

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](#) or contact the Equality and Diversity Unit: EqualityandDiversityUnit@uwe.ac.uk.

Activity Title	Student and Academic Policy Enhancement Reorganisation
Project Manager and Contact	Dr Heather Moyes, Deputy Director (Policy Development and Student Experience), SAS (heather.moyes@uwe.ac.uk)

1. Proposed activity (change, refresh, policy, process or practice) being analysed

The project involves the reorganisation of the teams reporting to the Head of Student and Academic Policy Enhancement in order to enable a move from a case-by-case/ deficit approach of managing student casework to a transformational model of service delivery that prioritises learning from cases to develop preventative approaches and facilitate continuous improvement of services and policies.

Specifically the project will:

- bring together the resources that are currently split between the Complaints and Appeals Team and the Student Policy Team under a single manager, which will allow for more efficient use of staff time across peak points in the year in the context of an anticipated ongoing increase in the volume of student casework;
- refocus the priorities of the current Academic Frameworks Development Team to provide flexible support for regulations and policy enhancement projects, and be the home of institutional student voice activity.

This project involves:

- Merging of the Complaints and Appeals Team and Student Policy Team into one Student Casework team, with a new management structure and job descriptions;
- Reviewing the name and function of the Academic Frameworks Development Team to establish a Student and Academic Policy Team, with revised job descriptions to focus on student and academic policy support, including project management capacity, management of student voice processes and liaison with the Students' Union;
- Reviewing administrative support arrangements across the two teams to ensure both teams are appropriately supported.

Changes in structures and job descriptions mean that some posts are potentially at risk. However, the overall ongoing FTE staffing requirement will increase slightly (by 0.5FTE) and it is anticipated that existing established flexible working arrangements can be maintained.

Elements of the change that might cause stress: Any change can be unsettling for those affected, which may cause stress. It is anticipated that staff who are ring-fenced for new roles because the change proposals involve deleting their current posts will be the most likely to be affected by stress. It is also possible that staff in the new Casework team will find the process of establishing new ways of working and merging local practices and norms unsettling.

The change will involve:

- changes to job roles, some of which may require some staff to participate in a recruitment process
- changes to grading – some staff may have the opportunity to progress to a higher graded role and some staff are likely to require pay protection
- changes to responsibilities – the distribution of some responsibilities will change, some new responsibilities will be introduced for some roles and some new roles will be created
- changes to team structure or line management relationships – the change will result in the consolidation of two existing teams, as well as changes to reporting lines and team responsibilities affecting all staff involved

The change will not involve:

- changes to the physical working environment – the staff are already co-located in shared office space in 4B
- negative impacts on the student experience once fully implemented – it is anticipated that the change will enable a more efficient management of student casework and a more proactive approach to learning from casework. It is possible that the change process may have marginal impact students involved in specific cases during the consultation and implementation period, although every effort will be made to avoid this by ensuring that staff are supported and work is prioritised appropriately.

Uncertain whether or not will be part of the change at the present time:

- changes to FTE/ working patterns – the proposal envisages a slight increase (0.5 FTE) in the total FTE of the area and anticipates continuing to support existing established flexible working arrangements wherever possible. It will depend on the outcome of the consultation and subsequent role confirmations whether this may result in changes to individuals' FTEs or working patterns. Staff will also have the opportunity to request new flexible working arrangements as part of the process. It is likely that any new arrangements requested will need to be facilitated initially be on a trial basis until the structure has been implemented and has bedded in.
- recruitment to posts - it will depend on the outcome of the consultation whether any posts are available for open recruitment at the end of the process.

2. What sources of information/data, or who have you identified to help explore potential equalities impacts?

All Stakeholders will be invited to participate throughout this change process. Trade Unions have been consulted informally and raised no concerns. All affected staff, other stakeholders and Trade Unions will be fully consulted during the formal consultation period.

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)	<p>Positive Impact: New job roles will be available, providing opportunities for job progression and greater engagement with the business of the University.</p> <p>The merged casework team will enable better management of workload peak and troughs in the flow of the different types of case.</p> <p>Clarification of the role and function of the two new teams will enable better workload prioritisation.</p> <p>Training will be given to staff who require it as part of a new or changed role, thereby enabling individuals to develop new skills and knowledge.</p> <p>Students involved in (prioritised) cases, particularly</p>	<p>Communicate the change process to staff clearly.</p> <p>Ensure staff have opportunities to discuss change process individually and collectively with senior managers.</p> <p>Provide regular feedback on issues raised during the consultation period.</p> <p>Put in place timely and appropriate solutions for any specific training needs identified for individuals and/ or teams.</p> <p>Ensure office environment remains fit for purpose.</p> <p>Provide training and support for staff who need to apply for new jobs roles as a result of the change.</p>	Heather Moyes/ Iain Mossman with HR Support	Ongoing until full implementation (target date 15/04/20)	<p>All staff impacted feel listened to, consulted with and have received responses to queries and concerns they have raised.</p> <p>All staff impacted feel they have received full support through the Change Process.</p> <p>Questions raised relate to the substance of the change, not the process.</p> <p>Staff take up opportunities to participate in 1:1</p>	

