

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	Future Quest – Access to Medicine and the Professions – funded by HEE
Project Manager and Contact	Laura Davies laura17.davies@uwe.ac.uk

1. 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.

The Access to Medicine and the Professions programme is funded by Health Education England and is an outreach programme designed to support students from areas of low progression into healthcare professions, specifically Medicine, Pharmacy and other degree-level healthcare programmes. The programme works with groups of year 10 students in targeted schools in Bristol and provides them with activities to help them learn more about Medicine, Pharmacy and the Allied Health Professions. The programme follows the students through year 11 with a mentoring programme.

Students are then reengaged in Years 12 – 13 to provide them with specialist support to access and apply to their chosen courses.

Students who are chosen for the programme will attend a series of workshops in Year 10 where they learn more about Medicine, Pharmacy and Allied Health Professions. They may miss other timetabled curriculum lessons in order to attend the HEE sessions. School students and staff involved in the programme will develop a greater understanding of healthcare professions.

Objectives of the programme

- Learners experience increased academic capital.
- Learners increased understanding of careers, pathways, roles and skills required in future careers in Medicine, Pharmacy, Allied Health Professions
- Learners developing a richer and more compelling narrative of themselves in future careers in M,P, AHP
- Increased school staff and parents/carer knowledge about health careers and pathways
- Improved understanding of how to support young people on pathways to health careers
- Produce strong evidence of what works (and what doesn't) and measurable impact of programme.
- Encourage national and local sharing of practice between Higher Education Institutions, Schools and Colleges, NHS and HEE.

- Increase in applications to Medicine, Pharmacy and AHP from low progression areas/ areas with limited medicine or health professions engagement

2. 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.

- Health Education England (HEE)
- School Staff
- School Pupil Registration Data
- EDI Team
- HEE Steering Group
- Staff online equality and diversity training
- Health and Applied Sciences Faculty
- Wessex Inspiration Network
- Future Quest staff

Bristol University (a partner of Future Quest) designed a recruitment survey for the programme to support the targeting of school students from a range of backgrounds.

The survey took into consideration if students have;

- An interest in Medicine and/or health related study.
- An interest in science related study.
- Are from a family where the parents do not have a university degree (first in family)
- Identifies as either Black, Asian, Minority Ethnic or Mixed Cultural Heritage
- In receipt of free school meals
- A looked after child or are a young carer
- If students have an Education, Health and Care Plan(EHCP), have special educational needs / disability(SEND) or receive additional support because of a disability

The survey was administered to whole year groups of students. The survey results were shared with the Future Quest Data Officer to determine a long list of learners who meet the targeting criteria highlighted above. The long list was then shared with school staff to select the final cohort. This approach enabled schools staff to ensure the learners on the cohort could cope with attendance of an outreach programme alongside their studies while Future Quest ensured that there was good representation of widening participation criteria.

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)	This programme has been designed to have a positive impact on all participants who wish to take part.	<p>Work with schools to select a suitable cohort based on criteria from HEE with input from schools to say who would benefit and would have potential to study at HE level in the future</p> <p>Consider how students are asked to join the programme in their post 16 destination and how the programme is run to fit with differing timetables at post 16.</p> <p>Consider if students can be supported with travel costs to attend events to make them open to all.</p>	Laura Davies, Sarah Gettings, Sara Davies (evaluation)	July 22	<p>A pre and post questionnaire will be sent to all participants to evaluate their experiences and see where the areas are for improvement.</p> <p>Schools use recruitment survey with students and consider additional criteria when selecting cohort</p> <p>Use of personal data considered when planning post 16 programme.</p> <p>Programme able to fit with a variety of timetables at post 16.</p> <p>Students supported financially to attend</p>	Recruitment survey with schools helps identify students who meet criteria and may have an interest in healthcare

