

Equality analysis form

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 1

Equality Analysis Screening

The following questions will identify whether a full Equality Analysis will be required. Please read the Equality Analysis guidance prior to completing the screening.

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

ITS Transformation Programme: People & Culture/Skills & Capabilities Project

The ITSTP vision sets out how ITS will contribute to UWE's overall 2020 strategy as follows:

- By 2020 every student, colleague and partner experiences an IT capability that consistently enables outstanding learning, teaching and support services. Our technologies coupled with the ethos of our technologists, their performance, skills, practices and behaviours deliver a cohesive, integrated, affordable and digitally agile IT environment both on and off campus.
- UWE's technology people and professional partners continually advocate the university, its aims and ambitions. They provide IT services that empower communication, innovation, collaboration and differentiation when, where and however needed. In benchmark terms, ITS at UWE continually operates at the highest level of capability maturity.*

* This is a means to benchmark UWE's approach to IT Services with the approaches adopted in other organisations.

To achieve the above we need to:

1. develop, embed and sustain our capability, skills and better manage productivity
2. ensure we can deliver strategically and tactically on time and affordably
3. improve ITS employee engagement, happiness and prospects
4. improve our customer service and satisfaction
5. deliver a simple, flexible and coherent, agile (and modular) architecture
6. actively participate in the delivery of the 2020 strategy

2. Will this activity have the potential to deliver positive outcomes for students, staff and/or visitors from equality groups? Please provide evidence for your answer.

Yes. Evidence: -

By meeting related programme objectives

- To develop, embed and sustain our capability, skills and better manage productivity
- To improve ITS employee engagement, happiness and prospects

Cont'd

as well as draft project objectives

- To position/ equip ITS to deliver the best service possible by having the right roles in place
- To improve VFM by ensuring our people have the right skills and are focused on strategically important work
- To transform ITS so that it is focused on delivering value to students and staff

In addition, ITS staff and other university stakeholders are already engaged in a number of activities, either through ITSTP projects or associated working groups that will contribute to the achievement of the vision and objectives. All staff will be involved in the design and implementation of their new areas and ways of working. Our hope is that more stakeholder involvement & engagement means that solutions, designs, decisions, actions (whether part of BAU or ITSTP) will be better thought out, appropriate and achievable, fair, representative and inclusive.

Evaluation, feedback and observation over the last 6 months indicates the culture within the function requires significant work. There is a need to address this as part of the early stages of the ITSTP to restore appropriate behaviours, collaboration, mutual support and respect throughout every area of the ITS function. All staff have a vital role to play in creating an open, honest and respectful dialogue at all levels and must be encouraged and enabled to highlight issues and concerns so appropriate action can be taken in a timely manner.

We hope that students, staff and/or visitors from equality groups, who in the past have raised concerns about not feeling able to speak up and voice their concerns, will feel more able to do so and that all parties will have a greater understanding of different stakeholders needs, perspectives and issues to incorporate into the work and outcomes of ITS. A key principle of the ITSTP is that work will be undertaken by a variety of stakeholders at different levels, and where known and possible, from different equalities groups rather than being done by management to others.

The programme, and in particular the people project, will create a significant number of opportunities to create and promote an inclusive environment, where everyone in the ITS community feels respected and able to achieve their full potential. This includes maximising opportunities to hear all voices, and using positive action initiatives and improved recruitment and selection processes to improve the diversity of the ITS workforce.

3. Will this activity have the potential to create negative impacts on students, staff and/or visitors from equality groups? Please provide evidence for your answer.

Yes, unfortunately due to the nature of the transformation programme and project there is a potential for negative impacts on a number different groups although not necessarily always from equality groups. However we plan to develop and run the programme in a well governed and inclusive and collaborative way to help mitigate these impacts.

4. Does the activity have the potential to impact equality groups in the following ways:
- Access to or participation in UWE Faculties or Professional Services?
 - Levels of representation across the UWE workforce?
 - Student experience, attainment or withdrawal?
 - Staff experience?

