

## Equality Analysis - draft for consultation

This form enables you to reflect on your proposed activity, and to assess the potential positive and negative impacts it might have on different members of the community. The Equality Analysis is designed to help you ensure your activities are meaningfully considered and not spending your time on an activity that will later need to be changed or disbanded due to not thinking about the practical needs of diverse communities who we are required to protect. If you have any questions about how to complete this Equality Analysis, please contact the Equality and Diversity Unit: [EqualityandDiversityUnit@uwe.ac.uk](mailto:EqualityandDiversityUnit@uwe.ac.uk).

<b>Activity Title</b>	Equality, Diversity and Inclusivity – Review of Governance and Structure of Services
<b>Project Manager and Contact</b>	Jackie Rogers (Project Lead) Sally Callis (Human Resources Supporting)

<p><b>1. Proposed activity (change, refresh, policy, process or practice) being analysed</b></p> <p>This transformation programme follows the Southern Universities Management Services (SUMS) review and their subsequent report and recommendations on University Of the West of England’s (UWE) current Equality, Diversity and Inclusivity support for both Students and Staff. In a complex and fast changing environment, the University is committed to ensuring that the governance, strategy and resources of our Equality, Diversity and Inclusivity provision provides optimal support going forward for both the Staff and Student experience.</p> <p>The transformation proposal includes a review of Governance in this area as well as the formation of a new combined unit. This proposes to bring together the Equality and Diversity Unit with the Student Inclusivity Team under Student Success Services to be renamed Student Success and Inclusivity Services and be led by a Senior Lead who will work university-wide and in conjunction with the university’s directorate, to provide strategic leadership and raise the profile of the agenda at UWE both internally and externally.</p> <p>The structure for the new unit will be established once the senior leader has been appointed and once in post they will undertake an audit of the current provision and propose a new structure for the combined unit.</p>
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<p><b>2. What sources of information/data, or who have you identified to help explore potential equalities impacts?</b></p> <p>All stakeholder groups were invited to participate in the review conducted by SUMS. The stakeholder groups included Equality and Diversity Unit, Student Inclusivity Team, Staff Networks, Trade Unions, the Students’ Union, Human Resources, Faculty and Service Equality &amp; Diversity and Widening Participation Leads and Senior Diversity Champions. Other sources of information that can be referenced are the National Student Survey, Post Graduate Taught Experience Survey, Staff Surveys and the Staff Compendium. Consultation will continue with all stakeholders through the transformation process.</p>
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<p><b>3. Assessing the activity from different perspectives</b></p> <p>Might your proposal impact people who identify with the protected groups below in the following contexts?</p> <ul style="list-style-type: none"> <li>- Access to or participation in UWE Bristol Faculties or Professional Services?</li> <li>- Student experience, attainment or withdrawal?</li> </ul>
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<p>- Staff experience, representation, or progression? Explain why you have made that assessment and plan your response.</p>						
	<p><b>Possible Negative or Positive Impact on Groups'</b> Include relevant data if possible.</p>	<p><b>Action Planning:</b> how will you mitigate negative and maximise positive outcomes? <b>Please feed information from this action plan to your activity's own planning documents e.g. action plans, risk registers, benefits maps</b></p>				
		<p><b>Actions Required</b></p>	<p><b>Responsible Person</b></p>	<p><b>Target date</b></p>	<p><b>Success indicators</b></p>	<p><b>Progress to date</b></p>
<p><b>All</b> (possible impacts affecting many groups)</p>	<p>With the introduction of clear Governance, strategic direction and alignment of resources in the Equality Diversity &amp; Inclusivity space all equality groups will benefit. This includes current and future staff and students.</p> <p>Mostly female staff members in both units which, with cost neutral budget won't enable increased diversity in team during the transformation process.</p> <p>Location of new team may be perceived as student only and result in lack on staff focus</p> <p>Potential under representation of equality groups due to the proposed reduction in numbers of those included in the Equality, Diversity &amp; Inclusivity Committee, compared to attendance at</p>	<p>Continued engagement with staff networks, student's union, Trade Unions and affected staff to gain feedback at each stage that is specific to the equality group.</p> <p>Keep the demographic diversification of the unit in mind for future recruitment.</p> <p>Senior lead will have dotted line into Pro Vice Chancellor student experience and Director of Human Resources and will meet with them regularly to ensure the progress of prioritised actions for both staff and students</p> <p>Consider how many network and Trade Union posts are represented at the Equality, Diversity and Inclusivity Committee and how all perspectives are represented.</p>	<p>Jackie Rogers/Senior Lead for the unit (yet to be appointed)</p>	<p>Ongoing until new team is in place.</p>	<p>All staff impacted feel listened to, consulted with and have received responses to queries and concerns they have raised. All staff impacted feel they have received full support through the transformation.</p>	<p>The SUMS review involved interviews with 50+ internal stakeholders centred around a Strength, Weakness, Opportunity and Threat analysis with follow up conversations offered.</p>

