

**FORM 2 (Page references on this form refer to UWE EIA
Guidance Published August 2008)
Equality Impact Assessment**

1. Name of the policy or practice

Learning and development policy

2. What is the aim, objective or purpose of the policy / practice?

The University seeks to maximise individual contribution at all levels by providing appropriate opportunities for personal and professional development, and aims to establish and maintain a culture which values life long learning and development amongst staff and students.

3. Who is responsible for developing the policy ?

Pam Fitzsimmons, Learning and Development manager

4. Who is responsible for implementing the policy?

Human Resources and UWE managers

5. Who is affected by the policy?

All staff employed by the University

6. Does this policy relate to any other policies?

Equal Opportunities policy, Teaching and Learning aims and policy, Staff recruitment, People + performance

7. Is there any information/evidence to suggest that the following equality groups have different needs, experiences, issues and priorities in relation to the intended outcomes of this policy? Include findings from consultations carried out. See Guidance p8-9

	Yes Please comment	No	Not known
Women, men, transgendered people	<p>a) The majority of respondents (62%-77%) to the staff survey in 2009 said that they were able to access learning and development</p> <p>b) There is information to suggest that women may find mentoring schemes helpful though these are not widely available except for new academic staff.</p> <p>c) There is feedback to suggest that women may have less self</p>		

	confidence or self esteem than their male counterparts.		
Black and minority ethnic groups	<ul style="list-style-type: none"> a) 6.8% of participants attending centrally arranged training events in 2009 were from the BME staff group. BME staff represent 6.7% of the workforce and hence the attendance rate was similar. b) A lower proportion of BME staff have progressed into higher level roles over the period 2005 to 2009 compared to white staff. c) There is evidence (staff survey 2009) that BME staff have their development needs assessed as regularly as white staff. d) More BME staff have had an appraisal in the last 2 years than white staff (65% compared to 55%) – staff survey 2009 e) There is currently no specific training on race equality issues, though there is a workshop on intercultural communications and another workshop on intercultural diversity is being launched in October 2010. 		
Disabled people	<ul style="list-style-type: none"> a) 4.6% of people attending centrally arranged training events were disabled. b) A smaller proportion of staff who declared themselves as disabled moved into higher level roles in the period 2005 to 2009 compared to staff who are not disabled. c) There is evidence (staff survey 2009) that disabled staff are less likely to have their development needs assessed regularly than non disabled staff – 75% compared to 56% d) The Disability Working Group have identified training needs for disabled staff, non disabled staff and managers 		
Younger or older people	<ul style="list-style-type: none"> a) It is possible that older people feel 		

	<p>that there are fewer opportunities available to them for progression, though there is no specific evidence of this.</p> <ul style="list-style-type: none"> b) Older staff (aged 56 and over) are less satisfied with their level of learning and development than staff in other younger age groups (75%) however more in this group have had an appraisal in the last 2 years (61%) than in other groups (staff survey 2009) c) UWE employs relatively few people under the age of 25 (4.5%) d) A large proportion of the workforce (37%) are aged over 50. e) A small number of Modern Apprenticeship schemes have been implemented to assist with the appointment of younger staff e.g. in BBS f) A 'Planning for retirement' course is available and is popular amongst staff aged 55 and over. This is arranged by HR. g) Legislation is being introduced concerning the default retirement age. This will be implemented as appropriate. The UWE culture values life long learning and hence development opportunities should be available to all staff regardless of age. 		
People of different faiths and beliefs	a) There is no specific training available for faith groups.		
Lesbian, gay and bisexual people	Although the number of known LGBT staff is relatively small, UWE is becoming more aware of the wider needs of LGBT staff through discussions with local TUs and the staff network. These conversations have highlighted a need to target more effectively career development and training opportunities to LGBT staff both online and face to face.		

8. Is the policy designed to promote equality for particular groups or good relations between groups? If so, which?

There are aspects of this policy designed to promote equality i.e. in introducing positive

measures to address under-representation in take up and in the equality and diversity training provision itself.