Please indicate YES or NO. If the answer is YES then a full analysis must be carried out. If the answer is NO, please provide a justification.

Yes

Equality analysis screening sign off:

Faculty Dean or Head of Service	
Faculty / service	
Date	

Please return the completed form back to the Equality & Diversity Unit for feedback and publication

Discussed with E&D Sept 2014

Section 2

Full Equality Analysis

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

ITS Transformation Programme: **People & Culture/Skills & Capabilities Project**

The People & Culture/Skills & Capabilities Project is one part of a wider transformation of IT at the University. The other strands initially being Architectural Evolution and Network Regeneration (ending March 2015), but now being reviewed, updated and evolving into Infrastructure Regeneration – a) Technical Infrastructure Audit, b) Infrastructure Rengeneration Project; Operational Excellence Project; and a Data and Interfaces Review.

The ITSTP vision sets out how ITS will contribute to UWE's overall 2020 strategy as follows:

- By 2020 every student, colleague and partner experiences an IT capability that consistently enables outstanding learning, teaching and support services. Our technologies coupled with the ethos of our technologists, their performance, skills, practices and behaviours deliver a cohesive, integrated, affordable and digitally agile IT environment both on and off campus.
- UWE's technology people and professional partners continually advocate the university, its aims and ambitions. They provide IT services that empower communication, innovation, collaboration and differentiation when, where and however needed. In benchmark terms, ITS at UWE continually operates at the highest level of capability maturity.*

* This is a means to benchmark UWE's approach to IT Services with the approaches adopted in other organisations.

To achieve the above we need to:

1. develop, embed and sustain our capability, skills and better manage productivity
2. ensure we can deliver strategically and tactically on time and affordably
3. improve ITS employee engagement, happiness and prospects
4. improve our customer service and satisfaction
5. deliver a simple, flexible and coherent, agile (and modular) architecture
6. actively participate in the delivery of the 2020 strategy

This equality analysis is focused on the People & Culture/Skills & Capabilities Project. Separate EA's exist for the other project strands.

Given the nature of the project, the initial focus of this EA is primarily on ITS staff groups rather than an EA on impacts on students, other staff or stakeholders. It is not that these groups aren't relevant but most of the initial activities within the project will impact more exclusively on staff within ITS.

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

By meeting related programme objectives

- To develop, embed and sustain our capability, skills and better manage productivity
- To improve ITS employee engagement, happiness and prospects

as well as draft project objectives

- To position/ equip ITS to deliver the best service possible by having the right roles in place
- To improve VFM by ensuring our people have the right skills and are focused on strategically important work
- To transform ITS so that it is focused on delivering value to students and staff.

The issues we are trying to overcome are set out in more detail in the IT Transformation Business Case. In summary the key issues are:

- The demands on, and size and scale of the IT estate has grown four fold in the last 8-10 years but this has not been reflected in the scale of our ITS team which remained largely static over the last 10 years.
- Employee numbers, investment in training and development and the provision of tools to manage and sustain the technologies for which the function is responsible have not increased in line with technology growth. In some areas there are fewer employees today than there were 8 years ago.
- We experience regular, repeating IT failures including SharePoint, CRM, storage and until recently, Wi-Fi. Customer frustration is high and increasing. There is no way to appease this situation currently thus people are finding their own solutions. This increases the risk of data breaches as well as undermining corporate systems.
- Increased student and staff demand for 24 x 7 effective, available and performant IT systems. (Christmas Day 2013 saw 2451 log-ins, 1694 students and 25 staff).
- ITS fails to undertake many basic (and core) activities as resources do not exist to do so. Corresponding roles and structures are therefore missing from the function, e.g. no governance, no information security, no architecture, to name a few.
- UWE operates primarily at CMMI Level 1 - our IT service, support and project processes are currently unpredictable, poorly controlled and reactive. The size, scale and complexity of UWE's IT coupled with the aims of the 2020 Strategy, student and colleague expectations mean we should be operating at CMMI Level 4.
- Roles outdated and unclear, silo'd working and structures, supporting specific technologies rather than service orientated;
- As a consequence, there is a myriade of job titles, grades and pay differentials within the department, and recent reviews of market factors have not been carried out;
- There has been liitle or no capacity for strategic planning, technology innovation, research or personal development. In addition there has been an under investment in training and development means capability and skills are in many cases out of date.

