

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)

Recruitment & Outreach Role Review

Since the team was formed in 2014 (bringing together existing recruitment function within Admission and the School and College Partnership Service) the activities delivered by the team have evolved and developed to respond to the changing student recruitment landscape. This has also included significant new areas of work being absorbed into the team, e.g. open days, student ambassador scheme.

The most recent staff survey indicated staff across the team felt their job descriptions were too generic and did not provide clarity on their specific roles and responsibilities. The University required each service to articulate how they were responding to the issues raised within the staff survey.

For these reasons, all team members (20 staff) agreed a role review across the department should be undertaken.

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.

The role review will have positive outcomes, e.g. clarity of roles and responsibilities, development opportunities, and potential to result in uplift to staff grading.

Although there is no known diversity within the team, it is possible there could be non-visible or undisclosed diversity. As such the changes will be made in an inclusive way with clear, transparent and timely communications. Staff will be able to meet 121 with managers to have an open and honest conversation about adjustments needed, and managers will be supportive and aware of individual needs where people have a change to line management, especially where the line manager may not be aware of aspects of individuals' identities.

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.

There is potential for the role review to result in an impact on grading which, if negative, could impact staff motivation levels, stress and anxiety levels. The review could also result in some changes to line management responsibility which could also cause some anxiety.

Women, men, transgendered people

No envisaged impact – although role changes, or changes in work patterns can be more difficult to accommodate in instances where staff – statistically more likely to be female staff – have caring responsibilities, however no changes likely to cause impact in this regard are planned. The team already has a significant number of staff with flexible working arrangements in place and it is not within the scope of the review for any changes to be made to these.

Black and minority ethnic groups

No envisaged impact affecting, e.g. disproportionately high BME unemployment rates, as no employment status changes are taking place. There is the possibility of grading changes and as such staff may need to be ringfenced, however due to the identities of the staff involved there is no impact of this nature foreseen for this group.

Disabled people

This 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, with a concomitant need to ensure appropriate disability contact and support structures maintained during realignment processes. The role review is designed to provide clarification of roles so it is not anticipated there will be any significant changes to roles, however communications will be clear, transparent and timely, staff will be able to meet 121 with managers to have an open and honest conversation about adjustments needed, and managers will be supportive and aware of individual needs where people have a change of line management, especially where the line manager may not be aware of aspects of individuals' identities. This could be a sensitive issue, so the staff member concerned will be consulted on the timing and content of any such sensitive information transfer.

Younger or older people

Different needs in relation to staff training, development, and relevant support for new roles, and aspirations; no impact envisaged regarding stakeholders due to the nature of changes.

People with different religion and beliefs

People with different faiths and beliefs can experience negative impact due to having a new line manager if arrangements for leave or for periods of fasting are not promptly put in place. Communications will be clear, transparent and timely, staff will be able to meet 121 with managers to have an open and honest conversation about adjustments needed, and managers will be supportive and aware of individual needs where people have a change of line management, especially where the line manager may not be aware of aspects of individuals' identities.

Lesbian, gay and bisexual people

LGB people in organisations can experience negative impact due to moving to a new team, or having a new line manager. Communications will be clear, transparent and timely, staff will be able to meet 121 with managers to have an open and honest conversation about adjustments needed, and managers will be supportive and aware of individual needs where people have a change of line management, especially where the line manager may not be aware of aspects of individuals' identities.

Pregnancy and maternity

People who are on leave can experience negative impact due to uncertainty or change of line manager. Managers will be supportive and aware of individual needs where people have a

change of line management, especially where the lin manager may not be aware of aspects of individuals' identities.

Marriage and civil partnership
No envisaged impact.

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. Although the role review represents a clarification of existing roles and responsibilities, there is the potential for staff experience to be impacted, particularly if there are any changes to grading or line management.

Equality analysis screening sign off:

Faculty Dean or Head of Service	A. Carter
Faculty / service	Future Students
Date	06/09/16

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

Section 2

Full Equality Analysis

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

Recruitment & Outreach Role Review

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

The aim is for the Head of Recruitment & Outreach to provide accurate and meaningful job descriptions and ensure staff have clarity of roles and responsibilities. The process will include opportunity for staff to input prior to final job descriptions being confirmed. The net consequence should be that we meet the needs of the student recruitment market and internal/external key stakeholders more strongly too.

