**Equality Analysis**

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 read the [Guidance](https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20Analysis%20Guidance%202019.docx) or contact the Equality and Diversity Unit: [EqualityandDiversityUnit@uwe.ac.uk](mailto:EqualityandDiversityUnit@uwe.ac.uk).

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| **Activity Title** | Implementation of a revised academic governance structure |
| **Project Manager and Contact** | Rachel Cowie, Director of Student and Academic Services (Rachel.Cowie@uwe.ac.uk) |

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| **1. Proposed activity (change, refresh, policy, process or practice) being analysed** |
| In response to the recommendations of an external review, a number of changes are being made to the University’s academic governance structure in order to ensure that the Academic Board is able to fulfil its responsibilities to the Board of Governors in respect of the University’s academic strategy, its academic standards and awards, and the student experience.  The purpose of the changes is clarify lines of accountability and responsibilities and thereby to facilitiate robust scrutiny of decision-making. Alongside and in support of this, work is also being undertaken to enhance the management and servicing of committee business through the development of a Handbook, standard operating procedures and templates, a programme of training for those involved in committees (Chairs, Officers, Members, Students) and the establishment of a Community of Practice for Good Governance for committee officers.  The changes impact upon the number of committees reporting through to Academic Board, as well as their terms of reference, membership and reporting lines. The changes will take effect from academic year 2019/20. |

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| **2. What sources of information/data, or who have you identified to help explore potential equalities impacts?** |
| A University-wide open consultation on the proposed changes was held from 17-28 June. The changes have also considered in LTSEC (12/6), RKEC (12/6) and Academic Board (3/7) and through meetings with the Students’ Union and Faculty Deans. From 2019/20, both Academic Board and all committees and sub-committees reporting to it will undertake an annual effectiveness self-review, which will include reflection on the committee’s membership and business through an equality, diversity and inclusion lens. |

