  |  |  |  |  |
| **Religion and/or belief**, including those without religion and/or belief | This policy should not have any impact in relation to religion and belief |  |  |  |  |  |
| **Sexual orientation** | This policy should not have any impact in relation to sexual orientation |  |  |  |  |  |
| **Other specific group** (e.g. International or Access) | This policy should have positive impact in relation to students under 18 who do not have parents or guardians as it allows in such situations for the provision of support by the University to arrange guardianship to enable their enrolment. |  |  |  |  |  |

i A **positive outcome** or impact is where a person or people may experience an advantage or benefit as a result of the proposed change. This includes positive action to overcome a disadvantage, meet different needs or encourage participation. For example, increasing lighting in public spaces of campus, which increases personal safety, particularly for people from protected groups. A **negative outcome** or impact is where a person or people may experience a disadvantage compared with others, or compared with what was previously available, or planned. For example a new bus service is set up to help all students travel between campuses, but no drop kerbs or accessible buses are available. Bear in mind that some negative outcomes may be justified on the basis of a legal requirement or applicable exemption including use of positive action or where the outcome would conflict with other legislation, e.g. Health & Safety. If a negative outcome can not be mitigated due to a legal requirement, identify the legislation and considerations you have considered to reduce the negative impact and/or rationale for the decision.

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| **4. Project Manager Next Steps** |  | Delete or complete as appropriate |
| Does this Equality Analysis require consultation of 3 or 6 weeks ([chart to help you decide](https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20Relevance%20Chart%20for%20Equality%20Analysis%202019.docx)) | 3 weeks |  |
| Is further monitoring or engagement required? (in addition to the formal Equality Analysis consultation, e.g. with the Students’ Union, Disability Services, relevant staff groups) | Yes | NoX |
| What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome? | The number of under 18 year old students is too low for meaningful quantitative measures of their continuation or experience. Policy use will result in formal and informal feedback from staff and policy users. A successful policy will not need to be refreshed before its scheduled review time.  |
| When will you review this Equality Analysis? | Enter date or project stage suitable to the proposal |

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| **5. Equality and Diversity Unit Review** |
| The Equality and Diversity Unit has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation |
| Equality and Diversity Unit representative | Vicky Swinerd | Date | 09/05/2019 |

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| **6. Faculty/Service/ Departmental Sign off** |
| I am satisfied with the results from investigation, consultation and analysis. The progression of this EA will continue throughout the activity/project and I will ensure that a review is undertaken following the final implementation of the proposal, to assess its actual impact. Any actions or feedback that results as a consequence of ongoing project changes will be monitored and incorporated within the stated processes. Any negative outcomes will be resolved with the appropriate stakeholders identified. |
| Faculty Dean / Head of Department / Head of Service |  |
| Faculty / Department / Service |  |
| Date |  |

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| **7. So what?** |
| Consultation and engagement feedback is extremely important in Equality Analysis. Listening to student and staff voices and acting on their feedback mean that activities become fit for purpose for diverse student and staff communities. Complete the ‘You Said, We Did’ table **before and after formal** **consultation**, and throughout the remaining lifetime of your activity to show the impact of feedback on your activity. The Equality and Diversity Unit will be in touch to gather examples of this feedback to share with equality stakeholders. Please add additional rows to the table as required. |
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| **You said** | **We did** |
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**Please forward an electronic copy to the E&D Unit by emailing** **EqualityandDiversityUnit@uwe.ac.uk**

**The original signed hard copy and/or electronic copy should be kept with your team for**

**actions, review, and progression of Freedom of Information requests.**