					event – travel fund budgeted for	
<p>Age (older people, younger people)</p>	<p>The programme will target students from year 10 (age 14/15) and year 11 (age 15/16) initially. It will then target students in year 12 (age 16/17) and year 13 (age 17/18) The programme should have a positive impact on younger students as this is the focus of the programme.</p> <p>There is potential for this to have a negative impact on younger students as they may miss some of their regular curriculum sessions to attend these outreach sessions.</p> <p>The cohort programme will not target mature students however a microsite is being built to support students to understand and access careers in Healthcare. This material can be accessed by mature students as well as younger students. Future Quest will start focusing on mature students as part of their core work. Material on the website could be accessed by mature students.</p>	<p>Work with school staff to ask them to select a cohort they think would be able to cope with an outreach programme and who have the capability and potential of accessing Higher Education.</p> <p>Work sensitively with school staff to understand their priorities with regards the curriculum and understand that an outreach programme may take lower priority in certain situations – for example in Covid pandemic when many students have missed months of education and priorities are for catch up of core curriculum which will ultimately allow students to access chosen careers in the future.</p> <p>Consider representation from varied age groups when creating and delivering material both physical and online so students can understand entering healthcare</p>	<p>Laura Davies, Sarah Gettings Sian Hampson (Web)</p>	<p>July 22</p>	<p>Number of students participating in the programme meeting HEE target. Good engagement with website resources</p> <p>Representation from student ambassadors of a range of ages supporting the programme through workshops and mentoring - providing positive role-modelling to school students on the course.</p> <p>Programme is flexible and responsive to ongoing pandemic and difficulties this is causing young people and schools</p>	<p>Programme flexed in year 1 to accommodate the impact covid was having on the schools at the time</p>

	<p>One of our aims within Future Quest is to engage with Student Ambassadors and Student Interns to show role models. These SAs and Interns may be mature students. This could have a positive effect on these groups as they would be supporting younger students and developing their own professional skills.</p>	<p>workforce is not just for younger students. This can also demonstrate a variety of pathways into careers which is less visible to younger students considering a traditional path of A-Levels and University.</p> <p>Consider how we engage with mature Student Ambassadors and Student Interns who may be experienced in the workforce already.</p> <p>Consider if capacity within wider Future Quest programme to offer training around unconscious bias to outreach and school staff</p>				
<p>Disability, including mental health and non-visible disabilities</p>	<p>HEE would like to increase representation in their workforce and as such encourage disabled students to engage in the programme – this could have a positive effect on this group.</p> <p>The movement towards online delivery has been positive for some disabled people. If the programme retains some elements of online delivery this could be positive for this group.</p>	<p>When schools do final shortlist for the programme, request that they consider disadvantaged groups including disability in their final selection.</p> <p>Consider if there are possibilities to bring representation from disabled people into the programme – i.e. through Student ambassador scheme, student interns, students feeding into</p>	<p>Laura Davies and Sarah Gettings</p>	<p>July 22</p>	<p>Representation from disabled school students on the programme</p> <p>Representation from disabled student ambassadors supporting the programme through workshops and mentoring - providing positive role-modelling to school students on the course.</p>	<p>Data has not yet been gathered on students disability status. LD is considering how this could be gathered through explicit consent.</p>