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| **3. Assessing the activity from different perspectives** | | | | | | |
| Might your proposal impact people who identify with the protected groups below in the following contexts?   * Access to or participation in UWE Bristol Faculties or Professional Services? * Student experience, attainment or withdrawal? * Staff experience, representation, or progression?   Explain why you have made that assessment, and plan your response. | | | | | | |
|  | **Possible Negative or Positive Impact on Groupsi** Include relevant data if possible. | **Action Planning**: how will you mitigate negative and maximise positive outcomes?  **Please feed information from this action plan to your activity’s own planning documents e.g. action plans, risk registers, benefits maps** | | | | |
| **Actions Required** | **Responsible Person** | **Target date** | **Success indicators** | **Progress to date** |
| **All** (possible impacts affecting many groups) | No negative impacts on all groups anticipated.  All committees are constituted to enable a diverse membership, including academic, professional services and student representation.  Elections and by-elections are conducted under the University’s [election procedures](https://static.onlinesurveys.ac.uk/media/account/71/survey/393495/question/election_procedures_for__acade.pdf). Candidature is on the basis of self-nomination, with a supporting statement. All vacancies are publicised on the intranet, via Staff News and through Faculty and Professional Service communication channels to encourage a broad pool. All aspects of the process are conducted online and are accessible to eligible staff both on and off-campus.  Where an elected member needs to take an extended period of absence (e.g. due to ill-health, parental or other extended periods of absence from the university) arrangements can be made to cover the role of a temporary basis, with the individual retaining the right to return to their role until the end of their elected term of office.  All committee meetings take place during standard business hours, with papers circulated in advance. The Chair and Officer are responsible for ensuring that papers use plain English and accessible formatting. The Committee Officer is responsible for liaising with individual members to establish and address any specific needs they may have in order to be able to participate effectively in the committee’s business.  ED&I strategy across the institution is led by the Equality, Diversity and Inclusion Committee, which reports to Board of Governors via Directorate. The ED&I Committee has the power to commission specific pieces of work from committees within the academic governance structure. All committees in the academic governance structure have a responsibility for considering ED&I in the conduct of their business.  A Community of Practice for Good Academic Governance has been established to support professional committee servicing and provide a developmental forum for committee officers to share good practice and develop consistent ways of working. | A new online committee handbook will be published on for Academic Year 2019/20, setting out expectations, templates and standards operating procedures for the management of committees and committee business. The handbook will use plain English and accessible formatting and will be available via the [How we are run](https://intranet.uwe.ac.uk/about-uwe-bristol/how-we-are-run) section of the intranet, which is accessible to university and students’ union staff both on and off-campus. Relevant information will also be available on the [Governance](https://www1.uwe.ac.uk/about/corporateinformation/structureandgovernance/governanceandmanagement.aspx) section of the internet, which is accessible to students and the general public. The Handbook will be reviewed and updated by the Academic Governance Manager.    The Handbook will be supported by training for chairs and committee officers. This will cover ED&I-related matters, including: the arrangement and conduct of meetings; the management of agendas and committee business; and sustaining a decision-making culture in which all members feel able to engage fully in discussions, give voice to their lived experience and recognise the importance of developing and sustaining an environment that values equality, diversity and inclusion.  The updated terms of reference for all committees within the new academic governance structure will include a responsibility for ensuring appropriate and effective consideration of ED&I in the conduct of their business.  From 2019/20, all committees within the academic governance structure, including Academic Board, will complete an annual review of effectiveness, to include specific consideration of the role of ED&I matters within the committee’s business and operation. Academic Board will include an analysis of these reviews, together with an outline of any action required, within its annual assurance report to Board of Governors.  The effectiveness of the Community of Practice in driving the professionalization of committee support will be reviewed at the end of 2019/20.  A specific training session on creating accessible documents will be held. | Amanda Oliver  Heather Moyes  Amanda Oliver  Heather Moyes/ Jodie Anstee  Heather Moyes/ Amanda Oliver  Amanda Oliver/ Jackie Chelin | Sept 2019  December 2019  September 2019  October 2020  July 2020  November 2019 | Consistent practices across all committees.  All committee chairs and officers to have completed training by December 2019.  Board of Governors is assured.  Academic Board is assured of the effectiveness of all committees in the academic governance structure.  All officers are able to ensure all documents presented to their committees are accessible. |  |
| **Age** (older people, younger people) | No negative impacts in relation to age anticipated.  Student representatives on all committees within the governance structure, which should have a positive impact on younger people. (Note: whilst students are not necessarily younger people, given the age profile of the UWE student population, this is a reasonable proxy).  Academic Board and Faculty Board memberships include elected members at different career stages, which should enable an age-diverse membership. (Note: whilst career stage is not directly linked to age, it is a reasonable proxy). | Training for student representatives to be enhanced in collaboration with Students’ Union to ensure students are able to make a positive contribution in meetings.  Training for committee chairs and officers to include awareness of needs of all age groups on or attending committees and of the need to ensure that the committee’s business take age-related matters into account as appropriate.  Monitor the implementation and benefit of the new standard operating procedures in this regard through annual effectiveness review. | Heather Moyes  Heather Moyes  Committee officers and chairs | October 2019  December 2019  July 2020 | Positive feedback from student representatives and committee chairs regarding ability to participate meanginfully in committee business.  No issues of concern raised through annual effectiveness review.  Academic Board is assured. |  |