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

(Please note this is a live document and will be added to when required - link to location on SharePoint)

Not all changes are known, and the following list may not be exhaustive, but to deliver the objectives set out above we anticipate needing to:

- be explicit about the values and behaviours expected within IT Services;
- increase the resources available within the department both in terms of numbers, skills and functions;
- redefine roles and responsibilities;
- provide logical industry standard groupings for teams and skills;
- create new roles and functions within ITS;
- assess grades and review market factors across the function;
- populate roles within the revised structure – be that through re-organisation or recruitment activity;
- clearly identify career paths and the skills required for every role in the function based on SFIA (Skills Framework for the Information Age) frameworks that open up opportunities for new and existing staff and assist with succession planning;
- create a clear training & development programme (both soft and technical skills); ensuring a consistent approach to creating development plans in consideration of additional support where

- required for the different equality groups.
- improve lines of communication and introducing meaningful performance management in line with UWE's overall aims;
 - reconfigure/relocate work spaces and explore new ways of working (including work patterns).

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

ITS Senior Management Team and ITSTP Programme Board.

See the project [organisation chart](#)

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

The realisation of the benefits - see the Benefits Map and Blueprint

- Ability to manage current systems landscape effectively and sustainably with the right skills, structure and culture to support future developments.
- Ability to address information management, security, health & safety, pipeline planning, resource management, risk, audit and other governance requirements.
- Avoids sanctions, fines and penalties e.g. ICO, PCI-DSS.
- Ability to define and agree KPIs/SLAs with faculties and services, monitor trends and improve performance.
- Ability to offer insight to technology development, provide prototypes/proof of concept in support of faculty and service business planning.
- Ability to contribute to master planning, campus development and commercial ventures.
- Improved morale, career options and skill levels for ITS staff.
- Full engagement and contribution to UWE 2020.
- Prepares UWE to engage successfully in outsourcing, cloud solutions, SAAS and IAAS (software and infrastructure as a service)

We will progress to CMMI Level 3. Processes will be well defined and repeatable, results will be predictable. Proactive engagement with the wider UWE community will be possible and we will have options about who and how to best support our technology estate.

ITS will have the potential to move to CMMI level 4 within 2 years of completing this restructure if the full investment is agreed. UWE's scale, complexity and ambition indicates ITS should be equipped to operate at CMMI Level 4.

Additional measures to assess success of transformation programme as a process will be:

- Good governance and programme & project management
- More positive feedback in the staff survey and other employee engagement measures regarding the management of change;
- No, or minimal, grievances relating to change or redeployment, and swift and positive resolution should they arise.
- Monitoring equality groups before and after reorganisations to ensure there has not been a detrimental impact.
- Data analysis and future equalities monitoring information to be used gain a better understanding of the needs of all staff

- Examination of existing data (see above) with further data requested if identified
- Feedback from equality groups
- Reports from online activity/focus groups/open forums

Sources of information

Continuous feedback from communications and stakeholder groups, formal and informal
E&D data collection and monitoring
Consultation/communication log

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.

Data drawn from; [UWE Staffing Compendium 2014](#); [UWE Student Compendium 2013-14](#); and [other data](#)

	Yes	No	Not known
Women and men	<p>ITS staff 23% female (50% of whom are PT) 77% male (5% of whom are PT) Aug 2015 (UWE 58% female, 42% male 2014).</p> <p>33% of senior managers in ITS are women (41% in UWE 2014).</p> <p>Changes to work hours/patterns e.g. extended office hours or 24/7 working, could impact negatively on staff with caring responsibilities if the hours/pattern no longer fit with existing hours/patterns of work.</p> <p>Creation of, or an ongoing need, for full time roles prohibiting applications from staff with caring responsibilities (frequently female) who may only be able to</p>	<p>Through the use of positive action; improved staff development initiatives – including career development programme; and improved recruitment & selection activities we have the opportunities to improve the experience and gender balance of the ITS workforce.</p> <p>We can consider whether all roles have to be full time; whether there are opportunities</p>	

