

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, Diversity and Inclusivity Team: edi@uwe.ac.uk.

Activity Title: Digital Learning Service Organisation Design

Project Manager and Contact: Hannah Mathias Hannah.mathias@uwe.ac.uk

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

Enter short description of what it is, the objectives and why you are doing it. If you are amending a current activity, what changes are proposed? Please outline the ways that students, staff, visitors or contractors might experience changes in their day to day lives e.g., changes to buildings, working hours, administrative processes.

Proposal:

The Digital Learning Service is going through an organisational design change so that we can deliver on Strategy 2030 with the introduction of new expert roles and leadership team and aligning the College-facing teams to reflect the new College and Schools structure at UWE. We are also looking to provide consistency of job titles, job description and salary across the teams by introducing a new job family so there is equity and clarity across what roles are and their responsibilities.

Why we are making the proposal:

The Digital Learning Service is currently being set up to deliver on Strategy 2030. Ensuring the development and delivery of an innovative, sector-leading, student-first digital learning service, ensuring that digitally enabled learning and teaching is well supported, agile and transformative.

The current model has several problems that need addressing in order to provide equity and to deliver Strategy 2030:

- Several types of contracts.
- No consistency in job titles.
- Job titles out of date with the sector.
- Out of date job descriptions that are not aligned to Strategy 2030.
- No consistency in job descriptions.
- Varying consistency of grades.
- Varying consistency of resource in each college.
- Varying consistency in team structures.
- Lack of time to develop expertise.
- A need to change the perception of the Learning Technologist role amongst stakeholders to support learning design and not just technical support.

These problems have all be raised by the existing team through some early consultation with HR to find out the current state of the team back in 2021. Since then, the Director of Digital Learning Services has been continuing these conversations informally with the team through conversations, meetings and workshops to get a better understanding of the change wanted by the team. Redundancy is also a possibility although unlikely, as well as staff going down a grade in the new structure.

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

Examples include: External or Sector data/research, Staffing Statistics, Student or Staff Networks, specific stakeholders.

Feedback has been gathered from team members' experiences of Digital Learning Service. In addition, workshops were facilitated with the team and stakeholders by colleagues within HR Organisation Design and Digital Learning Service. External research has also been undertaken to look at the job market to look at current job roles and titles to ensure we are in line with current trends.

External research has been undertaken with other HE institutions to understand their organisational design within the Digital Learning Teams to help form plans for our organisation design work.

Outcome of feedback:

UWE Digital Learning Staff:

- Need consistent job titles and job descriptions.
- Inconsistent grades.
- More collaboration.
- Clear leadership.
- Recognition of pedagogical skills and expertise.
- Stop doing work which doesn't fall under their remit.
- Able to do more innovative work.
- Have a safe space to fail.
- Lack of time to become experts in specific areas.
- Aren't involved in early conversations of learning design.

Work was undertaken to explore contracts, job titles and job descriptions to look at the equity and consistency.

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.

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

	Possible Positive Impact on Groups Include relevant data if possible	Possible Negative Impact on Groups Include relevant data if possible	Actions Required	Responsible Person	Target date	Success indicators	Progress to date
All (possible impacts affecting many groups)	Equity of grades, job titles and descriptions. The new structure will instigate a cultural shift which will promote a more collaborative and collegiate working environment which will enhance the staff and student experience.	Staff wellbeing and stress relating to the change. It is anticipated that the new structure will have an overall positive effect in creating an improved working environment. However, the change process itself can have a negative impact on all staff	Make use of team meetings and one to ones, and communicate about the change in a clear and timely way. A wellbeing action plan will be developed in	Hannah Mathias	July 2023	All staff impacted feel listened to, consulted with and have received responses to queries and concerns they have raised.	New JDs in place. Staff haven't seen the new JD's yet.

		<p>such as increased stress, anxiety and uncertainty.</p> <p>All staff may have experienced negative effects from the COVID-19 pandemic which may reduce their resilience to deal with new causes of stress. Due to the cost-of-living crisis, staff might also feel worried about their financial position and potential impact upon pay.</p>	<p>order to support the impact of change on all groups. This will be continuously reviewed as we are going through the change process.</p> <p>Regular communication and clear information with clear routes to contribute to the decision-making process.</p>			<p>All staff impacted feel they have received full support through the transformation.</p> <p>That adjustments are made where reasonable, effective and appropriate.</p>	
Age (older people, younger people)	Both older and younger staff have potentially different needs in relation to staff training, development and relevant support for	Both older and younger staff have potentially different needs in relation to staff training, development and relevant support for	<p>Provide training and support where required.</p> <p>Individual consultation with staff to ensure</p>	Rubi Akhtar	July 2023	All staff impacted feel listened to, consulted with and have	