| **Disability**, including mental health and non-visible disabilities | No negative impacts in relation to disability anticipated.  All meetings are held during standard UWE working hours in accessible rooms with papers circulated in advance.  Where an elected disabled member needs to take an extended period of absence, arrangements can be made to cover the role of a temporary basis, with the individual retaining the right to return to their role until the end of their elected term of office.  Standard operating procedures are being implemented in relation to management of committees and committee business (including in relation to room setup, timescales for advance circulation of papers, consultation with individual members in relation to their specific needs, appropriate agenda setting, use of plain English, accessible formatting, and effective chairing) and should have a positive impact on enabling disabled people to participate fully in and be represented through committee business. | Training for committee chairs and officers to include awareness of needs of disabled people on or attending committees and of the need to ensure that the committee’s business takes disability-related matters into account as appropriate.  Monitor the implementation and benefit of the new standard operating procedures in this regard through annual effectiveness review. | Heather Moyes  Committee officers and chairs | December 2019  July 2020 | No issues of concern raised through annual effectiveness review.  Academic Board is assured. |  |
| **Women and men** | No negative impacts in relation to women and men anticipated.  Standard operating procedures are being implemented in relation to management of committees and committee business (including in relation to timescales for advance circulation of papers, consultation with individual members in relation to their specific needs, appropriate agenda setting, and effective chairing) should have a positive impact on enabling women and men to participate fully in and be represented through committee business. | Training for committee chairs and officers to include awareness of needs of women and men on or attending committees and of the need to ensure that the committee’s business take gender-related matters into account as appropriate.  Monitor the implementation and benefit of the new standard operating procedures and training in this regard through annual effectiveness review. | Heather Moyes  Committee officers and chairs | December 2019  July 2020 | No issues of concern raised through annual effectiveness review.  Academic Board is assured. |  |
| **Trans and non-binary people**, including gender reassignment | No negative impacts in relation to trans and non-binary people, including gender reassignment, anticipated.  Where an elected member needs to take an extended period of absence in relation to gender reassignment or for related reasons, arrangements can be made to cover the role on a temporary basis, with the individual retaining the right to return to their role until the end of their elected term of office.  Standard operating procedures are being implemented in relation to management of committees and committee business (including in relation to timescales for advance circulation of papers, consultation with individual members in relation to their specific needs, appropriate agenda setting, and effective chairing) should have a positive impact on enabling trans and non-binary people to participate fully in and be represented through committee business. | Training for committee chairs and officers to include awareness of needs of trans and non-binary people on or attending committees and of the need to ensure that the committee’s business take trans and non-binary people related matters, including gender reassignment, into account as appropriate.  Monitor the implementation and benefit of the new standard operating procedures in this regard through annual effectiveness review. | Heather Moyes  Committee officers and chairs | December 2019  July 2020 | No issues of concern raised through annual effectiveness review.  Academic Board is assured. |  |
| **Marriage** and/or **civil partnership** | No negative impacts in relation to marriage and/ or civil partnership anticipated. | Training for committee chairs and officers to include awareness of how the marriage or civil partnership status might impacts upon their people on or attending committees and of the need to ensure that the committee’s business take marriage and civil partnership related matters into account as appropriate.  Monitor the implementation and benefit of the new standard operating procedures in this regard through annual effectiveness review. | Heather Moyes  Committee officers and chairs | December 2019  July 2020 | No issues of concern raised through annual effectiveness review.  Academic Board is assured. |  |
| **Pregnancy** and/or **maternity**, including Adoption | No negative impacts in relation to pregnancy and/or maternity, including adoption, anticipated.  All meetings are held during standard UWE working hours in accessible rooms with papers circulated in advance.  Where an elected member needs to take an extended period of absence in relation to pregnancy, any form of parental leave or related reasons, arrangements can be made to cover the role of a temporary basis, with the individual retaining the right to return to their role until the end of their elected term of office.  Standard operating procedures are being implemented in relation to management of committees and committee business (including in relation to room setup, timescales for advance circulation of papers, consultation with individual members in relation to their specific needs, appropriate agenda setting and effective chairing) and should have a positive impact on enabling people who are pregnant, undertaking maternity, paternity or adoption leave or are nursing to participate fully in and be represented through committee business. | Training for committee chairs and officers to include awareness of needs of pregnant people and new parents on or attending committees and of the need to ensure that the committee’s business take pregnancy, maternity and adoption-related matters, into account as appropriate.  Monitor the implementation and benefit of the new standard operating procedures in this regard through annual effectiveness review. | Heather Moyes  Committee officers and chairs | December 2019  July 2020 | No issues of concern raised through annual effectiveness review.  Academic Board is assured. |  |