	<p>work part time.</p> <p>to create part time fractional roles; or even where the need is for full time equivalent roles, give thought to and highlight the possibilities for roles at all levels including management to be job shared, or carried out using other methods of flexible working to encourage staff to apply.</p> <p>Staff on maternity/ paternity leave need to be kept up-to-date with developments/ changes to working practices that occur when they return to work.</p> <p>Opportunities to alter the balance of the ITS workforce in respect of gender & FT/PT working.</p>	
Trans people	<p>HR data suggests there is no known trans people in the impacted cohort.</p> <p>Being located into new teams or under new line management may have an impact on those who have already established relationships. There is potential that this may mean coming out again. This can be mitigated by supplying extra support for managers for supporting these situations eg training sessions, early 1-2-1s</p>	<p>By being explicit about the values and behaviours expected within IT Services, and putting briefings and training in place, and with consequences where these values and behaviours are not adhered to, we would hope trans people feel more supported at work and comfortable enough to identify themselves if they wanted to come out.</p> <p>Staff leave for gender reassignment procedures need to be kept up-to-date with</p>

		developments/ changes to working practices that occur when they return to work.	
Black and minority ethnic groups	9% BME staff in ITS Aug 2015 (7.6% UWE 2014)		
		Through the use of positive action; improved staff development initiatives – including career development programme; and improved recruitment & selection activities we have the opportunities to improve the experience and balance of the BME workforce in ITS.	
Disabled people	5% disabled staff known in ITS in Aug 2014 (6.2% UWE 2014)		
	Attending meetings and or briefings may be more difficult for those with underlying medical health issues or on long term sick leave. This can be mitigated by increased levels of communication, support and flexibility regarding integration is factored into the project and communications. Staff under new line management may be reluctant to share information about their disability. Managers may have to deal with additional anxiety or neurological issues brought about by change. This can be mitigated by increased communications, 1-2-1s and the use of EAP	Through the use of positive action; improved staff development initiatives – including career development programme; and improved recruitment & selection activities we have the opportunities to improve the experience and balance of disabled people in ITS. Throughout the re-organisation early discussions about existing flexible working arrangements to ensure potential impacts of changes in working patterns or job locations can be addressed	

	<p>offered.</p> <p>Data about those requiring assisted technology tbc and confidentially stored.</p>		
Younger or older people	<p>In ITS in Aug 2014 - 1% staff under 25; 9% 25-34; 68% 35-54; 22% 55+ (In UWE 2014 - 3.7% staff under 25; 21% 55+)</p>		
	<p>Older staff tend to find it more difficult to secure alternative employment at an equivalent level.</p> <p>Younger staff may find it more difficult to find meaningful employment.</p>	<p>Through the use of improved staff development & career support initiatives – including career development programme; and improved recruitment & selection activities we have the opportunities to improve the experience, confidence and balance of all age groups in ITS.</p> <p>There will be clearer career pathways, talent and succession plans for staff of all ages. Roles, and how they link to the delivery of IT and organisational objectives, will be more explicit. There will be increased budget for training and development (including technical training), a more efficient process for how training and development activities are delivered and allocated, to ensure fairness, relevance and consistency. These activities will hopefully lead to a more meaningful and successful PDR process.</p> <p>We will explore the use</p>	