	<p>at peak times, will experience swifter progression through the relevant process.</p> <p>Negative Impact: All staff may experience the change process as stressful.</p> <p>Some job roles will be deleted. Affected staff will be ring-fenced for appropriate roles (where available), which is likely to increase feelings of stress or anxiety.</p> <p>Staff in the casework area will need to agree a new way of working and to develop understanding of new policies and processes, which some may find unsettling.</p> <p>As the change is intended to be cost-neutral, there is unlikely to be opportunity to increase the diversity of the current staff as a direct result of it.</p>	<p>Signpost the University's Employee Assistance Programme (EAP) so staff can seek support as required.</p> <p>Monitor timescales for conclusion of individual cases.</p> <p>Keep the demographic diversification of the teams in mind for future recruitment.</p> <p>Continued engagement with staff networks, Trade Unions and affected staff to gain feedback at each stage that is specific to the equality group.</p>			<p>or group discussions.</p> <p>Staff feel positive about the new working environment.</p> <p>Staff feel confident they have the skills to do their job.</p> <p>All staff are supported to secure suitable alternative employment.</p>	
<p>Age (older people, younger people)</p>	<p>Older employees may be negatively impacted in terms of possible redeployment during the Change Process.</p> <p>Both older and younger staff have potentially different needs in relation to staff</p>	<p>Individual consultation with staff to ensure needs are met with these challenges in mind.</p>	<p>Heather Moyes/ Iain Mossman with HR Support</p>	<p>Ongoing until full implementation (target date 15/04/20)</p>		

	training, development and relevant support for new roles and aspirations.					
Disability , including mental health and non-visible disabilities	<p>Some staff with an existing mental health condition may experience a deterioration of their condition during the consultation and/or implementation periods.</p> <p>Disabled staff are likely to have existing adjustments to current roles in place. These will need to be revisited in relation to any new or revised roles, with a concomitant need to ensure appropriate disability contact and support structures are maintained during the Change Process. Certain groups of disabled staff (i.e. visually or hearing impaired, dyslexic) could experience problems accessing communications in various forms.</p> <p>Opportunities for flexible working could be increased by new structures.</p> <p>Reasonable adjustments will need to be taken into account and revisited for all affected staff.</p>	<p>Maintain open communication with staff, and signpost to support from the EAP and Occupational Health if and as appropriate.</p> <p>Reasonable adjustment to the Change Process may be required: for instance changes to any selection processes, more time given for selection tasks and possible interview support. Policy and communications need to be in different formats.</p> <p>Support should be provided for any new ways of working or changes to work environment.</p> <p>Disabled staff will be asked whether they would like information on their reasonable adjustments to be passed on to their new manager or colleagues, and their wishes respected in a timely way.</p>	Heather Moyes/ Iain Mossman with HR Support	Ongoing until full implementation (target date 15/04/20)		

<p>Women and men</p>	<p>The affected staff is almost exclusively female.</p> <p>Potential impact in terms of potential redeployment and through role changes, or changes in working patterns which can be more difficult to accommodate in instances where staff (statistically more likely to be female staff) have caring responsibilities.</p> <p>Opportunities for flexible working could be increased by new structures.</p>	<p>Individual consultation with staff to ensure needs are met with these challenges in mind.</p>	<p>Iain Mossman/ Heather Moyes with HR Support</p>	<p>Ongoing until full implementation (target date 15/04/20)</p>		
<p>Trans and non-binary people, including gender reassignment</p>	<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 trans or non-binary 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>	<p>Careful consideration during individual consultations where disclosure is given. Training for all staff in Trans issues is available through Learning and Development.</p>	<p>Heather Moyes/ Iain Mossman with HR Support</p>	<p>Ongoing until full implementation (target date 15/04/20)</p>		

Marriage and/or civil partnership	No specific impact other than for "All Groups" above.					
Pregnancy and/or maternity, including Adoption	People who are on extended leave could experience negative impact due to uncertainty (not feeling in the communication loop) or change of line manager. There are currently no members of staff on maternity or parental leave or known to be pregnant/ in the process of adopting within the affected group.	Communication plan will include those on extended leave, including maternity, parental or adoption Leave. Personal email addresses required. Ensure invites to key events are forwarded and attended as Keep in Touch (KIT) days. Review health and safety needs in relation to any pregnant staff.	Heather Moyes/ Iain Mossman with HR Support	Ongoing until full implementation (target date 15/04/20)		
Race, including ethnicity and citizenship	There are no known BAME groups within the affected teams.	All policy and communications to be written in plain language. Ensure intercultural communication and unconscious bias training is made available. Any future recruitment work will be diversity focussed.	Heather Moyes/ Iain Mossman with HR Support	Ongoing until full implementation (target date 15/04/20)		
Religion and/or belief, including those without religion and/or belief	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.	Individual consultation with staff to ensure needs are met with these challenges in mind.	Heather Moyes/ Iain Mossman with HR Support	Ongoing until full implementation (target date 15/04/20)		

	<p>Staff from different cultural backgrounds may have different communication norms.</p> <p>Opportunities for flexible working could be increased by new structures.</p>					
Sexual orientation	<p>Possibility of LGBTQ+ 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 challenges in mind.</p>	<p>Heather Moyes/ Iain Mossman with HR Support</p>	<p>Ongoing until full implementation (target date 15/04/20)</p>		
Other specific group (e.g. International or Access)	<p>Staff on fixed term contracts (e.g. maternity cover, project-specific roles) within affected teams who are not part of the Change Process may be impacted indirectly as a result of the way in which their colleagues respond to the changes. There are no such staff employed within the affected teams at present.</p>	<p>Ensure these staff are supported as necessary and are kept in the loop.</p>	<p>Heather Moyes/ Iain Mossman</p>	<p>Ongoing until full implementation (target date 15/04/20)</p>		

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.

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)		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)			No
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?	HR data		
When will you review this Equality Analysis?	May 2020 (target implementation date is 15/04/20)		

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	07.01.20

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 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.

You said	We did

Please forward an electronic copy to the E&D Unit by emailing 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.