	<p>Materials and locations may not be fully accessible which could have a negative impact on this group.</p> <p>Experience of disabled staff within Future Quest team, wider team and school staff can be improved with accessible documents</p>	<p>website material. Consider if HEE can help with representation.</p> <p>Consider if online delivery could be beneficial in certain scenarios I.e. Year 12 conference or support sessions</p> <p>Printed materials to be checked for accessibility.</p> <p>Web materials to be checked they comply with accessibility regulations.</p> <p>Web materials to include representation of individuals that consider themselves disabled.</p> <p>Accessibility of locations considered when creating physical events</p> <p>Different pedagogy included in workshop materials.</p> <p>Consider where school staff and students can let us know if there are any needs they would like us to be aware of or is anything that would help make the programme more beneficial.</p>			<p>Accessible locations chosen for trips / visits</p> <p>School asked if students have any requirements to consider</p> <p>Future Quest Healthcare website meeting accessibility requirements</p> <p>FQ request schools bring risk assessments for trips to campus and consider student medication as part of this</p> <p>Varied pedagogy used in workshops</p>	
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<p>Women and men</p>	<p>Women make up 77% of NHS workforce. Females may be more drawn to a programme aimed at increasing access to careers in NHS – positive impact on females. Males may be less drawn to a programme aimed at increasing access to NHS – potential negative impact on males (https://www.nhsemployers.org/articles/gender-nhs-infographic 2019)</p>	<p>When schools complete final shortlist for the programme request that they give due consideration to the gender split on the programme.</p> <p>Consider where representation from males can be introduced into the programme – through staff, Student Ambassadors, Interns, feeding into the website, mentors.</p> <p>Consider representation of males in case studies / pathways and imagery on the web</p>	<p>Laura Davies and Sarah Gettings</p>	<p>July 22</p>	<p>A greater representation from males on the programme than is currently represented in the NHS workforce</p>	<p>Awaiting end of year analysis to show split of males and females on the programme to date.</p>
<p>Trans and non-binary people, including gender reassignment</p>	<p>Trans and non-binary students may not be able to see role models within the programme with whom they identify i.e. Student Ambassadors / Mentors – this could have a negative impact on this group who may not feel they have a place within the healthcare workforce</p> <p>Trans and none-binary students may have reservations about following a career in healthcare because of concern about gendered uniforms and other concerns around uniforms</p>	<p>Seek to make the programme a safe space for Trans and non-binary people – consider where pronouns can be shared within the programme for example staff and students facilitating workshops, within mentoring.</p> <p>Consider where school staff and students can let us know if there are any needs they would like us to be aware of or is anything that would help make the programme more beneficial.</p>	<p>Laura Davies, Sarah Gettings</p>	<p>July 22</p>	<p>Pronouns shared by facilitators during workshops and via mentoring if people are happy to do so</p> <p>Schools / students asked if there are any needs they would like us to be aware of</p> <p>Engage with HEAT to understand name change process</p>	

		<p>Consider the process for name changes and gender marker changes within the recording systems. Consider risk assessments taking into account medication students may be using if coming onto campus. Consider ways to increase representation through the programme – engagement with HEE</p> <p>Consider if scope to provide specific training around trans and non-binary students to mentors</p>			<p>Add students using medication to risk assessments if known about</p> <p>Engage with HEE to seek representation from Trans and none-binary people engaged in NHS workforce</p> <p>Raise issues of uniforms with HEE as potential barrier to trans and non-binary students engaging in healthcare careers</p>	
Marriage and/or civil partnership	<p>Post 16 students may change name due to marriage and this could be difficult to track if we do not have a system in place for name changes on HEAT – this could have a negative impact on this group</p>	<p>Consider the process for name changes within the recording systems.</p>	<p>Laura Davies Arie Kruiniger (to discuss name change)</p>	<p>July 22</p>	<p>Engage with HEAT to understand process for name changes</p>	
Pregnancy and/or maternity, including Adoption	<p>Students on the programme who become pregnant may suffer negative effect if they are not able to access the programme.</p> <p>Student ambassadors may be pregnant and may not want to work on the programme due to concerns over working on</p>	<p>If a student on the programme becomes pregnant and this is shared with FQ, FQ to offer suggestions of how school student can reengage at a later date if desired. This may be on the same programme or with signposting to other access</p>	<p>Laura Davies Sarah Gettings Arie Kruiniger (to discuss name change)</p>	<p>July 22</p>	<p>Students offered suggestions as to how can reengage at a later date if desired or offered signposting to other programmes.</p> <p>Risk assessments up to date.</p>	

