

Equality analysis form

If the activity you are planning to analyse is covered by an existing Equality Analysis or a relevant former Equality Impact Assessment, please use Section 2 of the form to highlight any updated information. The updated form should be sent through to the Equality and Diversity Unit for feedback, the start of the online consultation process and publication.

Section 1

Equality Analysis Screening

The following questions will identify whether a full Equality Analysis will be required. Please read the Equality Analysis guidance prior to completing the screening.

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

UWE Grand Challenge

2. Will this activity have the potential to deliver positive outcomes for students, staff and/or visitors from equality groups? Please provide evidence for your answer.

Yes, the design principles for the Grand Challenge specifically address this question

3. Will this activity have the potential to create negative impacts on students, staff and/or visitors from equality groups? Please provide evidence for your answer.

No negative impact can be fully mitigated despite the careful application of the design principles. The Grand Challenge (GC) is a voluntary activity for students and different groups will have different challenges in participating in the GC. For example, students from equality groups who have care responsibilities, students who need to work outside of class times, those who travel long distances to attend or those whose programme of study requires regular placement activity may be prevented from full participation. Staff and visitors from equality groups who would participate in the GC, for example as a team coach or providing a view from practice, may be impacted by the particular structure of the GC. The application of inclusive design principles provides some mitigation of these impacts.

4. Does the activity have the potential to impact equality groups in the following ways:
- Access to or participation in UWE Faculties or Professional Services?
 - Levels of representation across the UWE workforce?
 - Student experience, attainment or withdrawal?
 - Staff experience?

Please indicate YES or NO. If the answer is YES then a full analysis must be carried out. If the answer is NO, please provide a justification.

The GC is likely to have an overall positive impact on the student and staff experience for those engaged in the activity. A negative impact on some cannot be ruled out for the reasons given in 3 above.

Equality analysis screening sign off:

Faculty Dean or Head of Service	JWS Longhurst
Faculty / service	Grand Challenge Task and Finish group
Date	190718

Please return the completed form back to the Equality & Diversity Unit for feedback and publication

Section 2

Full Equality Analysis

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

UWE Grand Challenge

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

The Grand Challenge is a new initiative for UWE to mobilise the energy, enthusiasm and intellectual capabilities of students and staff to make a difference to a real-world problem.

It provides:

An exciting opportunity for students to propose and create innovative solutions to a complex, and intractable real-world challenge.

A voluntary team-based activity that engages students in inter or multi-disciplinary action, and which creates a valuable experience to develop and build their Graduate Attributes.

An activity that is open to all UWE students that facilitates multi-disciplinary, cross-year student teams and which inspires and engages UWE staff.

An activity that builds upon UWE's skills development, coaching, mentoring and support activities.

An opportunity for students to engage with external practitioners who will act as advisers to the Grand Challenge.

The Grand Challenge ideas have been developed by a small task and finish group who have selected homelessness as the subject of the 2018/19 Grand Challenge. The group is nearing the end of the project phase and will soon be in a position to transfer to business as usual. Following approvals at L2020 and LTSEC meetings over the last 6 months the group has refined and developed the ideas, published a High-level Scope Document, drafted an implementation plan, tested the scope and approach with student focus groups at Glenside, Bower and Frenchay, held a staff drop in session, met with Associate Deans L & T to confirm support and discuss staff inputs for team coaching and research/KE inputs, and engaged with external partners to identify potential contributions to the Grand Challenge process. A resource plan identifying student facing, staff (academic/professional services) facing, external partner facing, and technology /system requirements has been produced supported by a revised implementation plan and communications plan. A critical path to launch in October 2018 has been identified.

Students will work as part of multi-disciplinary teams of about 10 students, with each team ideally encompassing students from across different programmes and levels of study. Each team will design and execute a study of one or more of the issues of their choosing under the title Homelessness in Bristol. The output from this activity will make a contribution to understanding and formulating a solution to the problem. The expected commitment by students is about 50 hours over the period from October 2018 to July 2019.

The output from each team may be a conventional report, a film, an animation, a play or other artefact. It is up to the team to design the activity and to provide an output that captures the process and contribution that they have made to both understanding the issues and providing possible solutions to the identified problem.

In undertaking the Grand Challenge, student teams will be supported by professional service and academic staff in forming a team, guided on how to operate as a team, have inputs from practitioners to help them understand the nature and scope of issues in Bristol, receive guidance from UWE researchers and academics on forming the study question and designing a methodology to deliver the contribution.

The design is deliberately flexible and enabling participants to dip in and out of the GC as required by other demands on a student's time. Particular effort has been made to consider the different patterns of student engagement across the UWE portfolio and to consider the different needs of students studying at each of the three campus locations. There will be some timetabled sessions, but students will have choices as to which sessions to attend. Much of the supporting material for teams will be provided online through Blackboard, and so can be accessed by students as they choose.