	<p>new roles and aspirations.</p> <p>More opportunities for both older and younger staff for career progression within the team.</p>	<p>new roles and aspirations.</p> <p>Regardless of age, employees that have been in roles for a long time may be negatively impacted by the changes to job roles. They may have different needs in relation to preparation / training to be ready for the changes in the roles and / or preparation for any recruitment process.</p> <p>Some older employees who are closer to retirement may feel particularly unsettled by the change process.</p>	<p>needs are met with these challenges in mind.</p> <p>Pay particular attention to ensuring that older staff feel supported and valued through one to ones.</p>			<p>received responses to queries and concerns they have raised.</p> <p>All staff impacted feel they have received full support through the transformation.</p> <p>That adjustments are made where reasonable, effective and appropriate.</p>	
--	--	--	---	--	--	--	--

<p>Disability, including mental health and non-visible disabilities</p>	<p>This staff group would be likely to have existing adjustments pertaining to current roles, and in any such case these would need to be revisited in relation to any new or revised roles and the changed physical environment, with a concomitant need to ensure appropriate disability contact and support structures maintained during change processes.</p> <p>New office location will have access to kitchen facilities / break rooms. All access and accessibility requirements must map across to the new facility from the old facility.</p> <p>Car parking available near location of office</p>	<p>Reasonable adjustment to the change process may be required, for instance changes to selection process, more time given for selection tasks and possible interview support if applicable.</p> <p>Policy and communications need to be in different formats.</p> <p>Support should also be provided for any new ways of working – Standard Operating Practices.</p> <p>Managers must work closely with colleagues within the new facility to assess access and accessibility and ensure adjustments are anticipated and implemented.</p>	<p>Clear communication of Reasonable Adjustments process.</p> <p>Accessible communications.</p> <p>Clear communications about location of working and parking.</p>	<p>Hannah Mathias</p>	<p>April - July 2023</p>	<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 transformation.</p> <p>That adjustments</p>	
--	--	--	--	-----------------------	--------------------------	---	--

	<p>space with sufficient spaces for those working shifts, inc. accessible spaces.</p>	<p>Certain groups of disabled staff (i.e. blind staff, dyslexic staff) could experience problems accessing communications in various forms.</p> <p>Possible cause of anxiety or worry for existing disabled staff who might be changing line manager. They may worry that their reasonable adjustments won't be considered or that they may not experience the same level of support.</p>				<p>are made where reasonable, effective and appropriate.</p>	
--	---	---	--	--	--	--	--

<p>Women and men</p>	<p>Consultation and engagement of key female staff will ensure their skills and capabilities are recognised in the new structure.</p>	<p>Female employees may worry that new job descriptions or organisational structures do not recognise their roles and contributions fully. They may be concerned that new job descriptions place greater value on some skills or behaviours that are typically associated with men or male traits.</p> <p>Potential impact in terms of changes in working patterns which may be more likely to impact female staff, who are more likely to have caring responsibilities.</p>	<p>We do not anticipate any changes to working hours or shift patterns that might affect people with caring responsibilities who are more likely to be women. This will be communicated to reassure staff.</p> <p>Individual consultation with staff with these challenges in mind.</p> <p>Embed Athena Swan and gender equality more generally into the creation of the DLS. This will ensure there is attention paid</p>	<p>Hannah Mathias</p>	<p>April-July 2023</p>	<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 transformation.</p> <p>That adjustments</p>	
-----------------------------	---	--	--	-----------------------	------------------------	---	--

			<p>to the culture and developing working practices.</p> <p>Explore during 1:1's with impacted staff to ensure no assumptions have been made with regards to any impacts on women or men with caring responsibilities.</p>			are made where reasonable, effective and appropriate.	
<p>Trans and non-binary people, including gender reassignment</p>	<p>The change is an opportunity for staff training and culture change reinforced by senior team.</p>	<p>Trans and non-binary people in organisations may experience negative impact due to moving to a new line manager. This group may need to disclose their reassignment status to a new manager and gain the understanding of a new team.</p>	<p>Ensure new managers have training required.</p> <p>Set up 1-2-1s where required to help staff feel confident.</p> <p>Training for managers and colleagues through Learning</p>	Rubi Akhtar	July 2023	<p>All staff impacted feel listened to, consulted with and have received responses to queries and concerns</p>	

