



## Equality Impact 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](mailto:edi@uwe.ac.uk).

**Activity Title: CATE Technical – Change Management Proposal**

**Project Manager and Contact: Chris English, Kieran Brown – Director of Technical, Learning Resources**

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

There is a need to restructure the CATE Technical team

The College has carried out its School Academic re-organisation, the technical re-organisation is the final phase of the College/School organisational project. Our technical transformation is about our whole programme, student experience and operational organisation meeting the demands of the future programme, the student learning experience and research support- organising ourselves to achieve our Strategy 2030 ambitions and build our resilience for the future. It's about our academic and research quality and offer, it's about our support for staff and students, and it's about our reputation and standing as we strive to build a stronger future for UWE Bristol. Through this project we will build upon the UWE Technician Commitment values, implement the use of the Technical Family of Roles, review the school's technology direction and bring together the wider College Technical communities' best practices by establishing common practices and alignment.

Due to a pause in the process the College Executive has reviewed the earlier structure and made changes to the School Technical Manager portfolio, resulting a better discipline aligned organisational structure and enabling us to complete phase 1. Phase 1 the School Technical Managers now being completed, phase 2 will be the roles/teams line managed by the School Technical Managers and building upon the UWE programmes work. This is the overarching equality analysis for the programme. There will be more detailed and specific equality analysis at a local level where we have specific changes being proposed. The equality analysis will be reviewed on an ongoing basis.

The re-organisation is set to deliver the following objectives:

- Implementation of the Technician Commitment providing clear career progression pathways through the family of roles.
- Adoption of the Technical Educator JD, a hybrid role integrating the technical and academic teams.
- Consistency of structure and processes across the school technical teams, facilitating sharing of knowledge and resource.
- Enhanced efficiencies with a reduction in management overheads resulting in savings of £240k as agreed with Finance colleagues.
- Significant reduction in use of fixed term and Hourly-paid contracts providing permanency for the technical workforce.

| <b>Grade</b>  | <b>Total No. of FTE in the new Structure</b> | <b>As Is FTE of People in Scope</b> | <b>Surplus of FTE</b> | <b>Deficit of FTE</b> |
|---------------|--|-------------------------------------|-----------------------|-----------------------|
| <b>G</b>      | 35.8   | -21.86                              | 13.94                 | N/A                   |
| <b>F</b>      | 59.4   | -65.9                               | N/A                   | -6.5                  |
| <b>E</b>      | 12.2   | -7.6                                | 4.6                   | N/A                   |
| <b>D</b>      | 10.4   | -7.17                               | 3.23                  | N/A                   |
| <b>C/B</b>    | 1.6  | -1.8                                | N/A                   | -0.2                  |
| <b>Totals</b> | <b>119.4</b>                                 | <b>-104.33</b>                      | <b>21.77</b>          | <b>-6.7</b>           |

Staff will be measured using the following assessment metrics before assimilation into new roles.

APTC staff metrics for evaluation (draft):

| Consideration  | Evaluation Criteria  | Contribution |
|--|--|--------------|
| Unique skillset  | <ul style="list-style-type: none"> <li>Facilities supported</li> <li>Discipline expertise</li> </ul>   | 50%          |
| Contribution to nature of role<br>(management/teaching/research/operational) | <ul style="list-style-type: none"> <li>Nature of support to School, programme or research entity.</li> <li>Nature of duty currently being performed within existing role.</li> </ul> | 50%          |
|  | The UWE change process will be implemented for this project, <a href="#">LINK</a>  |              |

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

The future business requirements have been confirmed by consultation with the Heads of School, School Directors and CATE Executive. Technical staffing requirements have been confirmed with CATE Director of Learning Resources, to ensure equipment and safety can be maintained in support of practical research. Where School Technical Managers are in place they have been used to review the proposal. National student to staff ratios (SSRs) have been gathered from similar Universities to establish a general benchmarking for staff to student ratios. Unison have been informally consulted with in regard to the disciplines and structure, and are in support of the proposed work, as to date March 2025

