

## 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](mailto:EqualityandDiversityUnit@uwe.ac.uk).

<b>Activity Title</b>	Student Support & Wellbeing Change Process
<b>Project Manager and Contact</b>	Lou Hardinge (Head of SSW – Project Lead) Melissa Hayward (HR Supporting)

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

This change process is proposed in three parts:

- Specialist Mentoring & Specialist Tutoring being combined into one service under Access West of England (AWE)(no change to JDs at this point)
- Combining AWE, Chaplaincy, Disability & Wellbeing Administration staff into one administration team (all but Wellbeing to be co-located)
- International Support being split (PBS/UKVI reporting to sit under Data & Systems; Advisors to sit under Global Students)(new JDs for PBS/UKVI staff – already graded)
- Re-structuring of Money Service

Proposed changes seek to improve Student Experience, LEAN processes, rationalise resource and allow greater flexibility of workload management. At risk posts are minimal in the proposed changes.

### 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 and posed 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.

	<b>Possible Negative or Positive Impact on Groups'</b> Include relevant data if possible.	<b>Action Planning:</b> how will you mitigate negative and maximise positive outcomes? <b>Please feed information from this action plan to your activity's own planning documents e.g. action plans, risk registers, benefits maps</b>				
		<b>Actions Required</b>	<b>Responsible Person</b>	<b>Target date</b>	<b>Success indicators</b>	<b>Progress to date</b>
<b>All</b> (possible impacts affecting many groups)	<p>With the introduction of clear strategic direction and alignment of resource in Student Support and Wellbeing all equality groups will benefit.</p> <p>Affected teams are largely female and proposed savings will not enable increased diversity in the teams as part of this Change Process.</p> <p>Potential under-representation of equality groups due to the proposed reduction in FTE.</p> <p>Reorganisations can be experienced as stressful by all staff groups.</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>Keep the demographic diversification of the teams in mind for future recruitment.</p> <p>Keep the demographic diversification of the teams in mind for future recruitment.</p> <p>Staff will be supported by clear, timely communications, opportunities to help shape the reorganisation, team meetings and one-to-ones with training available for</p>	Lou Hardinge / HR Support	Ongoing until full implementation (target 02/09/19)	<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>Engagement with Trade Unions &amp; affected staff continues</p> <p>Engagement with affected staff will continue in order to mitigate any difficulties in</p>

		<p>for new roles/elements of roles if necessary.</p> <p>Staff may appreciate knowing that an equality analysis is underway, and may want to contribute to the equality analysis consultation.</p>				<p>relation to changes and/or change in workplace</p> <p>All affected staff have been offered repeated opportunity to engage in this consultation process.</p>
<b>Age</b> (older people, younger people)	<p>Older employees may be negatively impacted in terms of possible redeployment during the Change Process. Both older and younger staff have potentially different needs in relation to staff training, development and relevant support for new roles and aspirations.</p>	<p>Individual consultation with staff to ensure needs are met with these challenges in mind.</p>	<p>Lou Hardinge with HR Support</p>	<p>Ongoing until full implementation (target date 02/09/19)</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 Change Process.</p>	<p>Training needs / transition needs are being identified with individuals</p>
<b>Disability</b> , including mental health and non-visible disabilities	<p>Disabled staff would be likely to have existing adjustments to current roles in place; in any case these would need to</p>	<p>Reasonable adjustment to the Change Process may be required: for instance changes to any selection</p>	<p>Lou Hardinge with HR Support</p>	<p>Ongoing until full implementation</p>		<p>All current reasonable adjustments can &amp; will be</p>