	<p>campus or in schools - this could have a negative effect on this group.</p> <p>Mentors may be pregnant / on maternity leave and may have difficulty with physical mentoring, or may have caring responsibilities for older dependents.</p> <p>Current programme does not focus on nursing or midwifery so there is less concern around difficulty of engaging with material around miscarriage and pregnancy and birth complications. However, this material could arise in relation to other areas of the programme such as medicine and pharmacy.</p>	<p>programmes to support the student onto HE or into healthcare.</p> <p>Regularly check FQ risk assessments reflect current situation and pregnancy is considered within this in line with UWE's current policy. Risk assessments to be available to Student Ambassadors so they can make an informed decision on whether to enter schools without the need to disclose personal information to FQ staff.</p> <p>Consider using a remote mentoring scheme which mentors and mentees can access at a time and place to suit them.</p> <p>Consider how miscarriage and pregnancy and birth complications are used in the programme and if students are pre warned around content and asked if they want to opt out</p>			<p>Risk assessments shared with SA's so they can make informed decision on whether to enter schools</p> <p>Remote mentoring scheme engaged</p> <p>Students pre-warned if miscarriage, pregnancy and birth complications are used in material for programme</p>	
Race , including ethnicity and citizenship	<p>Groups of students on the programme may have English as an additional language. They may find engaging in the programme more difficult due</p>	<p>Ensure programme materials and web are written in plain English as not to create additional barriers. Acronyms and</p>	Laura Davies Sarah Gettings	July 22	<p>A greater representation of ethnic minority students on the programme than is currently represented</p>	

	<p>to this which may have a negative effect on them.</p> <p>Students may not see representation on the programme of students they feel represents their ethnicity. This could have a negative effect on this group, and they may feel they do not have a place in the healthcare workforce.</p> <p>Students may be overlooked for the programme as their ethnicity is underrepresented within the NHS workforce which could lead to them being overlooked for the programme as teachers may not see them as having a place in the NHS workforce.</p> <p>Refugee status – refugees or asylum seeker students may have different concerns to UK residents when considering access to Higher Education and healthcare course – if these issues are not touched on during the programme this could lead to these students feeling the programme is not applicable to them</p>	<p>technical terms are explained clearly.</p> <p>Consider alternative ways to engage with students in University and Higher Education – not just through the Student Ambassador which may have already created barriers to certain ethnicities. For example – offering vouchers for contributions towards blogs and student stories. Consider alternative networks to reach students – such as the BAME advocates</p> <p>Consider imagery used within the programme – does this reflect the community we live in, and our programme serves?</p> <p>Student ethnicity has been requested by consent through the survey. Use this data to long list students who are currently underrepresented such as students with Black Heritage. Consider linking with sanctuary scholarship</p>			<p>in the NHS workforce in Medicine, Pharmacy and Allied Health Professions</p> <p>Representation from student ambassadors and role models who consider themselves to be of an ethnic minority or ESOL background supporting the programme through workshops and mentoring - providing positive role-modelling to school students on the course.</p> <p>Where school staff or students have identified a refugee or asylum seeker status ensure signposting to specialist support around access to higher education is given</p> <p>Link with sanctuary scholarships</p>	
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		<p>students through UWE cares.</p> <p>Consider where school staff and students can let us know if there are any needs they would like us to be aware of or is anything that would help make the programme more beneficial.</p>				
<p>Religion and/or belief, including those without religion and/or belief</p>	<p>Events held at particular times could have a negative impact on students with particular religious beliefs – this could have a negative effect on this group.</p>	<p>Consider major religious festivals when planning events.</p> <p>Consider access to food and drink during different religious festivals – limit need for social activities requiring food and drink during Ramadan.</p> <p>Consider timing of workshops – keep these within school day where possible.</p> <p>Consider where school staff and students can let us know if there are any needs they would like us to be aware of or is anything that would help make the programme more beneficial.</p>	<p>Laura Davies Sarah Gettings</p>	<p>July 22</p>	<p>Major religious festivals considered in event planning</p> <p>Access to prayer spaces considered in planning for events</p> <p>Ask school staff if staff or students have any needs they would like us to be aware of or if there is anything that would help make the programme more beneficial</p>	

