

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 Impact 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 Impact Analysis, please read the [Guidance](#) or contact the Equity, Diversity and Inclusion Team: edi@uwe.ac.uk.

Activity Title: Global Majority Sport Community Project and the activities involved

Project Manager and Contact: Tamara Getter tamara2.getter@uwe.ac.uk

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.

Working with the Global Majority community to gather feedback and evidence on participation in sport and activity, including any barriers. Recruiting a student activator to coordinate and be 'the face' of the project. Working with existing sport and activity programmes to implement any changes identified, as well as explore any new ideas suggested. All aiming to increase the sense of belonging and participation from the Global Majority community and contribute positively to their physical mental and social health at UWE as well as their overall student experience.

- We have limited existing data on current participation statistics but are working from a reasonable assumption that the same barriers and the impact structural / systemic racism has on our academic award gap, will also presents itself in student participation in sporting activity at UWE, and for the same reasons. In this context, references to structural or systemic racism relate to evidenced patterns and disparities in outcomes across the sector, rather than the intent or actions of individual staff. National and global physical activity data supports this being a reality.

- The key change to existing services will be the implementation of a research piece and subsequent targeted and tailored activity to meet the needs of students representing the global majority, with a view to subsume this content into our regular offer to make it more inclusive, relevant and accessible to students from this audience.
- We are employing a student activator to bridge the gap between staff and student understanding and supporting them to gather data, innovate with relevant content and be the driving force behind positive action in this space.

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.

Stakeholders from across the university involved in meetings and shaping the project. Information and advice from the anti-racism strategy and team. Data collection with Global Majority students.

- Membership demographic details (CFS and SU)
- Work from other HE organisations including Nottingham and University of Bristol
- Our approach will be inductive and begins with data capture in the form of anonymised surveys and longitudinal focus groups to help us identify key themes, trends and the most prevalent barriers to engagement from Global Majority students.

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.

In the short term we aim to increase student experience and in the longer term we hope long term to have an impact on student recruitment, attainment and continuation by increasing sense of belonging and being more accessible to all.

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

	Possible Positive Impact on Groups Include relevant data if possible	Possible Negative Impact on Groups Include relevant data if possible	Actions Required	Responsible Person	Target date	Success indicators	Progress to date
All (possible impacts affecting many groups)	<p>Should only be positive - aiming to increase the accessibility of sport and activity at UWE, for those from the Global Majority.</p> <p>White / home students gain a more representative and enriching experience and spend time enjoying physical activity with people from a broader range of cultures, ethnicities, values and lived experiences.</p> <p>Sport becomes a unifying talisman and trailblazer for the</p>	<p>We create segregated spaces rather than fostering an inclusive community. Messaging is key, the project seeks to see more participation from global majority students but is suitable for all students and an excellent way to demonstrate allyship and support.</p> <p>Without appropriate co-creation we could create activity 'for' students and not 'with' them and this offer would be both</p>	<p>Data gathering for existing experience and suggestions through surveys/focus groups with students from the Global Majority.</p> <p>Create 'you said, we did' or feedback process to those that take part in data gathering process to inform them of outcomes.</p>	TG/PB	<p>June 26 for data collection</p> <p>June 27 for participation programmes</p>	<p>Survey Uptake</p> <p>Focus group attendance and thematic analysis</p> <p>Session participation</p> <p>NPS Score</p> <p>Feedback qualitative outcomes</p> <p>Project Review from BUCS</p>	

	necessary work to combat racism in our society and tangibly through the anti racism strategy at UWE	ineffective and tokenistic					
Age (older people, younger people)	<p>This is a co-recreation project with students so should reflect preferences.</p> <p>Racism in, and Eurocentric approaches to, sport are ubiquitous and so addressing these will likely mean that the barriers faced by age are minor by comparison and in line with the wider ethos of the project should create safe spaces for people of all ages to come together in celebration,</p>	<p>If certain people don't engage with the research methods their point of view may be lost.</p> <p>If we don't recognise the challenge of being a mature student and try to reach them through targeted invite channels and relevant networks we are unlikely to see their participation</p>	<p>Ensure promo and research methods are accessible to all.</p> <p>Appropriate use of language and terminology to encapsulate and appeal to a wide range of ages</p> <p>Mixed methods of promotion (not just social media)</p> <p>Mindful ongoing consideration to intersectionality and especially</p>	TG/PB	<p>June 26 for data collection</p> <p>June 27 for participation programmes</p>	<p>Diversity in Survey Uptake</p> <p>Focus group attendance and thematic analysis</p> <p>Session participation</p> <p>NPS Score</p> <p>Feedback qualitative outcomes</p>	