| **Race**, including ethnicity and citizenship | No negative impacts in relation to race, including ethnicity and citizenship, anticipated.  Standard operating procedures are being implemented in relation to management of committees and committee business (including in relation to timescales for advance circulation of papers, consultation with individual members in relation to their specific needs, appropriate agenda setting, and effective chairing) should have a positive impact on enabling people for different racial and ethnic groups and with different citizenships to participate fully in and be represented through committee business. | Training for committee chairs and officers to include awareness of needs of people from different racial or ethnicity groups and with different citizenships who are members of or attending committees and of the need to ensure that the committee’s business take race, ethnicity and citizenship related matters into account as appropriate.  Monitor the implementation and benefit of the new standard operating procedures in this regard through annual effectiveness review. | Heather Moyes  Committee officers and chairs | December 2019  July 2020 | No issues of concern raised through annual effectiveness review.  Academic Board is assured. |  |
| **Religion and/or belief**, including those without religion and/or belief | No negative impacts in relation to religion and/or belief, including those without religion and/or belief, anticipated.  Standard operating procedures are being implemented in relation to management of committees and committee business (including in relation to timescales for advance circulation of papers, consultation with individual members in relation to their specific needs, appropriate agenda setting, and effective chairing) should have a positive impact on enabling people from different religious communities or belief systems to participate fully in and be represented through committee business. | Training for committee chairs and officers to include awareness of needs of people from different religious communities or belief systems on or attending committees and of the need to ensure that the committee’s business take religion and belief related matters into account as appropriate.  Monitor the implementation and benefit of the new standard operating procedures in this regard through annual effectiveness review. | Heather Moyes  Committee officers and chairs | December 2019  July 2020 | No issues of concern raised through annual effectiveness review.  Academic Board is assured. |  |
| **Sexual orientation** | No impacts in relation to sexual orientation anticipated.  Standard operating procedures are being implemented in relation to management of committees and committee business (including in relation to timescales for advance circulation of papers, consultation with individual members in relation to their specific needs, appropriate agenda setting, and effective chairing) should have a positive impact on enabling people of diverse sexual orientations to participate fully in and be represented through committee business. | Training for committee chairs and officers to include awareness of needs of people of different sexual orientations on or attending committees and of the need to ensure that the committee’s business take sexual orientation related matters into account as appropriate.  Monitor the implementation and benefit of the new standard operating procedures in this regard through annual effectiveness review. | Heather Moyes  Committee officers and chairs | December 2019  July 2020 | No issues of concern raised through annual effectiveness review.  Academic Board is assured. |  |
| **Other specific group** (e.g. International or Access) | No impacts in relation to other specific groups anticipated. |  |  |  |  |  |

i 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 can not 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.

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| **4. Project Manager Next Steps** |  | Delete or complete as appropriate | | |
| Does this Equality Analysis require consultation of 3 or 6 weeks ([chart to help you decide](https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20Relevance%20Chart%20for%20Equality%20Analysis%202019.docx)) | | |  | 6 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) | | |  | No |
| What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome? | The numbers of staff and students directly involved in committee membership is too low to enable appropriate and meaningful analysis of the impact of the changes on ED&I.  From 2019/20 onwards, each committee will be asked to consider matters relating to ED&I as part of its annual effectiveness review, which Academic Board will consider and reflect upon within its annual assurance report to the Board of Governors.  The academic governance structure itself is reviewed every 3-5 years. | | | |
| When will you review this Equality Analysis? | The Equality Analysis will be reviewed in Summer 2020, alongside the preparation of Academic Board’s annual assurance report to Board of Governors. | | | |

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| **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 | Vicky Swinerd | Date | 16/07/2019 |

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| **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 |  |

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| **7. So what?** | |
| Consultation and engagement feedback is 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. Please add additional rows to the table as required. | |
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| **You said** | **We did** |
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**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.**