The 2018/19 version of the Grand Challenge is a pilot and the evaluation and other assessments will be used to review and, where appropriate revise, the operation of the Grand Challenge before its launch for the 2019/20 academic year.

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

The UWE Grand Challenge is a new voluntary activity for students, it will commence in academic year 2018/19 and has been developed as a strand of the Enhanced Year Steering Group itself a sub element of the Learning 2020 Strategic Programme.

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

Under the governance of the Learning 2020 Strategic Programme and the Enhanced Year Steering Group the Grand Challenge Task and Finish Group (GCT&FG) has developed the activity. The GCT&FG comprises academics, researchers, professional service staff and Students' Union staff who together have researched the global sectoral activity, defined key opportunities and designed a UWE specific Grand Challenge. Through the careful application of design principles, the GC seeks to provide the fairest and most equitable opportunity for students to participate in a voluntary activity. Equally, the opportunity for staff participation in the

Grand Challenge has been informed by these principles. The Grand Challenge will be delivered by a variety of academic and professional services staff.

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

A number of indicators will be used including

- Number of students participating
- Number of teams formed
- Number of teams completing the Grand Challenge
- Number of staff coaches recruited
- External statutory and voluntary sector inputs to the Grand Challenge
- Nature of the final output from the teams
- Student feedback
- Feedback from coaches and external expert input
- Conclusions of the coterminous evaluation process

In reviewing the operation of the Grand Challenge in 2018/19 the participation of students and staff from different groups will be compared to the demographic data held by UWE; the most recent version of these data are held at the following sites:

<https://www1.uwe.ac.uk/about/factsandfigures.aspx>,
<https://www1.uwe.ac.uk/aboutus/visionandmission/equalityanddiversity/equalityanddiversitydata/studentcompendiums.aspx> and
<https://www1.uwe.ac.uk/about/departmentsandservices/professionalservices/humanresources/staffstatistics.aspx>

It is a particular aim of the Grand Challenge that the programme attracts a diverse range of students and staff, including those who have not typically engaged with co-curricular activities of this nature. If initial analysis of recruitment suggests we are not meeting this aim, we will take steps to address this at an early stage.

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.

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
Women and men	Possibly	Students: previous evidence suggests that female students	

		are more likely to volunteer than males. Staff: different services and faculties may have different operational restrictions on staff being able to participate as team coaches. New members of staff may feel that the responsibility to the Department and its students or the service and its priorities inhibits them from acting as a team coach	
Trans people	Possibly	Trans students and staff may be less comfortable in joining student teams or acting as team coaches.	
Black and minority ethnic groups	Possibly	BME students and staff, particularly first year or new members of staff, may be less comfortable in joining student teams or acting as team coaches.	
Disabled people	Possibly	Disabled students and staff coaches find it more difficult to participate in some tasks identified by student teams. Students and staff will have a choice about which sessions to attend, and much of the supporting material will be provided online through Blackboard. Some may be less comfortable in joining student teams or acting as team coaches.	
Younger or older people	Unlikely	The Grand Challenge is a new initiative for students, demographic information on the student body indicates that the majority are young people. Older people are a significant minority and the Grand Challenge will need to ensure that the opportunity for participation does not present additional barriers.	
People of different religion and beliefs	Unlikely	It is anticipated that the Grand Challenge will appeal to students and staff who	

		hold a religious belief as most major religions have as a guiding tenet the expectation that believers will be involved in activities that promote social justice. No activities are timetabled in a way that will conflict with known religious observance requirements.	
Lesbian, gay, bisexual people	Possibly	LGB students and staff may be less comfortable in joining student teams or acting as team coaches.	
Marriage and civil partnership	Unlikely	No negative impact is expected although participation may be more difficult for those who have child care responsibilities.	
Pregnancy and maternity	Unlikely	Students and staff on maternity leave may be unable to participate in the 2018/19 Grand Challenge but may be able to join the 2019/2020 Grand Challenge. The flexible design of the Grand Challenge means that pregnant students or staff should be able to participate in so far as their due date allows.	
Highlighted text above identifies a relevant consideration for various equality groups. The Action Plan below provides a response to these potential concerns			

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

The EA has been produced following discussions with the Equality and Diversity Team and an extensive review of the issues and identification of priority actions by the Grand Challenge Task and Finish Group. The views of the Task and Finish Group have been informed by the outcomes of three student focus groups and a staff drop in event. The Staff News has included information about the Grand Challenge and the Students' Union, a key part of the Task and Finish Group has used their channels to share information about the Grand Challenge.