		<p>of internships and apprenticeships as a means of creating opportunities to younger workers.</p> <p>Throughout the re-organisation early discussions about existing flexible working arrangements to ensure potential impacts of changes in working patterns or job locations can be addressed</p>	
People of different religion and beliefs		<p>In ITS in Aug 2014, 25% Declared as having a religion or belief 35% No religion or belief (In UWE 2014 34% Declared as having a religion or belief)</p>	
		<p>By being explicit about the values and behaviours expected within IT Services, and putting briefings and training in place, and with consequences where these values and behaviours are not adhered to, we would hope more people with a religion or faith would feel more supported at work and comfortable enough to identify themselves if they wanted to.</p> <p>Ensure considerations in place during religious festivals (i.e. Ramadan) so that impacted employees will not be disadvantaged for the purposes of interviews / recruitment processes.</p> <p>Flexibility to use prayer rooms for prayer/meditation when required.</p>	

Lesbian, gay, bisexual people	3% LGB staff in ITS in Aug 2014 (In UWE 2014 3.6%)		
	<p>Being co-located with new colleagues may have an impact on LGB staffs that is out in the workplace.</p> <p>There is potential that this may mean coming out again to new managers or teams – this can be mitigated with extra support for managers enabling them to support all staff eg training sessions, early 1-2-1s</p>	<p>By being explicit about the values and behaviours expected within IT Services, and putting briefings and training in place, and with consequences where these values and behaviours are not adhered to, we would hope LGB people feel more supported at work and comfortable enough to identify themselves if they wanted to come out.</p>	
Marriage and civil partnership	<p>There is no reason for ITS to treat those in a civil partnership differently from any other marital status (we do not actively seek information about anyone's marital status).</p>	<p>By being explicit about the values and behaviours expected within IT Services, and putting briefings and training in place, and with consequences where these values and behaviours are not adhered to, we would hope people in a same sex marriage or civil partnership feel more supported at work and comfortable enough to identify themselves if they wanted to come out.</p>	
Pregnancy and maternity	<p>Attending briefings/meetings may be more difficult due to childcare and pregnancy related health issues, and therefore increased levels of communication, support and flexibility regarding the integration project etc. is factored into the</p>	<p>There are a couple of staff either currently on maternity leave or due to start maternity leave later in the year.</p> <p>By being explicit about the values and behaviours expected within IT Services, and putting briefings and training in place, and</p>	

	<p>project and communication plan. Managers will contact staff where required to keep them informed.</p> <p>It may be more difficult to secure redeployment and as such priority for redeployment must be given to those on maternity / paternity leave</p> <p>Data to be held securely & confidentially regarding this group.</p>	<p>with consequences where these values and behaviours are not adhered to, we would hope people who are either pregnant, child free women of childbearing age or on maternity leave will feel more supported at work and not experiencing negative behaviour or impacts.</p> <p>Throughout the re-organisation early discussions about existing flexible working arrangements to ensure potential impacts of changes in working patterns or job locations can be addressed</p>	
--	--	--	--

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

There is an acceptance that this is a working document and that it will be developed further over the timeline of the project. This the second draft of the EA following a discussion in Sept 2014 with the E&D Unit. Since this time:

- equalities issues were explored and data gathered at the ITS Staff Workshops in November 2014;
- an E&D steering group has been established within ITS to act as a another channel of understanding in relation to E&D issues, as a potential resource to help drive equalities issues and improvements, as well as a forum in which staff can offer their views, opinions and ideas in relation to equalities impacts and possible mitigations relating to the Transformation Programme and within ITS;
- a Equalities Engagement Event was held in February, 2015 jointly with Performance 2020 colleagues, E&D Unit and members of the University's equalities networks.

Engagement with the equality groups will continually feature throughout the project to gain a better understanding of the needs of all staff. To ensure feedback opportunities are constant and that give full consideration is given to these.

Ongoing discussion and advice needs to continue with the Business Change Managers (ITS SMT)/ITS E&D Lead/Equality & Diversity Unit/UNISON Equality Coordinator.

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).

We provide a universal approach to providing support during and post period for the integration project with the following detailed below (this list is not exhaustive and this will be a live document to be added to where/when appropriate – but specifically after discussion with the Equality & Diversity Unit, Unison Equalities Officer/ staff networks who will be consulted on line, in Open Forums, focus groups where advocated and one –to- one where desired).