9. Is there any evidence or information to suggest a potentially adverse impact on the following equality groups as a result of this policy? See pages 9-10 of Guidance

	Yes Please comment	No	Not known
Women, men, transgendered people	<p>a) There are proportionately fewer women in senior roles than men.</p> <p>b) There are more women in part time roles than men 72% female compared to 28% male and it is possible that this will affect their progression within the institution as there are likely to be fewer part time roles available.</p> <p>c) More women than men attended centrally arranged training events in 2009, 65% compared to 35% men. The UWE workforce is 58% female.</p> <p>d) Slightly more women than men have progressed into higher level roles between 2005 and 2009. Yet they tell us they face barriers to progression.</p> <p>e) There is no evidence to suggest that part time female staff are less able to access training events than full time female staff .</p>		
Black and minority ethnic groups	<p>The Race Equality Scheme carried out a consultation with BME staff about there training needs, further information to be included.</p> <p>a) A lower proportion of BME staff have progressed into higher graded roles in the University between 2005 and 2009 which could suggest that their development needs are not being met or that there is insufficient support for their career development.</p> <p>b) BME staff completing the staff survey 2009 are less satisfied with their current level of learning and development than white staff (73% compared to 62%) - staff survey 2009.</p> <p>c) However the majority of BME staff have accessed training or development in the last 12 month. BME staff completing the staff survey 2009 have stated that they are able to access learning and development as well as white staff</p> <p>d) Fewer BME staff than white staff agreed a personal development plan at their appraisal (23% compared to 48%) – staff survey 2009.</p>		
Disabled people	a) It is possible that non disabled staff and		

	<p>managers may have made assumptions about the ability and potential of disabled staff.</p> <p>b) Disabled staff completing the staff survey in 2008 are less satisfied with their current level of learning and development than non disabled staff (62% compared to 36%). However 70% have accessed training/development over the last 12 months.</p> <p>c) Disabled staff are less able to access learning and development to improve their career than non disabled staff (36% compared to 64% non disabled staff).</p> <p>d) Fewer disabled staff have had an appraisal in the last 2 years than non disabled staff (37% compared to 56%) – staff survey 2009.</p> <p>e) Fewer disabled staff have agreed a personal development plan at their appraisal than non disabled staff (33% compared to 47%) – staff survey 2009.</p>		
Younger or older people			There is a need to continue to talk to staff within these groups to determine & measure the potential for any negative impacts with this policy
People of different faiths and beliefs			
Lesbian, gay, bisexual people			

10. What additional information do you need? How will you get it?

Information	Method for collecting information
<p>1. It would be useful to gain views from staff networks</p> <p>2. The Contract on Line Survey (CROS) survey for researchers was completed and results published end of June 09. A further survey may take place in 2011.</p>	<p>Meeting/focus group</p> <p>2. The survey was completed by a small proportion of researchers at UWE (25%). This comprised 70% female respondents, 73% were full time</p>

3. Issues arising from the working group who are considering the results of the staff survey have been formed into an action plan.	3. Meetings have taken place with the working group to consider the issues arising from the survey and the action plan
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11. Are there any other departments/units/organisations that might want to join you in commissioning new research?

It is possible that other universities have done work in this area and it would therefore be helpful to share findings.

12. Immediate amendment or revision of policy

a) Is there an opportunity to take steps to prevent discrimination, address different needs or promote equality of opportunity more effectively by immediately altering the policy/practice, or by working with others? If yes, please comment and complete action plan See pages 10-11 of Guidance

See action plan.

13. Consultation

a) Do you need to carry out a formal/informal consultation internally or externally at this stage? See pages 11-12 of Guidance

Give details

Consultation with the staff networks and other appropriate bodies will take place.

b) Are there other departments/units/organisations that might want to join you in commissioning new consultation?