	Equality Management Group and Equality & Diversity Forum combined.	<p>Seek to ensure that the Equality, Diversity and Inclusivity Committee faculty nominated attendees are representative of equality groups if possible – ask faculties to nominate with protected characteristics in mind.</p> <p>Unconscious Bias training required for all those participating in the Equality, Diversity and Inclusivity Committee. Other equality, diversity and inclusivity training should also be considered.</p>				
<b>Age</b> (older people, younger people)	Older employees may be negatively impacted in terms of possible redeployment. Also both older and younger staff have potentially different needs in relation to staff training, development and relevant support for new roles and aspirations.	Individual consultation with staff to ensure needs are met with these challenges in mind.	Senior Lead (yet to be appointed)	Ongoing until new team is in place.	As Above	
<b>Disability</b> , including mental health and non-visible disabilities	This staff group would be likely to have existing adjustments pertaining to current roles, and in any such case these would need to be revisited in relation to any new or revised roles and new ways of working, with a concomitant need to ensure appropriate disability contact and support structures maintained during realignment processes. Certain groups of disabled staff (i.e blind, dyslexic) could	Reasonable adjustment to the change process may be required for instance changes to selection process, more time given for selection tasks and possible interview support. Policy and communications need to be in different formats.	Senior Lead (yet to be appointed ) with Human Resources Support	Ongoing until new team is in place.	As above	

	<p>experience problems accessing communications in various forms.</p> <p>By bringing the teams together we may have greater opportunity to accommodate flexible working patterns.</p>					
<b>Women and men</b>	<p>Potential impact through role changes, or changes in work patterns which can be more difficult to accommodate in instances where staff – statistically more likely to be female staff - have caring responsibilities.</p> <p>By bringing the teams together we may have greater opportunity to accommodate flexible working patterns.</p>	Individual consultation with staff to ensure needs are met with these challenges in mind.	Senior Lead (yet to be appointed) with Human Resources support.	Ongoing until new team is in place.	As above	
<b>Trans and non-binary people</b> , including gender reassignment	<p>Trans and non-binary people in organisations may experience negative impact due to moving to a new team or having a new line manager. This group may be concerned about disclosing their reassignment status to a new manager and gaining the understanding of a new team.</p> <p>Trans and non-binary people can experience negative impact due to having a new line manager if arrangements for leave and other process related to transitions are not promptly put in place.</p>	Careful consideration during individual consultation where disclosure is given. Training for managers in Trans issues is available through Learning & Development.	Senior Lead (yet to be appointed) with Human Resources support.	Ongoing until new team is in place.	As above	
<b>Marriage and/or civil partnership</b>	No specific impact other than for “All Groups” above.					

