

## Full Equality Analysis

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

**Performance 2020:** a comprehensive and holistic programme to develop a culture of high performance and constructive challenge. The programme consists of seven projects which embeds leadership behaviours into recruitment, talent management, appraisal (Performance and Development Review) and performance management, whilst recognising the need for robust organisation and a complementary reward and recognition strategy.

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

Performance 2020 is a key enabling strategy for all workstreams identified within the University 2020 strategy and will be achieved through:

- clear roles, objectives and behaviours aligned to our core purpose and strategy
- building individual, team and organisational capability and capacity to deliver our strategy, by enhancing skills and knowledge throughout the organisation
- communication and collaborative leadership that empowers our people to achieve their potential and fosters engagement, innovation and creativity
- our agility, focusing on continuous improvement, being quality driven and change ready in approach to enable us to achieve sustainable long term goals.

The programme aim is to achieve a high performance culture by 2020 through the delivery of the following primary objectives:

1. **Leadership Behaviours:** to deliver a high performance leadership culture underpinned by consistent behaviours so that better decisions are made about the right things to do.
2. **Organisation Design:** to design organisation design principles to support a high performance culture so that faster, clearer decisions are made leading to more effective leadership and productivity.
3. **Maximising Performance:** to deliver effective and efficient performance management so that there is better and more effective management of good and poor performance in order to enhance organisational capability.
4. **Talent Management:** to develop our talent for the future leading to improved staff motivation and better succession planning.
5. **Recruitment:** to develop recruitment and selection approaches that ensure appointment of high performing staff so that better staff are recruited and newly recruited people become fully effective more quickly.
6. **Reward and Recognition:** to reward and recognise performance and behaviours aligned to UWE strategy resulting in higher staff performance and better staff engagement.
7. **Learning and Development:** to develop and deliver a learning and development framework that supports high performance leading to improved staff motivation, better leadership and increased capacity and capability.

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

Prior to scoping Performance 2020, the university has been focused on enhancing working practices and has implemented many of the good practices recommended, such as:

- high employee involvement practices, which encourage greater levels of trust and communication e.g. staff and manager E-zines, communication cafes, staff governor forums UWE solutions (staff suggestion scheme) and staff surveys
- people practices e.g. developing recruitment processes, performance development review process, UWE manager training programmes, professorial review, development of online development solutions, creation of HR helpline and advice team, improved occupational health service, diversity mentoring scheme
- reward and commitment practices, such as family-friendly policies and flexible working, better together awards, launch of talent management programme (REACH) which facilitate a greater sense of belonging/commitment to the organisation.

However, there has been a lack of a sustained and structured focus on leadership, engagement and organisation development and this is illustrated by measures of performance and engagement.

Since commencing the scoping of Performance 2020, there have been two workshops engaging senior managers in the programme, a culture survey has been completed, a leadership framework model has been developed and following a successful pilot, the talent management programme, REACH, has recruited onto its second cohort.

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

The Performance 2020 governance structure for Phase 1 is set out below and identifies different level of responsibilities:

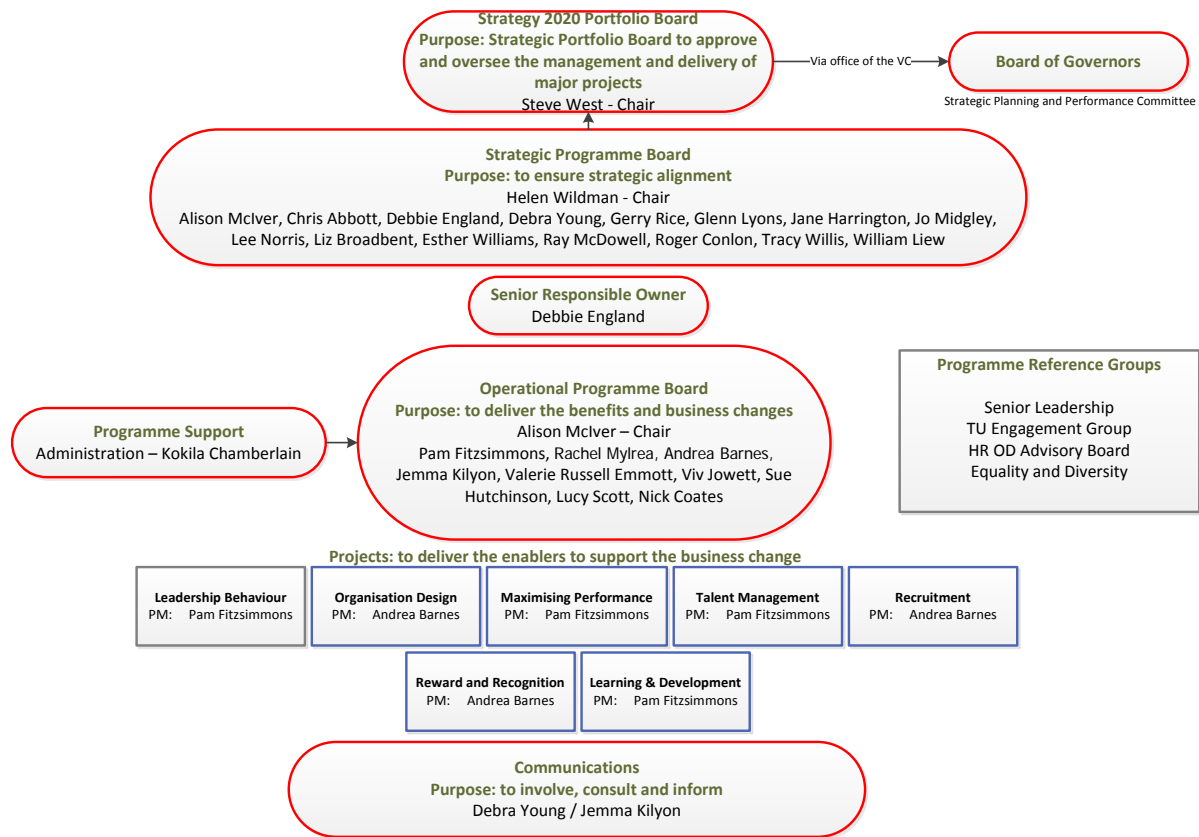
**Strategic Programme Board:** Chaired by the Deputy Vice-Chancellor/Chief Operating Officer (prior to her appointment it was chaired by the Vice-Chancellor) with senior management representatives from all faculties and the larger professional services across the university. This group establishes the organisational context for the programme and provides top-level endorsement of the rationale & objectives for the programme.

**Senior Responsible Owner (SRO):** HR Director, who owns the vision for the programme and provides clear leadership and direction for the duration of the programme.

**Operational Programme Board:** Chaired by the Deputy HR Director with project managers and representatives with specialist knowledge e.g. communications, programme/project management, equality & diversity and human resources and representatives from a faculty and professional services. Takes the lead in supporting the SRO over the programme as a whole and ensures the programme delivers within its agreed parameters e.g. cost, organisational impact, expected/actual benefits.

**Communications:** Led by the Head of Internal Communications. Responsible for conducting stakeholder analysis and ensuring key messages are consistently used in all programme communications and involvement activities

**Project Managers/Teams:** HR Managers, supported by HR Business Partners and others as required. Responsible for planning, monitoring and reviewing the projects and managing the work of the project on a day-to-day basis.



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

Performance 2020 is an enabling programme in the over-arching 2020 strategy and therefore contributes to university-wide benefits with other programmes such as Masterplanning and IT Transformation. These benefits include increases in overall satisfaction in the National Student Survey, increased number of first choice applications, improved league table positions etc.

Specific benefits accruing from this programme are summarised below.

Each project within the Performance 2020 programme details benefits relevant to the scope of the project.