	recognition and solidarity.		ageist perceptions of student at all study level and type			Project Review from BUCS Characteristic specific feedback	
Disability, including mental health and non-visible disabilities	Ensuring that sport and activity opportunities are accessible or provide an accessible opportunity.	Students not feeling that they can engage in the data gathering process. Physical and facility infrastructure not being practically supportive of all types of disability, condition or neural differences	Ensure the digital survey meets accessibility needs. Ensure focus groups are accessible, including advertisement, room used and structure of questions. Making it clear what access needs can be met in	TG/PB	June 26 for data collection June 27 for participation programmes	Diversity in Survey Uptake Focus group attendance and thematic analysis Session participation NPS Score Feedback qualitative outcomes	

			which scenarios and ensuring we ask for them ahead of time			Project Review from BUCS Characteristic specific feedback	
Women and men	Opportunities could be created for new people to take part who are currently disengaged.	Activity could attract certain genders/others could feel excluded. Failure to recognise barriers faced through faith by women in sport could mean they are unable to participate	Ensure we use a range of imagery and terminology. Ensure or focus group and survey sample has gender parity where possible. Ensure any new activity recognises and caters for differing trends or preference in activity type based on gender and tries to provide	TG/PB	June 26 for data collection June 27 for participation programmes	Diversity in Survey Uptake Focus group attendance and thematic analysis Session participation NPS Score Feedback qualitative outcomes	

			mixed or gender neutral spaces and activity.			Project Review from BUCS Characteristic specific feedback	
Trans and non-binary people, including gender reassignment	<p>Giving students a dedicated place to feedback on provision and make suggestions for improvements.</p> <p>With the barriers trans and non-binary people face in competitive sport, this project is about fun, togetherness and self selected identity so with messaging to make this clear the project stands to see representative</p>	If these students are not currently engaged in sport or activity at UWE it may be hard to reach them for their input.	<p>Work with dedicated networks and the SU to reach these students. Ensure terminology used is inclusive.</p> <p>Encourage the use of pronouns</p>	TG/PB	<p>June 26 for data collection</p> <p>June 27 for participation programmes</p>	<p>Diversity in Survey Uptake</p> <p>Focus group attendance and thematic analysis</p> <p>Session participation</p> <p>NPS Score</p> <p>Feedback qualitative outcomes</p>	

	engagement from this audience					Project Review from BUCS Characteristic specific feedback	
Marriage and/or civil partnership	This group would not derive any specific benefit than those applicable to all	N/A	N/A				
Pregnancy and/or maternity, including Adoption	Pregnant people and parents on maternity or paternity would benefit from physical activity and a social network at an important time that often presents additional strain on wellbeing	Some sessions may be medically ill advised and not accessible to this group	Consider the range of activity and contraindications to exercise while pregnant or post partum and the impact this would have on participation	TG/PB in collaboration with relevant network	June 26 for data collection June 27 for participation programmes	Survey Uptake Focus group attendance and thematic analysis Session participation NPS Score	

						<p>Feedback qualitative outcomes</p> <p>Project Review from BUCS</p> <p>Characteristic specific feedback</p>	
<p>Race, including ethnicity and citizenship</p>	<p>Our new approach promotes and showcases activity that features ‘people who look like me’ and enhances their sense of social connectedness and organisational belonging</p>	<p>‘Global Majority’ term and identity doesn’t land with students and more specific or nuanced language and session design is required to address barriers coming from race, ethnicity and or citizenship</p>	<p>Work with dedicated networks and the SU to reach these students. Ensure terminology used is inclusive.</p> <p>Link with anti-racism strategy.</p> <p>Comprehensive and student</p>	<p>TG/PB in collaboration with relevant network/strategy group</p>	<p>June 26 for data collection</p> <p>June 27 for participation programmes</p>	<p>Survey Uptake</p> <p>Focus group attendance and thematic analysis</p> <p>Session participation</p> <p>NPS Score</p>	