<p><b>Pregnancy and/or maternity</b>, including Adoption</p>	<p>People who are on extended leave could experience negative impact due to uncertainty (not feeling in the communication loop) or change of line manager, as there are currently members of staff on maternity leave this needs to be considered.</p>	<p>Communication plan should include those on extended leave, including Maternity Leave. Personal email addresses needed. Ensure invites to key events are forwarded and attended as “Keeping In Touch” days.</p>	<p>Senior Lead (yet to be appointed) with Human Resources support.</p>	<p>Ongoing until new team is in place.</p>	<p>As above</p>	
<p><b>Race</b>, including ethnicity and citizenship</p>	<p>Both units concerned have low representation in terms of Race. Possible communication challenges due to cultural differences between staff.</p>	<p>All policy and communications will be written in plain language.  Ensure Intercultural communication and unconscious bias training is made available.</p>	<p>Senior Lead (yet to be appointed) with Human Resources support</p>	<p>Ongoing until new team is in place.</p>	<p>As above</p>	
<p><b>Religion and/or belief</b>, including those without religion and/or belief</p>	<p>People with different faiths and beliefs can experience negative impact due to having a new line manager if arrangements for leave, prayer or for periods of fasting are not promptly put in place.  Staff from different cultural backgrounds may have different communication norms.  By bringing the teams together we may have greater opportunity to accommodate flexible working patterns.</p>	<p>Individual consultation with staff to ensure needs are met with these potential communication challenges in mind.</p>	<p>Senior Lead (yet to be appointed) with Human Resources support</p>	<p>Ongoing until new team is in place.</p>	<p>As above</p>	
<p><b>Sexual orientation</b></p>	<p>Possibility of Lesbian Gay Bisexual staff in organisations experiencing negative impact due to moving to a new team or having a new line manager. This group may be concerned about disclosing their sexual orientation to a new manager and gaining the understanding of a new team.</p>	<p>Individual consultation with staff to ensure needs are met with these potential challenges in mind.</p>	<p>Senior Lead (yet to be appointed) with Human Resources support</p>	<p>Ongoing until new team is in place.</p>	<p>As above</p>	

<b>Other specific group</b> (e.g. International or Access)						
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A **positive outcome** or impact is where a person or people may experience an advantage or benefit as a result of the proposed change. This includes positive action to overcome a disadvantage, meet different needs or encourage participation. For example, increasing lighting in public spaces of campus, which increases personal safety, particularly for people from protected groups. A **negative outcome** or impact is where a person or people may experience a disadvantage compared with others, or compared with what was previously available, or planned. For example, a new bus service is set up to help all students travel between campuses, but no drop kerbs or accessible buses are available. Bear in mind that some negative outcomes may be justified on the basis of a legal requirement or applicable exemption including use of positive action or where the outcome would conflict with other legislation, e.g. Health & Safety. If a negative outcome cannot be mitigated due to a legal requirement, identify the legislation and considerations you have considered to reduce the negative impact and/or rationale for the decision.

4. Project Manager Next Steps		Delete or complete as appropriate	
Does this Equality Analysis require consultation of 3 or 6 weeks?		3 weeks	
Is further monitoring or engagement required? (in addition to the formal Equality Analysis consultation, e.g. with the Students' Union, Disability Services, relevant staff groups)		<b>Yes</b>	No
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?	Positive staff feedback on the change, from relevant teams and from equality, diversity and inclusivity stakeholders.		
When will you review this Equality Analysis?	Once the Senior Lead is in place and the further scoping takes place. Date TBC.		

5. Equality and Diversity Unit Review			
The Equality and Diversity Unit has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation			
Equality and Diversity Unit representative		Date	

6. Faculty/Service/ Departmental Sign off	
I am satisfied with the results from investigation, consultation and analysis. The progression of this EA will continue to throughout the activity/project and I will ensure that a review is undertaken following the final implementation of the proposal, to assess its actual impact. Any actions or feedback that results as a consequence of ongoing project changes will be monitored and incorporated within the stated processes. Any negative outcomes will be resolved with the appropriate stakeholders identified.	
Faculty Dean / Head of Department / Head of Service	



Faculty / Department / Service	
Date	

**7. So what?**

Consultation and engagement feedback are extremely important in Equality Analysis. Listening to student and staff voices and acting on their feedback mean that activities become fit for purpose for diverse student and staff communities. Complete the 'You Said, We Did' table **before and after formal consultation**, and throughout the remaining lifetime of your activity to show the impact of feedback on your activity. The Equality and Diversity Unit will be in touch to gather examples of this feedback to share with equality stakeholders.

You said	We did

Please forward an electronic copy to the E&D Unit by emailing [EqualityandDiversityUnit@uwe.ac.uk](mailto:EqualityandDiversityUnit@uwe.ac.uk)

The original signed hard copy and/or electronic copy should be kept with your team for actions, review, and progression of Freedom of Information requests.