<b>Benefit</b>	<b>Measure</b>	<b>Corporate measure</b>
Improved people management practices	Improvement in HR Scorecard KPIs	Turnover Rate Grievances and Disciplinary Cases Absence Rates
More effective leadership of self and others	Improvement in 360° Feedback Scores	
Improved engagement	Improvement in Engagement Scores in Staff Survey	Improvements against targets for specific staff groups
Improved organisation development	Improvement in scores in Culture Audit	Basket of measures associated with culture of sustained high performance and continuous improvement
More effective spend on staffing	Benchmarked to Alliance Group	Staff:Student ratio Staffing costs as % of income

6. Does the activity have a potentially adverse impact on equality groups, in terms of employment issues and/or service delivery for students and/or staff? In the table below, please give evidence to support your yes or no answers. If the answer is not known, indicate how you will source evidence.

Our current engagement and analysis suggests that the Performance 2020 strategic programme of work should have a positive impact on staff groups. We are developing individual equality analyses for each of the seven projects and these will identify both positive and adverse impacts for each work stream and how these can be addressed as appropriate.

The intention of the Performance 2020 programme, like the UWE 2020 Strategy, is to deliver positive outcomes for all our stakeholders irrespective of their protected characteristics. Our equality and diversity structures, strategies and policies are in place to mitigate and minimise the potential of any adverse or negative impacts across the UWE Bristol community. A key driver for the 2020 strategy was the emergence of the university's Single Equality Scheme (2012 – 2015). This encompasses our inclusivity aspirations and our genuine desire to offer a student and staff experience free from discrimination and offering positive opportunities for all. The Performance 2020 programme will feed into the new 2016-2020 Single Equality Scheme and our inclusive policies and practices to ensure current and future staff are not adversely affected.

#### **Meeting the public sector equality duty**

Please also use the table below to demonstrate whether the activity has the potential to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. Please use the 'no' column to highlight your responses.

	Yes	No	Not known
<b>Women and men</b>	✓	To avoid adverse impact on certain staff groups, this programme requires full engagement of all staff across protected characteristics, grades and roles.  As the programme progresses, we will continue to communicate and engage with staff with protected characteristics to ensure this does not occur as the priorities are implemented.  A commitment to our equality and diversity agenda through our inclusive policies and practices and through the effective delivery of the Single Equality Scheme is essential for minimising and mitigating against any potential adverse impacts if these should arise.	
<b>Trans people</b>	✓		
<b>Black and minority ethnic groups</b>	✓		
<b>Disabled people</b>	✓		
<b>Younger or older people</b>	✓		
<b>People of different religion or belief</b>	✓		
<b>Lesbian, gay, bisexual people</b>	✓		
<b>Marriage and civil partnership</b>	✓		
<b>Pregnancy and maternity</b>	✓		

The following information provides a breakdown of the UWE community by protected characteristics.

<b>STAFF POPULATION: December 2014</b>			
<b>Characteristic:</b>		<b>No. of Staff</b>	<b>Proportion of Total Staff Population</b>
<b>Gender</b>	Female	2125	58%
	Male	1533	42%
<b>Trans People</b>			
	Yes	19	0.5%
	No	2694	74%
	Prefer not to say	69	1.9%
	No data held	876	24%
<b>Ethnicity</b>			
	White	3264	89%
	BME	277	7.6%
	Unknown	117	3.2%
<b>Disability</b>			
	Disabled	228	6.2%
	Not Disabled/Unknown	3430	94%
<b>Age</b>			
	Under 25	134	3.7%
	25-34	696	19%
	35-44	973	27%
	45-54	973	27%