	<p>revisited in relation to any new or revised roles, with a concomitant need to ensure appropriate disability contact and support structures maintained during the Change Process. Certain groups of disabled staff (i.e. visually 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, including those relating to physical work environment, would need to be taken into account for all affected staff.</p>	<p>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, office moves or changes to work environment.</p>		<p>(target date 02/09/19)</p>		<p>accommodated for those individuals who have them in place</p> <p>We are working with individuals who may find a change in working environment challenging &amp; continue to welcome feedback in relation to this</p>
<p><b>Women and men</b></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>Lou Hardinge with HR Support</p>	<p>Ongoing until full implementation (target date 02/09/19)</p>		<p>Teams are currently largely female &amp; women may therefore this group may appear overly impacted by these change proposals</p>

<p><b>Trans and non-binary people</b>, 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 managers in Trans issues is available through Learning and Development.</p>	<p>Lou Hardinge with HR Support</p>	<p>Ongoing until full implementation (target date 02/09/19)</p>		<p>No specific disclosures or needs have been received</p> <p>Trans awareness training to be utilised for all SSW staff in light of an apparent lack of diversity in SSW teams</p>
<p><b>Marriage and/or civil partnership</b></p>	<p>No specific impact other than for "All Groups" above.</p>					
<p><b>Pregnancy and/or maternity</b>, including Adoption</p>	<p>People who are on extended leave could experience negative impact due to uncertainty (not feeling in the communication</p>	<p>Communication plan should include those on extended leave, including Maternity Leave. Personal email addresses required. Ensure</p>	<p>Lou Hardinge with HR Support</p>	<p>Ongoing until full implementation (target</p>		<p>Individuals in this group have been kept informed &amp;</p>

	loop) or change of line manager, as there are currently members of staff on maternity leave this needs to be considered.	invites to key events are forwarded and attended as Keep in Touch (KIT) days.		date 02/09/19)		invited to participate in consultation processes
<b>Race</b> , including ethnicity and citizenship	Visible BME groups are underrepresented in Student Support & Wellbeing. Possible communication challenges due to cultural differences between staff and students.	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.	Lou Hardinge with HR Support	Ongoing until full implementation (target date 02/09/19)		Cultural awareness training to be utilised for all SSW staff in light of lack of diversity in SSW teams
<b>Religion and/or belief</b> , 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.  Staff from different cultural backgrounds may have different communication norms.	Individual consultation with staff to ensure needs are met with these challenges in mind.	Lou Hardinge with HR Support	Ongoing until full implementation (target date 02/09/19)		No specific disclosures or needs have been received

	Opportunities for flexible working could be increased by new structures.					
<b>Sexual orientation</b>	Possibility of Lesbian Gay & Bisexual 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.	Individual consultation with staff to ensure needs are met with these challenges in mind.	Lou Hardinge with HR Support	Ongoing until full implementation (target date 02/09/19)		No specific disclosures or needs have been received
<b>Other specific group</b> (e.g. International or Access)	Staff on long-term sick leave	Communication plan should include those on extended leave.  Individual consultation with staff to ensure needs are met with these challenges in mind.	Lou Hardinge with HR Support	Ongoing until full implementation (target date 02/09/19)		Individuals in this group have been kept informed & invited to participate in consultation processes

<sup>1</sup> 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 ( <a href="#">chart to help you decide</a> )		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	No
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?	Positive staff feedback on the proposed change process from relevant teams and other key stakeholders including trade unions.		
When will you review this Equality Analysis?	Reviewed & updated 12/08/2019		

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	24/06/2019

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	Lou Hardinge (Head of SSW)
Faculty / Department / Service	Student and Academic Services
Date	24/06/2019

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 <b>before and after formal consultation</b> , 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
Cultural awareness training	We will encourage all staff to attend this on a rolling basis across SSW
Trans awareness training	We will encourage all staff to attend this on a rolling basis across SSW
Changes in work environment for SSW administrators – concerns re 1D15	Health & safety checks have been completed Reasonable adjustments maintained We are working with individuals to mitigate any difficulties they may experience We continue to work with Estates regarding an appropriate alternative

Please forward an electronic copy to the E&D Unit by emailing [EqualityandDiversityUnit@uwe.ac.uk](mailto: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.

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