

Equality analysis form (version 9)

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

Change to the start of the Timetable Day in the Faculty of Health and Life Sciences (HLS), Glenside campus.

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

The objective of the activity is to alter the timetable day at Glenside campus from its current period (08.30 start to, in theory, 18.30 finish) to a 09.00 start, with effect from the 2013/14 academic year. The purpose is to enhance the Student Experience by facilitating a more coherent and cohesive student timetable for all the Health and Social care-based programmes that are run at the Glenside campus. The current timetabling day runs from 08.30 but the great majority of teaching commences at 9.30; moving to a 09.00 start will increase flexibility for timetabling, such that some classes will start at 09.00 and others at 10.00.

In addition, this change will align the Glenside campus with the Frenchay and St Matts campus; note that HLS has students at all three sites and that timetabling is a central activity operated by CETTS.

This timetable change is also in response to the feedback from the National Student Survey (NSS) outcomes to improve the organisation and management of timetables and programmes.

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

Changing the start of the timetabling day from 08.30 to 09.00. Most classes currently start at 09.30; the change will mean that some will start at 09.00 and others at 10.00. It should be noted that this is part of a broader change of timetabling at Glenside, in that we are moving to a staff-level timetable, such that students and staff will know in advance, before the start of the teaching year, when and where classes will run, and which staff will be giving them.

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

CETTS

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

Quantitative analysis of timetable – analysis of the ‘student study day’ in terms of start and finish times, hours at University per day and week, ‘gaps’ in the day, ‘organisation and management’ as assessed by NSS scores etc

Qualitative feedback on timetable from students and staff – CETTS, academic and technical.

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
Women and men	<p>Earlier starts and earlier finishes changes child care patterns which will predominantly affect women (75% of academic/research staff at Glenside and 84.5% of students are women).</p> <p>Currently, four students and one member of staff use the UWE nursery at Frenchay, all of whom are women.</p> <p>Seven staff returned from Maternity leave between 1st March 2011 and 28th February 2013.</p> <p>Feedback from academic staff indicates it will be an issue for parents on the school run for staff and students although there are no figures available to indicate the scale of this.</p> <p>Student feedback</p>	<p>It should be noted that most, if not all students will be spending up to 50% of their time at University 'on professional placement'. These will require a range of start times, some earlier than 9 am. Thus a 9.30 start time is not realistic of the workplace.</p> <p>Student feedback through Student Rep & Staff forum for Specialist Community Public Health Nursing indicates their students would prefer a 9am start to a later finish as most after school clubs finish at 6pm.</p>	<p>Fewer late finishes may improve personal safety although Glenside is a low crime area (only 28 reported crimes since 2008 – Source: Matt Holloway UWE Policeman).</p>

	<p>indicates some students travel from outside the Bristol region so the 9am start may have an impact on punctual attendance.</p> <p>Figures from Business Intelligence indicate that 1609 students out of a total population of 4537 live in a postcode outside of Bristol which equates to 35.46%</p>		
Trans people			<p>Fewer late finishes may improve personal safety although Glenside is a low crime area (only 28 reported crimes since 2008 – Source: Matt Holloway UWE Policeman).</p> <p>Consultation with the LGBT staff network and the OUT UWE group (via the SU) will help to identify any other issues for staff & students.</p>
Black and minority ethnic groups		<p>There has been no evidence from BME students and staff that the academic day has highlighted any issues in the past. This can be further examined through consultation with the SU and through the BME staff network.</p>	

		As previously mentioned in the EA, less late finishes may improve safety at Glenside.	
Disabled people	12% of students at Glenside have a disability. Occupational Therapy raised concerns about an earlier start as it provides less time for disabled students to carry out their morning routines in a timely way, although there are no statistics to indicate how many of these students are affected		Fewer late finishes may improve personal safety although Glenside is a low crime area (only 28 reported crimes since 2008 – Source: Matt Holloway UWE Policeman).
Younger or older people		Student feedback through Student Rep & Staff forum for SCPHN indicates their students would prefer a 9am start to a later finish. Additional student feedback indicates that those without childcare commitments are amenable to the change but nursing attracts more mature students, many of whom have childcare commitments. Although Business Intelligence figures indicate 3553 students are over	Fewer late finishes may improve personal safety although Glenside is a low crime area (only 28 reported crimes since 2008 – Source: Matt Holloway UWE Policeman).

		21 (78.61% of the student population at Glenside), it is difficult to gauge the numbers affected as only 4 students use the UWE nursery at Frenchay.	
People of different religion and beliefs			Fewer late finishes may improve personal safety although Glenside is a low crime area (only 28 reported crimes since 2008 – Source: Matt Holloway UWE Policeman).
Lesbian, gay, bisexual people			Fewer late finishes may improve personal safety although Glenside is a low crime area (only 28 reported crimes since 2008 – Source: Matt Holloway UWE Policeman).
Marriage and civil partnership			No statistics are available.
Pregnancy and maternity			<p>We know that we have students and staff with childcare arrangements.</p> <p>Data has revealed that 7 Staff returned from maternity leave at Glenside Campus from 01.03.11-28.02.13.</p> <p>Paternity Leave is a week's paid leave, or two weeks off first week paid, and 2nd week unpaid.</p>

			<p>Further research has highlighted There are currently five parents(out of the 92 attending overall) who are based in Glenside, one staff and four students.</p> <p>Unfortunately this is not conclusive data to demonstrate a specific or general impact for those particular individuals.</p> <p>Further consultation with the women's forum may reveal further information to understand the impact.</p>
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7. Please give evidence of how you have engaged equality groups in the equality analysis process. Is further engagement required?

Staff and students consulted through staff and student networks. Further responses (3 students, 1 member of staff) obtained during online consultation. Decision made (see Section 8 below).

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).

Some students can change their timetable dependent on their programme of study. Academic staff teaching on modules may have some flexibility to their timetable if staff constraints agreed by Head of Department.

9. Please indicate the level of equality relevance:

High ☐

Medium ☐ ✓

Low ☐

10. Equality analysis completed by:

Name	Andy Elson
Post title	

Faculty / service	CETTS
Date	25 th June 2013

Please return this form to the Equality and Diversity Unit for feedback 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	Statistics on demographics of UWE staff (Glenside) from HR and on UWE students (Glenside) from CAS – Planning	Lesley Donnithorne – HR Chris Evans - CAS		13/2/13		
Consultation	Trade Union representatives – Christian Scott UNISON, Andy Tubb, Robert Pardoe, Libby Thompson – UCU, Martyn Gwyther, Angie Dixon – UNITE Andrew McLean/Angeline Carrozza (Equality & Diversity), Student Union &			19/3/13 28/3/13		

	Student Network, Staff networks at Glenside. Faculty For a and Departmental for a.					
Monitoring and review arrangements	Quality Checking Timetables	Andy Elson		28/04/14 (once the first semester has been completed for both September and January cohorts)		
Publication	Equality & Diversity website for 2-3 weeks for consultation	Andrew McLean/Angeline Carrozza (Equality & Diversity)		30/4/13 – 20/5/13		
Other actions	Additional data sets to be obtained – Number of paternity/maternity returners.	Andrew Mclean		Data obtained throughout February & March 2013.		

Please return form to the Equality and Diversity Unit