<b>STAFF POPULATION: December 2014</b>			
<b>Characteristic:</b>		<b>No. of Staff</b>	<b>Proportion of Total Staff Population</b>
	55-64	782	21%
	65+	100	2.7%
<b>Religion or Belief</b>	Buddhist	34	0.9%
	Christian	1013	28%
	Hindu	23	0.6%
	Jewish	11	0.3%
	Muslim	41	1.1%
	Sikh	5	0.1%
	Another religion/belief	102	2.8%
	No religion/belief	1296	35%
	Not declared/prefer not to say	306	8.4%
	No data held	827	23%
<b>Sexual Orientation</b>	Bisexual	37	1.0%
	Gay man	49	1.3%
	Gay woman/Lesbian	46	1.3%
	Heterosexual/Straight	2455	67%
	Other	18	0.5%
	Not declared/prefer not to say	233	6.4%
	No data held	820	22%

Further information can be found in the [Staffing Compendium 2014](#).

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

The scoping of the Performance 2020 programme has engaged with representatives from faculties and services prior to the launch of two engagement workshops with senior managers. The initial focus on senior managers has been because of the phased approach to the implementation of this programme; for 2015 the primary focus will be the senior management group (approx. 70 people), in 2016 it will be staff graded Hb to I, in 2016 F-H grades and then in 2017 all staff. As the programme progresses, engagement of the relevant group will be a key part of the development of the programme.

Specific engagement and input from the following groups has occurred through updates to:

- the Board of Governors
- the Vice-Chancellors Executive
- Finance and Resources Executive (subsequently Vice-Chancellor's Advisory Group)
- Directorate.

The Performance 2020 programme has been shared with the trade unions (21 November 2014) and the equality staff networks (4 December 2014) for their feedback, insights and suggestions.

Performance 2020 projects have been highlighted at the Equality Engagement Events held and this has enabled representatives from the equality networks, champions, trade unions and staff to discuss the scope and activity planned in projects including: Maximising Performance, Recruitment, Reward and Recognition, Talent Management and Learning & Development. The programme will continue to use these events to engage widely across the university.

An equality analysis form has been completed for each project (Organisation Design is to follow) and project managers will ensure a similar level of engagement. As the programme runs until 2020, the equality analysis will be reviewed and revised to reflect delivery of activities, achievements of milestones, measures and benefits and developments and changes. Regular engagement will continue with stakeholders including the trade unions and the equality staff networks.

8. What action can be taken to mitigate any potential negative impacts or address different needs? Please comment and then complete an action plan (see appendix 1).

This will be very important at the level of the individual project plans, which set out the actions to be taken to deliver the objectives of this programme.

As outlined above, equality analysis is being undertaken on a project by project basis and during the lifetime of this programme, this equality analysis will be reviewed and revised as necessary.

9. Please indicate the level of equality relevance:

High

Medium

Low

10. **Equality analysis sign off:**

Faculty Dean or Head of Service	Debbie England
Faculty / service	Director of HR and OD
Date	1/7/2016

**Please return this form to the Equality and Diversity Unit for feedback, the start of the consultation process and publication.**

# Equality analysis - action plan

Appendix 1

Name of activity: Performance 2020 Programme

Plan completed by: Alison Mclver

Service: Human Resources

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
<b>Information/data required</b>	<ul style="list-style-type: none"> <li>None – staff compendium data for 2014 included.</li> </ul>					
<b>Consultation</b>	<ul style="list-style-type: none"> <li>Consultation with trade unions (21/11/14) and equality staff networks (4/12/14); to continue at regular intervals.</li> <li>Online consultation of EA.</li> <li>Further discussions on the projects will take place as these develop.</li> </ul>	D England/ A Mclver P Fitzsimmons/ R Mylrea E&D Unit		21/11/14  4/12/14 From 22/11/14	Evidence of communication and discussions	
<b>Monitoring and review arrangements</b>	<ul style="list-style-type: none"> <li>Annual review of EA forms as part of programme/project planning</li> </ul>	A Mclver P Fitzsimmons/ R Mylrea				
<b>Publication</b>	<ul style="list-style-type: none"> <li>UWE website</li> </ul>	E&D Unit	None	30/6/15	Uploaded document	
<b>Other actions</b>						

Please return form to the Equality and Diversity Unit