

Equality analysis form

Please note this is a revised form following consultation which supercedes the form dated 31.03.17

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 2

Full Equality Analysis

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

Academic Practice Directorate Consultation

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

To review and restructure the functions within the Education Innovations Centre and Learning for All with the aim of creating a single Academic Practice Directorate, to realise the following benefits:

- A unified and coordinated approach to supporting learning and teaching activities at the University internally and externally
- Enhanced communication and collaboration across faculties and a central learning and teaching hub
- Elimination of duplication of work, effort and resource
- Ability to share departmental resources
- Simplified and coordinated processes and systems
- More opportunities for learning and teaching pathway career development
- Enhanced opportunities for knowledge transfer across faculties and beyond UWE
- Actively raising the profile of learning and teaching at UWE, and providing leadership in key areas of activity within the University Alliance group and in the national/international HE sector.

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

Consolidating resource from existing functions and services under one Directorate and changing the focus of activities to provide enhanced levels of expertise to support the realisation of the Learning 2020 strategy and beyond.

Proposed changes to staffing structure, roles, responsibilities outlined in the business case for the restructure which has been made available to relevant staff on a Sharepoint site. This cannot be shared more widely at present as we are undergoing formal consultation.

A final decision on working patterns, office layouts and any further relevant changes will emerge from and follow consultation and redeployment and recruitment if required. Office location will remain the same i.e. in the same building during the restructure period. As soon as a new location is confirmed, this will be considered as part of this Equality Assessment.

This document will be updated at relevant parts of the restructure process to reflect decisions as they are made.

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

Elizabeth Cleaver, Director of Learning and Teaching

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

- Realising the benefits stated above in section 2.
- KPIs from the different functions including an increased number of HESA recognised teaching 'qualifications'.
- Staff satisfaction and data from different equalities groups from staff survey
- Feedback from faculties and other service areas
- Increased engagement with activities aligned to Learning 2020 and the UWE Enhancement Framework for Academic Programmes and Practice.

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.

- There are only 6 staff within the departments impacted by this review. It is best practice within UWE to avoid providing specific data on small cohorts which can result in easy identification of individuals.

	Yes	No	Comment
All Groups		x	<p>Whilst change elicits uncertainty/anxiety during transition, the review and restructure of within the Education Innovations Centre and Learning for All provides an opportunity to re-energise the service area, provide greater clarity of roles and responsibilities that will improve team morale over the longer term following the recent period of uncertainty.</p> <p>The review also provides an opportunity to consider wider UWE objectives including how best to meet the needs of protected groups and foster a culture of inclusion. In support of this opportunity, the review is led by a period of team based and individual consultation to provide staff affected by change the opportunity to discuss any areas of concern and following</p>

			<p>appointment to new roles, staff will be supported to settle into their new roles and the structure in which they sit.</p> <p>Any activities will be done in line with UWE's managing change policies and any recruitment that may take place as part of the review will follow UWE procedures to promote equality of opportunity.</p> <p>It is acknowledged that at times of change, stress can affect everyone in a team (including those who are undertaking the change process). To this end, a Stress Risk Assessment has been carried out and has been shared with the team. Actions from this are reviewed and updated on a regular basis.</p>
Women and men		x	<p>Within this area approximately 70% of the staff are women and 30% men. The clearer remit and role of the new Academic Practice Directorate may attract a more gender-balanced workforce.</p> <p>Part-time and other working patterns (such as Job Share) will be honoured as far as business needs allow.</p> <p>Any changes to current working patterns will be communicated in good time and arrangements will be as flexible as possible. Adequate time will be allowed to transition between any old and new structures / working patterns.</p>
Trans people		x	<p>No reported individuals in this group. If new roles are offered and accepted, managers will be supportive and aware of individuals' needs, and create a culture of inclusivity at all times.</p>
Race. To include colour, nationality and ethnic or national origins.		x	<p>Within this small cohort there are members identified from the Black and Minority Ethnic group with most identifying themselves as White. The changes proposed should not unfairly impact on BME individuals; however managers will be aware and supportive of individual's needs and create a culture of inclusivity at all times.</p> <p>In a time of political upheaval across the globe with national origin taking on new significance in many situations it is important that all ethnic and national groups are treated equally. If new roles are offered, managers will be supportive and aware of the potential for individuals to feel different or unwelcome and will act to create and maintain a culture of inclusivity at all times.</p>
Disabled people		x	<p>Recent improvements to the building and offices have already taken into account the access needs of disabled staff and students.</p> <p>In addition, whilst no staff members have a formally registered disability, during consultation and implementation due</p>

