

Equality analysis form

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

Reorganisation of Student Records & Administration (SRA) in CAS

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

Feedback from faculties and staff indicate the need for reallocating tasks across a number of teams within CAS to make the service provided more effective and coherent for both staff and students.

The change is necessary in order to balance the administrative tasks and workloads within SRA, to improve the processes, student administration and flow of work and information between the service, faculties and their students. The key drivers for change include:

- Provision of easy access into the service with staff/student query resolution in one place
- Expand and secure the currently limited knowledge base
- Improve the quality and accuracy of the student record
- A more holistic approach to a student's administrative journey within the University
- Better communication across the services and with the Faculties

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

We propose moving staff currently situated within the Student Records team and PAAT team into a faculty-facing service, to be named the Student Administration Team. The current international partnership team will also move to the Student Administration Team but will remain a distinct team, taking on responsibility for all international, UK and UWE Fed partnership arrangements. This will allow dedicated support through the student journey in a more coherent way, re-establishing the closer links with Faculties and departments, and increasing the pool of knowledge to allow cover and succession planning. Specialist functions such as fees policy and programme and fee infrastructure will move to an expanded Planning and Data Quality team.

The Student Administration Team will be headed up by the Deputy Academic Registrar/Head of Student Administration, supported by 2 Deputy Heads of Student Administration, one of whom will be responsible for the systems integration management, working closely with ITS and the management of University-wide projects such as registration, whilst the other will be responsible for the service operations of the team.

The changes will involve up to 95 staff to varying degrees. Changes to rooms may occur and any necessary changes to equipment etc. will take place.

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

Rachel Cowie, Deputy Academic Registrar/Head of Student Administration

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

Administrative tasks and workloads balanced; staff knowledge grows and flow of work, communications and information between the service, faculties and their students improved. Customers will have easier access to the service and student queries are resolved quicker.

All staff will be trained to carry out the new roles appropriate to their grade. Improvement in student and staff feedback due to better engagement and experience working with the service, and more efficient process working with faculties and other professional services.

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.

No. Please see below.

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	Comment
Women and men		X	Within the group affected there are approximately 30% more women than men. The ringfence arrangements required within the realignment have been populated using the university's managing change policy.
Trans people		X	Not known. However, transgender people may face negative impact due to moving to a new team or having a new line manager. Managers will need to be supportive and aware of individuals' needs where people are moving from one team to another, especially when the new team may not be aware of their personal situation
Black and minority ethnic groups		X	Within the affected group of staff 7.8% are from BME groups. 3.3% of those staff to be ring-fenced are registered as being from BME groups
Disabled people		X	This group of staff are likely to have adjustments made in relation to their current roles which will need to be revisited in relation to any changed roles or moves to other desks. Additional support has been offered if necessary for interviews/applications. At present 3.9% of all affected staff are registered with the University as having a disability. Out of those to be ring-fenced 3.3% are registered disabled.
Younger or older people		X	Different needs in relation to training and development for newly adjusted roles and different attitudes will need to be considered regarding career aspirations. A training needs analysis is being undertaken for all affected staff.
People of different		X	The changes proposed should not impact significantly on those with different religion or beliefs, however new line managers (if

religion and beliefs			applicable) will need to be aware and supportive of individual's needs. Out of the ring-fenced group of staff, 43% have Christian beliefs, 20% report no faith or religion, 30% are not known and 7% would rather not say.
Lesbian, gay, bisexual people		X	Not known. However, LGB people may face a negative impact due to moving to a new team and having a new line manager. Managers will need to be supportive if there are LGB staff moving from one team to another when the individual may not have told other members of the new team.
Marriage and civil partnership		X	The changes proposed should not impact significantly on those in married or civil partnerships.
Pregnancy and maternity		X	There are currently 4 members of staff on maternity leave in the affected areas. These staff, and anyone else who begins maternity (likely to be 1 person) during the period of change and implementation, have, and will receive communications at the same time as other staff and will be given protection and support in posts in the new structure. Managers have been in regular contact with staff currently on leave to ensure they are kept up to date. Hard copies of material produced have been sent to their home addresses. Discussions have been held with the 1 individual likely to go off during the immediate period of change.

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

Consultation has taken place with CAS Leader of Equality and Diversity and the Equality and Diversity team in HR. Consultation has taken place with all staff and where appropriate or requested by staff, individual discussions have also taken place.

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).

Please see comments above. When considering new roles and possible room/desk moves, we have taken into account individual requirements, in particular where a disability exists.

9. Please indicate the level of equality relevance:

Low ☐

10. Equality analysis completed by:

Name	Rachel Cowie
Post title	Deputy Academic Registrar
Faculty / service	CAS
Date	26 February 2013

Equality analysis - action plan

Appendix 1

Name of activity: Realignment of service

Plan completed by: Rachel Cowie

Service / faculty: CAS

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required	Data on any E&D issues affecting staff in teams	HR	Data	Asap	Proposed changes to consider any issues	Statistical data provided by HR. Discussions with current managers have taken place to ensure all requirements are known and taken into account.
	Raise awareness with new managers of any E&D needs plus any training requirements needed	HR	Data & Training	Asap	Fully trained and aware managers	Training needs analysis in process of being undertaken
Consultation	EA 2 week online consultation for Equality Assessment	E&D Unit	None	Asap	Analysis made available for comments	Complete
	Min. 4 week consultation with staff	Rachel Cowie	None	Following discussion with TUs		Complete
	Raise awareness of support available (e.g. EAP)	Managers	None	Start of consultation		Complete
Monitoring and review arrangements	Monitor impact of change on any staff group	Rachel Cowie	None	Ongoing		
Publication	Publication on the E&D website	E&D Manager	None	On completion of the analysis	Analysis available online and updated as appropriate	
Other actions						