- The EA will form a part of planning the deliverables detailed in ITSTP
- Team meetings and one to ones include updates on the ITSTP (in place supplied by the communications group) – inclusive of all staff in place and ongoing
- Equalities impacts (adverse and positive) will be regularly discussed at the ITSTP Programme Board as well as Leadership Team meetings
- All managers continually briefed to ensure information they provide to staff is the latest – feedback mechanisms for all staff available through a bottom up top down approach to communications demonstrated by Project Site, Project Blog, Communications Group, Equalities Group, Project Strands etc These mediums will be used to present, record and provide solutions for issues arising communications and change pack
- Engagement and consultation with Trade Unions
- UWE stakeholder group in place to further identify issues
- As the ITSTP phase 2 progresses a primary audit will be undertaken to pre-empt and assess the possible negative impact of the integration examples could include: changes in work locations, travel, line management, working patterns, training needs. Possible reduction in headcount may impact on underrepresented staff. Demonstrated by planning schedule/structure analysis/product descriptions etc
- On line consultation will be made available for staffs inclusive of staff networks of this Project to receive the views and impact of staff with protected characteristics these will be used to collect evidence/issue/concerns.
- Follow on open sessions for staff networks resulting from feedback given online – to take place with questions forum
- HR to provide data required for meeting the public sector equality duty relating to ITS staffs. Some data is confidential.
- HR to provide advice regarding informing staff on long term sick/maternity to ensure their involvement and consultation throughout the process
- Focus groups developed to address issues raised – solutions sought and implemented (1-2-1s offered where desired)
- A working group with members of both the Equalities Steering Group and the Internal Communications group will be looking at the staff survey priorities; including Bullying & Harassment awareness and development opportunities for the ITS staff the initial plans involve an internal campaign raising awareness and in particular supporting people from the different equalities strands to have the confidence to speak up when there is an issue at work
- All of the above will link to the uwe change management processes and will fall under the umbrella of the change management EA authored by Debbie England)

- The positive impact to UWE its staff of the ITSTP to be emphasised with updates in team meetings, 1-2-1s. Demonstrated by the Benefits Register and map
- In November we held several 'Embedding Sexual Orientation Equality at UWE' sessions which were held exclusively for ITS staff

All issues raised will be assessed and if appropriate logged in the Project Issues Log for action. This will provide opportunities for continuous improvement.

9. Please indicate the level of equality relevance:

High

Medium

Low

10. **Equality analysis sign off:**

Faculty Dean or Head of Service	
Faculty / service	
Date	

Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process and publication.

Equality analysis - action plan DRAFT

Appendix 1

Name of activity: ITSTP: People & Culture/Skills & Capabilities Project

Plan completed by: ITSTP Programme Board and E&D Lead (tbc)

Service / faculty: IT Services

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required	UWE staff data Service Data Scoping discussion E&D & UNISON Equalities Officer tbc Questions sourced for staff inclusive of protected groups	HRBP	Email contact Administration Time impact Meetings/Administration within ITS resources		Data inserted Data received (conf) EA detail agreed & ready for staff views	Requested
Consultation	With Unison Equality Officer Staff Trade Unions Staff Networks Equality Engagement Event On line early engagement in	Angela Aspell / Rayhana Rahman	ITS Resources On line set up ITS resources		TU input into draft Engagement of staff in questionnaire	Conducted in February 2015, further analysis throughout consultation and embedding process

	place with preamble agreed.					
Monitoring and review arrangements	Through consideration of responses to online questionnaire Open Forums with protected groups Line manager and 1-2-1 meetings as desired.	HRBP / SMT Tracy Willis SMT; Team leaders/ managers	ITS Resources ITS Resources		Diaries informed – impact on groups is assessed, solutions & diminished Attendance	
Publication	EA published for consultation after meetings with Diversity Unit, Union Equalities Officer, Project Lead, SPS Director		ITS Resources	On time	EA approved and published within the time frame agreed.	
Other actions						

Please return form to the Equality and Diversity Unit