		<p>Trans and non-binary people can experience negative impact due to having a new line manager if arrangements for leave and other processes related to transition are not promptly put in place.</p> <p>Trans or non-binary people may worry about moving to a new line manager and / or team and about moving into a different team culture where their identities may not be respected.</p>	<p>Development Centre so that we are aware of and mitigate against unconscious bias.</p> <p>1-2-1 conversations with staff to enable them to feel confident any existing arrangements will be carried over/continued.</p> <p>If a trans or non-binary person will have a new manager or team, ask whether they would like their gender identity information to be</p>			<p>they have raised.</p> <p>All staff impacted feel they have received full support through the transformation.</p> <p>That adjustments are made where reasonable, effective and appropriate.</p>	
--	--	--	---	--	--	---	--

			passed on to their new colleagues, and respect their wishes in a timely way.				
Marriage and/or civil partnership	No specific impact other than for "All Groups" above.						
Pregnancy and/or maternity, including Adoption	<p>There is currently one member of staff on maternity leave and this will need to be considered. Noting that expectant mothers will require specific induction to a new physical space, including information on where to rest and store expressed milk.</p> <p>There are currently no staff who are breastfeeding but if there are during the</p>	People who are on extended leave could experience negative impact due to uncertainty (not feeling in the communication loop) or change of line manager.	<p>Ensure new managers follow H&S Guidance.</p> <p>Ensure key invites are sent.</p> <p>Ensure we have personal email for contact.</p> <p>Appropriate adjustments may be required to the new line manager to refer to the H&S</p>	Rubi Akhtar	July 2023	<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</p>	

	<p>consultation phase this will be taken into account.</p> <p>New shift pattern would not change access to spaces. Adjustments are already in place were anyone to become pregnant or be breastfeeding.</p>		<p>guidance for new and expectant mothers and if appropriate complete a risk assessment and make adjustments. Whilst on leave personal email addresses will be needed. Ensure invites to key events are forwarded and attended as KIT days.</p> <p>As this transition will be phased over an extended period this will need to be reviewed on an ongoing basis as maternity/pregnan</p>			<p>feel they have received full support through the transformation.</p> <p>That adjustments are made where reasonable, effective and appropriate.</p>	
--	---	--	---	--	--	---	--

			cy status' will change.				
Race , including ethnicity and citizenship	<p>As the team is likely to expand, active recruitment approaches to increase the diversity of the team would be enabled, particularly as expansion of Team Leader roles is planned. Engagement with HR will take place as recruitment is required to target underrepresented groups.</p> <p>The change is an opportunity for staff training and culture change reinforced by senior team.</p>	<p>Employees who have spent more of their educational / professional life outside of the UK educational system may have different communication needs during the change process.</p> <p>Possible communication challenges due to cultural differences between staff.</p>	<p>Ensure intercultural communication and unconscious bias training is undertaken by the team and management structure.</p> <p>Engagement with HR will take place as recruitment is required to target underrepresented groups.</p> <p>All policy and communications will be written in plain language.</p>	Hannah Mathias	July 2023	<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 transformation.</p>	

						That adjustments are made where reasonable, effective and appropriate.	
Religion and/or belief, including those without religion and/or belief		<p>People with different faiths and beliefs can experience negative impact due to having a new line manager if arrangements for leave, prayer or for periods of fasting are not promptly put in place.</p> <p>Staff from different cultural backgrounds may have different communication norms. We note that shift patterns can impact on the ability to observe prayer times and observe</p>	<p>Meet with staff for reassurance.</p> <p>Individual consultation with staff to ensure needs are met with these potential communication challenges in mind.</p> <p>When allocating work/shifts, be mindful of personal / cultural circumstances, noting the</p>	Hannah Mathias	April – July 2023	<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</p>	

		religious festivals throughout the year.	observance of religious festivals for example.			have received full support through the transformation. That adjustments are made where reasonable, effective and appropriate.	
Sexual orientation		Possibility of LGBTQ+ staff in organisations experiencing negative impact due to moving to a new line manager. This group may be concerned about disclosing their sexual orientation to a new manager and gaining the	Ensure training is undertaken by managers. Individual consultation with staff to ensure needs are met with these potential challenges in mind.	Rubi Akhtar	July 2023	All staff impacted feel listened to, consulted with and have received responses to queries and	

		understanding of a new manager.	If an LGBTQ+ person will have a new manager or team, ask whether they would like information about their sexual orientation to be passed on to their new colleagues, and respect their wishes in a timely way.			concerns they have raised. All staff impacted feel they have received full support through the transformation. That adjustments are made where reasonable, effective and appropriate.	
Other specific group (e.g., International or Access)	None identified						

4. Project Manager Next Steps		Delete or complete as appropriate	
Does this Equality Analysis require consultation of 3 or 6 weeks		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)		Yes	No
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?	Staff pulse surveys, conversations and meetings with staff.		
When will you review this Equality Analysis?	During the consultation period the Steering Group will consider the EA on a continuous basis		

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	Bec Rengel	Date	27/04/2023

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	Hannah Mathias, Director of Digital Learning Services
Faculty / Department / Service	Digital Learning Service

Date	03.03.23
------	----------

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

You said	We did

Please forward an electronic copy to the E&D Unit by emailing EqualityandDiversityUnit@uwe.ac.uk

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.