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 Colleges 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

|   | <b>Possible Positive Impact on Groups</b><br>Include relevant data if possible                                 | <b>Possible Negative Impact on Groups</b><br>Include relevant data if possible   | <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) | Changes in line management can bring positive opportunities for both staff member and manager (improved career | Staff FTE reduction will likely lead to redundancies.<br><br>Change can lead to increased stress/anxiety<br><br>Changes to line management can lead to increased stress/anxiety. Loss of historic information/relationships in regard to resource or staff, requirements to re-build trust and relationships from scratch in some circumstances, making sure anyone in a new role without experience has | Staff facing redundancy will be placed in the UWE redeployment pool.<br><br>All staff to be reminded of the support available through HoS and management team but also HR and EAP<br><br>As above | Shortlist + interview chair<br><br>Line Manager<br><br>Line Manager | TBC<br><br>TBC     | Staff know where to get independent support<br><br>Staff feel supported and able to raise their concerns. |                         |

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|   | opportunities, succession planning, coherence with their college, better outcomes for students, researchers, technician specialist being better recognised for their skills and where they do instruction)                          | expectations to gain this quickly to re-assure staffs needs.  |  |  |     |  |  |
| <b>Age</b> (older people, younger people) | <p>Younger staff may feel greater ability to adapt to the proposed changes.</p> <p>Younger staff may feel frustrated with lack of opportunities and become flight risk.</p> <p>Older colleagues might feel pressure/opportuniti</p> | Older staff may feel unable to adapt to proposed changes, depending on alignment to future research themes. | Ensure all candidates are consulted on the assessment criteria and proposed future structure. New team leads are targeted for training that supports inclusive behaviours. | Kieran Brown, Chris English, School Technical Managers | TBC | Consultation sought and appropriate changes made (if necessary). |  |

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|   | es to retire or take VS.   |  |   |  |     |  |  |
| <b>Disability,</b> including mental health and non-visible disabilities | This staff group are likely to have existing adjustments pertaining to their current roles. These would need to be revisited in relation to any new or revised role. | <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>Certain groups of disabled staff (i.e. blind, dyslexic) could experience problems accessing communications in various forms.</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>Change can lead to increased stress/anxiety.</p> | <p>Review reasonable adjustments already in place with individuals at 1-2-1 meetings to identify what support is required during the change process and in the new structure</p> <p>Line managers to ensure all staff are briefed and kept up to date throughout the change process using forms of communication appropriate to their individual team member needs</p> <p>UWE change management process will be followed. Staff will be signposted to EAP and MyndUp during the consultation, to support them through the change process.</p> | Kieran Brown, Chris English, School Technical Managers | TBC | Staff feel supported and able to raise their concerns. |  |

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|   |  |  | <p>See attached wellbeing action plan.</p> <p>New and improved inclusive training for managers is required to help expand on staff awareness and support of staff with disabilities.</p>   |                                    |     |   |  |
| <b>Women and men</b>  |  | <p>Many of the current staff are employed on fractional contracts – this supports child/caring responsibilities. -risk to this in response to full time roles and the decision process to enable flexible working.</p> | <p>Although roles are costed at full-FTE, applicants will be able to state their preference to a flexible working, this will be reviewed against business requirements.</p>  | <p>Interview + shortlist chair</p> | TBC | <p>Staff appointed according to their preference where possible to meet the business needs.</p> |  |
| <b>Trans and non-binary people, including gender reassignment</b> |  | <p>Trans and non-binary staff could experience anxiety stress or worry about changing line managers and / or moving to a new team where their reassignment status may not be respected.</p>                            | <p>Team members to be asked if they would like information on their gender identity to be passed to their new line manager and/or colleagues and respecting their wishes in a timely way</p> <p>UWE inclusive values would see disrespect as a conduct matter.</p> | <p>Line Manager</p>                |     | <p>Staff feel supported and able to raise their concerns.</p>                                   |  |

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| <b>Marriage and/or civil partnership</b>              |  | No perceived additional impact beyond anyone else.   |   |  |  |  |  |
| <b>Pregnancy and/or maternity, including Adoption</b> |  | Change can lead to increased stress/anxiety  | UWE change management process will be followed. Staff will be signposted to EAP and MyndUp during the consultation, to support them through the change process.<br><br>See attached wellbeing action plan. Staff would have an agreed communication plan established as part of the staff keeping in touch agreement. | Kieran Brown, Chris English, School Technical Managers |  | Staff feel supported and able to raise their concerns. |  |
| <b>Race, including ethnicity and citizenship</b>      | The change process may create an opportunity across the team for training and increased knowledge/awareness of barriers faced by people on the basis of their race or ethnicity. | Staff from this group could experience anxiety stress or worry about changing line managers and / or moving to a new team where their race, ethnicity and / or citizenship may not be understood, represented, respected, trusted. | Line managers to ensure all staff are briefed and kept up to date throughout the change process using forms of communication appropriate to their individual team member needs  | Line Manager   |  | Staff feel supported and able to raise their concerns. |  |



