

Equality Impact Assessment

1. Name of the policy or practice

Race Equality Scheme.

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

To set out UWE's commitment to race equality and demonstrate how it will meet its statutory obligations under the duties of the Race Relations Amendment Act.

3. Who is responsible for developing the policy ?

Angeline Carrozza, Equality and Diversity Manager.

4. Who is responsible for implementing the policy?

Equality Management Group (chaired by Alan Bensted).

5. Who is affected by the policy?

Existing and potential students and staff and external partners.

6. Does this policy relate to any other policies?

Widening participation strategy, student experience strategy, human resources strategy, access agreement, learning teaching and assessment strategy, research strategy, admissions policy.

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.

	Yes Please comment	No	Not known
Women, men, transgendered people	<ul style="list-style-type: none"> There is some UWE data that indicates that male black – African, and black – Caribbean have low attainment in comparison to female black – African, and black – Caribbean students. Findings from our consultation gave anecdotal evidence of the perception that African, and black – Caribbean have low aspirations or are subject to low expectations in early education. Findings from our consultation gave anecdotal evidence that Asian-Pakistani, Asian-Bangladeshi and Asian-Indian families there can be different 		

	<p>family support experiences between genders with female children sometimes receiving less support and in particular wives not accessing higher education.</p> <ul style="list-style-type: none"> • In providing student support , it will be necessary to pick up on culturally appropriate support such as female student advisors as an option for female chinese students for instance. 		
Black and minority ethnic groups	<ul style="list-style-type: none"> • The policy is targeted to meet the needs of black and minority ethnic groups. • However the current analysis does not explore the white “other” experiences such as Greek or Polish. • The current analysis does not cover non-UK national home students who are BME. 		
Disabled people	<ul style="list-style-type: none"> • The University of Leeds (Armineh Soorenian) has conducted some research into the extreme isolation experienced by disabled international students. 		
Younger or older people	<ul style="list-style-type: none"> • There is currently no analysis on the experience of older BME students. 		
People of different faiths and beliefs	<ul style="list-style-type: none"> • Different ethnic groups have the same or different religious identities which places different expectations on them in regards to religious observance. 		
Lesbian, gay and bisexual people	<ul style="list-style-type: none"> • There is currently no analysis on the experience of lesbian, gay and bisexual BME students and staff. 		

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

The scheme is designed to promote good race relations.

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

	Yes Please comment	No	Not known
Women, men, transgendered people		√	
Black and minority ethnic groups		√	
Disabled people		√	
Younger or older people		√	
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
Disaggregated information is needed in regards to student retention/bme/gender, student age/bme and disabled students/bme.	ISIS
Data needs to be collected on student religious identities.	This requires a change to ISIS and student registration forms.

11. Are there any other departments/units/organisations that might want to join you in commissioning new research?

No

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.

Yes – actions have been added to the action plan regarding a fund for disabled international students and collecting religion and belief data for students.

13. Consultation

a) Do you need to carry out a formal/informal consultation internally or externally at this stage?

Give details

Consultation will need to take place in the following areas;

- The LGBT staff and student community should be specifically consulted on the draft.
- with the UWESU in regards to the support needs of disabled international students.
- With faith communities in taking forward the actions in regard to living, learning and working environment and the student and staff experience.

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

Give details

No

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.

15. How will you monitor the policy to ensure that it delivers the required outcomes on equality and diversity?

The policy will be monitored by the Diversity Committee –through the annual monitoring report.

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

The race equality scheme is subject to a full review in 2012.

Equality Impact assessment completed by:

Name	Angeline Carrozza
Post title	Equality and Diversity Manager
Faculty / service	E and D unit
Date	20 March 09

Confirmed by:

Name	Ian Apperley
Post title	HR Director
Faculty / service	HR
Date	23 March 09

Please return this form to the Equality and Diversity Manager.

**ACTION PLAN - Name of Policy: Race Equality Scheme
Service/Faculty - HR**

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required	Disaggregated information is needed in regards to student retention/bme/gender, student age/bme and disabled students/bme.	Angeline Carrozza		2009	Data obtained and analysed.	Partly done.
	Data needs to be collected on student religious identities.	Tessa Harrison		2010	Category included in student registration and ISIS	This has been added to the RES action plan.
	Data needs to be collected and identities explored around "white other".	Angeline Carrozza		2009		This has been added to the RES action plan
Consultation	The lgbt staff and student community should be specifically consulted on the draft.	Angeline Carrozza		2009	Lgbt networks sent draft.	This has been done with staff.
	Consult with UWESU in regards to the support needs of disabled international students. Experience.	Jo Midgley		2009	Additional Support mechanisms in place for disabled international students.	This has been added to the RES action plan
	Consult with faith communities in taking forward the actions in	Chris Abbott and Theresa Mcgoldrick		2009	Carry out consultations as part of	

	regard to living, learning and working environment and the student and staff experience.				EIAs on relevant actions in the scheme.	
	Research/consultation on the non UK national bme home students experience.	Chris Croudace		2009		This has been added to the RES action plan
Monitoring and review arrangements						
Publication						
Other actions	Bme/gender analysis needs to be considered as part of attainment activities in the action plan.	Tessa Harrison/Chris Croudace		2009	Additional interventions to support any gender disparity.	Made some progress – included in narrative of scheme.

Please return form to the Equality and Diversity Manager