			<p>consideration will be given to any reasonable adjustments needed as existing staff who are not registered as disabled, may have adjustments made in relation to their current roles which would be revisited if they were successful in their application to new roles.</p> <p>Additional support will be offered and provided as appropriate.</p>
Younger or older people		x	<p>The changes proposed should not significantly impact on those of different ages. The current team are all above the age of 35 with 38% between the ages of 35-44, 25% between the ages of 45-54 and 38% between the ages 55-64. There are limited opportunities for entry-level posts for younger staff due to the nature of the work. However, opportunities for student interns may be developed in the future to mitigate this.</p>
People of different religion and beliefs		x	<p>There is a range of religious beliefs declared across the cohort.</p> <p>The changes proposed should not impact on those with different religion or beliefs, however managers will be aware and supportive of individual's needs and will consider reasonable adjustment to working patterns to accommodate relevant events or activities. Managers in the new team will actively create a culture of inclusivity at all times</p>
Lesbian, gay, bisexual people		x	<p>There are no recorded LGBT staff in the current team. The changes proposed should not impact on those with different sexuality; however managers will be aware and supportive of individual's needs and any recruitment that may take place may provide the opportunity to create a more diverse workforce.</p>
Marriage and civil partnership		x	<p>The changes proposed will not impact on anyone in relation to their partnership or marital status.</p>
Pregnancy and maternity		x	<p>There are currently no members of staff on maternity leave or about to go on maternity leave in the affected areas. If anyone were to begin maternity during the period of change and implementation, they would receive communications at the same time as other staff and will be given support to apply for posts in the new structure, as appropriate.</p> <p>Staff would be encouraged to use KIT days for communication purposes. Hard copies of material produced would be sent to their home addresses.</p>

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

All members of staff within all the affected areas will be engaged fully in line with the UWE Managing Change Policy and Reorganisation Procedure during the review.

All change meetings are arranged with an open invitation to all the staff. The Director of Learning and Teaching has already held informal discussions with all staff as groups and on a 1-2-1 basis to gain feedback on the current structures and ideas for future improvement.

She has also shared plans for the new approach to Enhancement (the Enhancement Framework) with them and gathered feedback. Informal consultation was undertaken with the Unions and staff in line with policy and procedure and formal consultation will also follow policy and procedure.

Where staff members were unable to attend a meeting which fell on a non-work day, alternative opportunities were offered to ensure that they remained fully informed at all times.

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 table above for mitigations listed and in addition to those:

- Various forms of communication/feedback will be used and offered in order to reach all audiences and provide chance for people to feedback individually or as part of a group. Any recruitment processes will be subject to UWE's Managing Change, Reorganisation Procedure and Recruitment processes and handled in a fair and consistent manner.
- Any change in teams, seating arrangements, desks etc. will take into account individual needs and adjustments as necessary. Managers will be supportive and aware of individuals' needs when successful in applying for a new role. The overall culture of the new Academic Practice Directorate will be supportive and inclusive at all times.

9. Please indicate the level of equality relevance:

Medium

10. **Equality analysis sign off:**

Head of Service	Elizabeth Cleaver
Service	Directorate
Date	03.05.17

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: Academic Practice Directorate Consultation

Plan completed by: Elizabeth Cleaver

Service: Directorate

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required	E&D statistical date for staff in services affected	HR	Data	Complete	To inform EA and proposed changes	Now complete
Job Descriptions	New Job Descriptions to be approved by the grading panel prior to formal consultation.	EC with HR (Tracy Curnock)	Time on the Grading Panel agenda throughout Feb to present the new roles.	1-28 Feb dependant on the availability of meetings	Jobs are graded and approved.	Grading for all roles complete.
Staff Recruitment	Staff of EiC/LFA are reviewed and all relevant staff are alerted to the new structure and opportunities therein.	EC with HR	Staff existing job descriptions, knowledge of current work activities and map this against new org roles for every staff member.	Early March	Staff eligible to apply for new roles are identified.	Mapping complete
Consultation	Informal consultation with Staff and	EC and HR	All documentation and staff and	Informal feedback and consultation from	Feedback from staff and unions	EC has been meeting with staff individually

	<p>Unions to take place, followed by formal consultation which will last for minimum of 3 weeks.</p> <p>EA to be published on-line and on Sharepoint for consultation for 3 weeks.</p>	<p>EC & E&D</p>	<p>Union participation.</p>	<p>November 2016 to 28 March 2017.</p> <p>Individual formal consultation meetings between 29-30th March 2017.</p> <p>Group formal consultation period begins 31 March 2017.</p>	<p>Feedback gathered and responded to as appropriate.</p>	<p>and as a group since her arrival and documents about current developments (i.e. the Enhancement Framework, CPD Framework ITT) and direction of travel have been fully shared at the earliest opportunity and discussion and feedback welcomed.</p> <p>Started informal consultation with Unions in 2016.</p> <p>Full details of the proposals discussed with TUs between 9 March and 21 March 2017. Formal meeting with Unions on 21 March 2017</p>
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						<p>Informal meeting with staff about new structure and roles held on 22 March 2017 followed by informal individual meetings on 23rd March with offer of further meetings where necessary and possible.</p> <p>Formal individual meetings took place during the period 29-31 March 2017. Formal consultation launched on 31st March and ended on 28th April.</p>
Monitoring and review arrangements	Monitor impact of any changes on all staff groups	EC	None	ongoing	Feedback from staff	ongoing

Publication	Publication by E&D and on the APD Consultation Sharepoint site	E&D EC	None	none	Feedback gathered	Published in initial form on E&D website at launch of consultation. Following feedback, revised and republished on Sharepoint and Website.
Other actions						

Please return form to the Equality and Diversity Unit