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

- No change to overall FTE or individual job titles.
- No new roles being introduced.
- All existing roles subject to same review process.
- Line management responsibility for R&O Coordinator roles will be affected. Currently two coordinators have responsibility for line managing four R&O Assistants, under the proposed changes one coordinator will have responsibility for all assistants. This is to achieve a more effective management structure and spans of control.
- Addition of line management to the Student Ambassador Coordinator role.
- Open Day Coordinator and Student Ambassador Coordinator role to have more emphasis on service development.

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

The role review is being undertaken by the Head of Recruitment & Outreach through a consultation process with staff and union representatives.

The process is a clarification of existing roles so there are no new roles being introduced. However, with the proposed changes to line management affecting the coordinator roles, and any difference in grade this distinction may create, the usual University processes for ring-fencing those affected will be employed.

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

The following measures will apply:

Positive reports from staff and stakeholders that roles and responsibilities are clearer and improved.

Clear progression routes and professional development opportunities for staff.

The extent to which team objectives are being achieved and responding to market changes.

Successful delivery of recruitment and outreach events throughout cycle.

Positive impact on staff recruitment, i.e. attracting high calibre candidates to vacancies.

Positive staff survey results from equality groups.

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	No envisaged impact – although role changes, or changes in work patterns can be more difficult to accommodated in instances where staff – statistically more likely to be female staff – have caring responsibilities, no changes likely to cause impact in this regard are planned. The team already has a significant number of staff with flexible working arrangements in place and the review would not make any changes to these.	
Trans people	Transgendered people in organisations can experience negative impact due to moving to a new team, or having a new line manager. Communications will be clear, transparent and timely, staff will be able to meet 121 with managers to have an open and honest conversation about adjustments needed, and managers will be supportive and aware of individual needs where people have a change of line management, especially where the line manager may not be aware of aspects of individuals' identities.	
Black and minority ethnic groups	No envisaged impact affecting, e.g. disproportionately high BME unemployment rates, as no employment status changes are taking place. There is the possibility of grading changes and as such staff may need to be ringfenced, however due to the identities of the staff involved there is no impact of this nature foreseen.	
Disabled people	This 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, with a concomitant need to ensure appropriate disability contact and support structures maintained during realignment processes. The role review is designed to provide clarification of	

		existing roles so it is not anticipated there will be any significant changes to roles, however communications will be clear, transparent and timely, staff will be able to meet 121 with managers to have an open and honest conversation about adjustments needed, and managers will be supportive and aware of individual needs where people have a change of line management, especially where the line manager may not be aware of aspects of individuals' identities.	
Younger or older people		Different needs in relation to staff training, development, and relevant support for new roles, and aspirations; no impact envisaged regarding stakeholders due to the nature of changes.	
People of different religion and beliefs		People with different faiths and beliefs can experience negative impact due to having a new line manager if arrangements for leave or for periods of fasting are not promptly put in place. Communications will be clear, transparent and timely, staff will be able to meet 121 with managers to have an open and honest conversation about adjustments needed, and managers will be supportive and aware of individual needs where people have a change of line management, especially where the line manager may not be aware of aspects of individuals' identities.	
Lesbian, gay, bisexual people		LGB people in organisations can experience negative impact due to moving to a new team, or having a new line manager. Communications will be clear, transparent and timely, staff will be able to meet 121 with managers to have an open and honest conversation about adjustments needed, and managers will be supportive and aware of individual needs where people have a	

		change of line management, especially where the line manager may not be aware of aspects of individuals' identities.	
Marriage and civil partnership		No envisaged impact.	
Pregnancy and maternity		People who are on leave can experience negative impact due to uncertainty or change of line manager. Managers will be supportive and aware of individual needs where people have a change of line management, especially where the lin manager may not be aware of aspects of individuals' identities.	

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

We have taken advice from the Equality & Diversity unit in completing the Equality Analysis prior to publication. If further discussion is required the service is happy to take it to the next meeting of relevant staff networks. The full EA will be available for consultation with staff and union colleagues.

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).

There are no perceived negative impacts. A communication plan outlining clear, transparent and timely communications on the process of consultation and implementation will be employed. In addition to the revised role descriptions being made available to staff, individual metings with all staff affected by the change will be convened as required, including 121 meetings with managers to have honest conversations about adjustments needed, and managers will be supportive and aware of indidivuals' needs where have a change to line management, especially where the line manager may not be aware of aspects of individuals' identities.

9. Please indicate the level of equality relevance:

High

Medium

Low

10. Equality analysis sign off:

Faculty Dean or Head of Service	A. Carter
Faculty / service	Future Students
Date	06/09/16

Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process 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						
Consultation						
Monitoring and review arrangements						
Publication						
Other actions						

Please return form to the Equality and Diversity Unit