Give details

14. Please outline how you will revise the policy (if necessary) in the light of the consultation. If no change is to take place please give reasons.

This is not known until the review has been completed.

15. How will you monitor the policy to ensure that it delivers the required outcomes on equality and diversity? See Guidance page 12-13

The policy should be reviewed on an annual basis.

16. Please indicate when you think this policy/practice should be reviewed next:

The policy needs to be brought up to date and this will take place in 2010/11.

Equality Impact assessment completed by:

Name	Pam Fitzsimmons
Post title	Human Resources Manager
Faculty / service	Human Resources
Date	

Confirmed by:

Name	Andrew McLean
Post title	Equality & Diversity manager
Faculty / service	HR
Date	26/10/10

Please return this form to the Equality and Diversity Manager.

ACTION PLAN – Name of PolicyPam Fitzsimmons Service/Faculty...Human Resources.

Issues	Actions Required	Success Indicators	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required	LGBT experience needs to be considered.	Data available in order to determine whether specific actions are required.	None specific at this stage	2009/10 and ongoing	Consultation with the LGBT staff network. Input into the Stonewall Diversity index	There has been meetings with the LGBT staff group hosted by Stonewall.
	Discussions with the Octagon to gather any data on the staff development needs of staff from faith backgrounds.	Data available in order to determine whether specific actions are required.	None specific at this stage	2009/10 and ongoing	Meeting with Chaplains and representatives from different campus faith groups.	
Consultation	1.Consultation with the disabled staff network would be helpful	1.Actions agreed	As above	2009/10 and ongoing	Meetings with staff networks have taken place	Meetings have taken place with the BME staff

	2. Regular consultation with other staff networks may also be helpful, to check the effectiveness of the policy.	2. Information obtained and considered.				network, , disabled staff network and the LGBT staff network
Monitoring and review arrangements	Staff development policy to be reviewed	Updated policy published	As above	2010/11	Revised policy implemented	
Publication	To be published on the HR website when finalised.	Website updated	As above			
Other actions	1. Training/development programme to be extended to include racial awareness. This should commence with workshops for first line staff. 2. Revised appraisal	1. Workshop to be offered to staff. Roll out to commence with Facilities staff and other front line staff.	As above	1. Being developed with BME staff network 2009/10. Roll out in 2009/10 2. Roll out from	Workshops implemented	Facilities workshops implemented Training and

	<p>scheme to be implemented and monitored.</p> <p>3. Further consideration should be given to the progression of BME staff and their specific training needs.</p> <p>4. Review of development and career opportunities to be considered for disabled staff.</p> <p>5. Senior women to attend Common Purpose</p> <p>6. Mentoring scheme to be proposed for female academic/research staff.</p> <p>7. Developing Confidence and self esteem workshop to be offered.</p>	<p>2. Briefings and training programme implemented.</p> <p>3. Research conducted and proposal published and implemented.</p> <p>4. Research conducted and proposal published and implemented.</p> <p>5. Attendance arranged.</p> <p>6. Scheme agreed and implemented</p> <p>7. Workshop available for staff</p>		<p>Oct 2009</p> <p>3. Meetings with BME staff network</p> <p>4. 2009/10 start</p> <p>5. From Sept 09</p> <p>6. Draft scheme developed 2009/10. Passed to RBI for implementation.</p> <p>7. 2009/10</p>	<p>briefing from Oct 2009</p> <p>3. Recruitment and selection course arranged for BME staff network June 2010</p> <p>4. Meeting with disabled staff network has taken place action plan being drawn up.</p> <p>5. Attendance of 2 senior women</p> <p>6. Mentoring scheme to be implemented</p> <p>7. Workshop now available</p>
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	8. Compulsory training to be introduced for newly appointed managers. This should include E&D	8. Workshop implemented		8. From Sept 2010		8. Content developed by E&D manager and Head of Disability SSD
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Please return form to the Equality and Diversity Manager