The Grand Challenge Task and Finish Group welcomes feedback from feedback from diverse stakeholders and groups on these the proposals to help mitigate any barriers to engagement by staff or students.

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).

The careful application of the design principles provides the first level of mitigation. In the various phases of implementation, the importance of these principles will be reinforced to provide a further level of confidence that the activity is progressing in a way that provides a fair and equitable opportunity for all. Key to providing the best opportunity for all is a combination of the information awareness campaign from UWE and SU sources and a commitment to a flexible and encompassing approach to implementation. However, as noted in Section 1 part 3 no mitigation strategy available to the Grand Challenge team can overcome the deep seated structural barriers that some will encounter.

9. Please indicate the level of equality relevance:

High

Medium

Low

10. **Equality analysis sign off:**

Faculty Dean or Head of Service	Professor James Longhurst
Faculty / service	Grand Challenge Task and Finish Group
Date	19/07/18

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: Grand Challenge

Plan completed by: James Longhurst

Service / faculty: Various

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required	Current information is appropriate but monitoring of the possible issues identified 2.6 above may require additional information and/or demographic data to be acquired.	Grand Challenge Task and Finish Group J Longhurst and the Implementation Manager	No additional requirement at this point.	On going		
Consultation	EA consultation to be published by Equality and Diversity Unit on UWE website to invite comments.	Equality and Diversity Unit		ASAP		
Monitoring and review arrangements	Co terminous evaluation of Grand Challenge completing in July 2018 and	Grand Challenge Task and Finish Group	This task will be completed within	July 2018	Grand Challenge runs in 2019/20	

	<p>feeding into the end point review of key indicators identified at 2.5 above namely</p> <ul style="list-style-type: none"> • Number of students participating • Number of teams formed • Number of teams completing the Grand Challenge • Number of staff coaches recruited • External statutory and voluntary sector inputs to the Grand Challenge • Nature of the final output from the teams • Student feedback • Feedback from coaches and external expert input • Conclusions of the coterminous evaluation process <p>Student and staff feedback will be monitored and evaluated throughout the Grand Challenge process to ensure that the design principles are adhered to and that issues identified by groups do not indicate a failure to achieve the goal of a fair and</p>	<p>J Longhurst and the Implementation Manager</p>	<p>existing resources.</p>		<p>broadly as it did it 2018/19</p>	
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	equitable opportunity to participate.					
Publication	UWE Staff and UWE and SU student communication channels will advertise the Grand Challenge to the student body.	Various	This task will be completed within existing resources.	Initiation from September to launch in October 2018 directed at whole student body. Thereafter communications will fall into two groups, those for participants and those that report progress to a wider internal and external audience.		
Other actions to address specific issues raised in the EA The following specific issues are identified in the EA section "Meeting the Public Sector Equality Duty"	Encourage a diverse student participation in the Grand Challenge by taking advantage of the existing gender / ethnicity etc profiles of different parts of the university and targeting messages in that way. Communications about participating will	Grand Challenge Task and Finish Group J Longhurst and the Implementation Manager	This task will be completed within existing project resources.	Staff communication to recruit coaches - August through September 2018 Communication with students to recruit participants -	Feedback and Evaluation reports a positive staff and student experience.	

<p><i>Previous evidence suggests that female students are more likely to volunteer than males.</i></p> <p><i>Trans students and staff may be less comfortable in joining student teams or acting as team coaches.</i></p> <p><i>BME students and staff, particularly first year or new members of staff, may be less comfortable in joining student teams or acting as team coaches.</i></p> <p><i>Disabled students and staff may be less comfortable in joining student teams or acting as team coaches.</i></p>	<p>include explicit invitations for staff and students in equality groups to become involved.</p> <p>Images used in comms / web presence will be representative of different equality groups</p> <p>Use Students' Union comms channels to connect to societies and faith groups.</p> <p>Ensure that GC advertising imagery and text represents males and females and language is inclusive</p> <p>Seek advice from and use equality groups in UWE to craft and distribute messages</p> <p>Evaluation and feedback mechanisms to be calibrated so that views, opinions and</p>			<p>September through to launch in week 3 of October.</p> <p>Ongoing communications to follow inclusive approach laid out in this action plan.</p>		
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<p><i>Older people are a significant minority and the Grand Challenge will need to ensure that the opportunity for participation does not present additional barriers.</i></p> <p><i>LGB students and staff may be less comfortable in joining student teams or acting as team coaches.</i></p>	<p>concerns of the various equality groups are captured.</p>					
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Please return form to the Equality and Diversity Unit

**UWE Grand Challenge Equality Analysis and Action Plan
Final Draft 2/8/18**