<p>Sexual orientation</p>	<p>LGBTQ students may not be able to see role models within the programme with whom they identify i.e. Student Ambassadors / Mentors / Healthcare professionals – this could have a negative impact on this group who may not feel they have a place within the healthcare workforce</p>	<p>Seek to make the programme a safe space for LGBTQ students – consider where pronouns can be shared within the programme for example staff and students facilitating workshops, within mentoring.</p> <p>Consider where school staff and students can let us know if there are any needs they would like us to be aware of or is anything that would help make the programme more beneficial.</p> <p>Consider representation from LGBTQ staff and students can be introduced into the programme – through staff, Student Ambassadors, Interns, feeding into the website, mentors.</p> <p>Consider representation of LGBTQ students and healthcare staff in case studies on the web</p>		<p>July 22</p>	<p>Pronouns shared by mentors / facilitators where people feel happy to do this</p> <p>School staff asked if there are any needs they would like us to be aware of. Students asked this directly if joining the programme directly i.e. in sixth form</p> <p>LGBTQ representation in the programme encouraged – engage with student societies and HEE</p>	
<p>Other specific group Looked After Child (LAC) Young Carer (YC), students eligible for Free School Meal, students living in Low Proession Neighbourhood</p>	<p>The HEE programme is a targeted programme which supports students from</p>	<p>Let schools know what the process is for selecting a cohort.</p> <p>Request input from the school to select the cohort.</p>	<p>Laura Davies Sarah Gettings</p>	<p>July 22</p>	<p>Schools engage with the process for selecting a cohort.</p>	

<p>(LPN), first in family to attend HE</p>	<p>underrepresented backgrounds.</p> <p>The programme has been offered to schools which serve disadvantaged areas.</p> <p>We use a survey (process written at the top) to help schools select a cohort of students who would fit the criteria for the programme. Schools are then able to use additional knowledge such as LAC / YC and eligibility for FSM to select a cohort.</p> <p>This process should help to have a positive impact on these groups.</p>	<p>Let students know they have been selected for a programme which supports their interests, their ability and may have other criteria applied such as first in family to attend university or eligible for FSM.</p>			<p>Schools input to select their final cohort based on their knowledge.</p> <p>Schools pass on information about the programme to students who are selected and parents / carers</p>	
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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)		Yes	
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?	The project will provide annual reports to HEE which report on the cohort groups. These can be used to see progress the project has made towards engaging with target groups.		
When will you review this Equality Analysis?	October 22		

5. Equality, Diversity and Inclusivity Team Review

The EDI Team has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation

EDI representative	Anjelica Johnson	Date	28/10/21
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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	Hannah Tebbutt
Faculty / Department / Service	Future Quest (EDI)
Date	10/01/2022

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
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Discussion with EDI suggested asking mentors / presenters to share pronouns if hap	Have asked Brightside for this to be included in the mentor training Will work with presenters and material to consider how this can be included in workshop
Discussion with EDI suggested asking schools / students if there is any additional ne want us to be aware of or anything that could make the sessions more beneficial to	Will consider how this could be included in workshop material and in events such as a co
WP status of targeted students makes it high likely that they are from lower econom and may not be able to travel to UWE and therefore access the programme due to fi Please consider ways to support their accesss, e.g. minibuses or travel vouchers.	A travel fund is included in the budget for this project
Consider access to prayer space in events	Included as a consideration
Include accessibility audit for web in section on disability	Accessiblity requirements being met for Future Quest Healthcare Website

Please forward an electronic copy to the EDI Team by emailing edi@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.