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|  |  |   | <p>UWE inclusive values would see disrespect as a conduct matter.</p> <p>UWE Anti racism training is a mandatory part of staff training.</p> <p>Taking advice from global majority staff could be sought to guide on behaviours and needs.</p> |              |  |  |  |
| <b>Religion and/or belief</b> , 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.</p> | <p>Individual consultation with staff to ensure needs are met with these potential communication challenges in mind.</p> <p>UWE inclusive values would see disrespect as a conduct matter.</p>   | Line Manager |  | <p>Staff feel supported and able to raise their concerns.</p> <p>That adjustments are made where reasonable, effective and appropriate</p> |  |
| <b>Sexual orientation</b>  |  | LGBTQ+ staff could experience anxiety stress or worry about changing line managers and / or moving to a new   | Individual consultation with staff to ensure needs are met with these potential challenges in mind. UWE inclusive values would see   | Line Manager |  | Staff feel supported and able to raise their concerns.   |  |

|   |  |  |   |              |                          |  |  |
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|   |  | team where their sexual orientation may not be respected.  | disrespect as a conduct matter.                                       |              |                          |  |  |
| <b>Other specific group</b> (e.g., International or Access) |  | Contracts coming to an end could affect visa applications. | Line manager to work through visa considerations with affected staff. | Line manager | Once consultation starts | Candidates visa unaffected by the change management process/timeline |  |

### Project manager next steps

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)    **No**

What measure / statistic / data will you use to check if the activity has had a positive, negative, or neutral outcome?

**Staff feedback in 1-2-1's, team meetings, programme/student feedback.**

When will you review this Equality Analysis? **Prior to opening consultation process.**

### 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: Roshin Chummun, EDI Business Partner Date: 15/01/2026

### Faculty/Service/Departmental Sign off

Faculty Dean/ Head of Department/ Head of Service: Elena Marco



Faculty/ Department/ Service:

Date: 24/11/2025

## 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  |
|--|---|
| <p>In the School of Arts, concerns were raised about the potential impact on female staff, colleagues with caring responsibilities, and those with external arts practices. These concerns related specifically to the proposal to position roles as full-time, permanent contracts.</p> | <p>We have listened carefully to this feedback and will be supporting job-share arrangements and fractional contracts where these meet staff needs, align with the University's business requirements, and maintain team sizes below 15 direct reports.</p> <p>Where roles are ring-fenced to two members of staff who wish to job-share, and both individuals are able to perform the full scope of the role, we will support this as a direct match.</p> <p>For colleagues who have requested term-time-only contracts, we will accommodate these requests wherever operationally feasible.</p> |
| <p>Some colleagues have expressed a degree of anxiety about transitioning to a new line manager.</p>   | <p>Where colleagues have a disability or specific wellbeing need, we will ensure that dedicated one-to-one meetings form part of the new team lead's handover and introductory process. Any information that needs to</p>   |

|  |  |
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|  | <p>be shared with a new line manager will be handled sensitively, appropriately, and in full compliance with GDPR requirements.</p>  |
| <p>Lack of representation of global majority staff within the School of Arts</p> | <p>We recognise this challenge and are actively working to ensure that every recruitment opportunity is shared widely and reaches people from underrepresented communities. UWE is also undertaking an extensive anti-racism programme focused on awareness, reflection, and upskilling across the institution.</p> <p>Your feedback is being incorporated into the School’s outreach strategy so that we can strengthen upstream engagement with communities and schools. Our aim is to demonstrate to Global Majority communities that the Arts not only welcome their perspectives, identities, and creativity, but urgently need them in order to better reflect and serve the society we are part of.</p> |

Please forward an electronic copy to the EDI Team by emailing [edi@uwe.ac.uk](mailto: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.