			<p>friendly messaging explaining what we mean by the global majority and nuanced subcontent to recognise the intersections</p> <p>Aim to ensure different races are represented within sport and the data gathering process.</p>			<p>Feedback qualitative outcomes</p> <p>Project Review from BUCS</p> <p>Characteristic specific feedback</p>	
<p>Religion and/or belief, including those without religion and/or belief</p>	<p>A chance to evidence barriers/constraints linked to religion and sport participation and try to overcome these where possible.</p>	<p>Possibility that some things will not be able to be rectified.</p> <p>Possible friction from faiths that are embroiled in wider sociopolitical current</p>	<p>Ensure questions around this is included in data gathering process. Work with networks such as chaplaincy and SU.</p>	<p>TG/PB in collaboration with relevant network</p>	<p>June 26 for data collection</p> <p>June 27 for participation</p>	<p>Survey Uptake</p> <p>Focus group attendance and thematic analysis</p> <p>Session participation</p>	

		affairs. (Eg Judaism and Islam)			programmes	NPS Score Feedback qualitative outcomes Project Review from BUCS Characteristic specific feedback	
Sexual orientation	Making where possible, all groups feel safe and welcome is a priority for this project so LGBTQ+IA students should benefit from the culture and environment we create and perhaps participate where they would not ordinarily	Culture and faith clashes on beliefs around sexuality	Consideration of a dedicated LGBTQ+IA session within the content contingent on resource and demand	TG/PB in collaboration with relevant network	June 26 for data collection June 27 for participation programmes	Survey Uptake Focus group attendance and thematic analysis Session participation NPS Score	

						<p>Feedback qualitative outcomes</p> <p>Project Review from BUCS</p> <p>Characteristic specific feedback</p>	
<p>Other specific group (e.g., International or Access)</p>	<p>MOVE sessions will be free</p> <p>Engagement would support cultural learning and language skills for international students familiarising themselves with life in the UK and specifically in our UWE community</p>	<p>Staff or community members may feel excluded as the focus is on students.</p>	<p>Include information on why the project is focussing on students – BUCS funding, increasing the sense of belonging and recruitment, retention, completion.</p>		<p>June 26 for data collection</p> <p>June 27 for participation programmes</p>	<p>Survey Uptake</p> <p>Focus group attendance and thematic analysis</p> <p>Session participation</p> <p>NPS Score</p>	

						Feedback qualitative outcomes Project Review from BUCS	
--	--	--	--	--	--	---------------------------------------------------------------------------	--

Project manager next steps

Does this Equality Impact 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? Feedback and participation numbers.

When will you review this Equality Impact Analysis? Enter date or project stage suitable to the proposal: During and following data gathering process and then at the end of the project.

Equity, Diversity, and Inclusion Team Review

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

EDI representative: Temba Mahari

Date: 27th March 2026

Faculty/Service/Departmental Sign off

I am satisfied with the results from investigation, consultation, and analysis. The progression of this EIA 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: Alex Isaac

Faculty/ Department/ Service: UWE Bristol Sport

Date: 12.05.2026

So what?

Consultation and engagement feedback is extremely important in Equality Impact 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 Equity, Diversity and Inclusion Team 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
The reference to "structural / systemic racism" contributing to the academic award gap could be interpreted as criticism of individual staff practice and was experienced as uncomfortable or unfair, with concern that it does not reflect staff intentions to treat all students equally and professionally.	We reviewed the wording and added clarification to ensure it reflects that references to structural or systemic racism relate to evidenced patterns and disparities in outcomes across the sector, rather than the intent or actions of individual staff. This ensures the language remains aligned with the University's Anti-Racism Strategy while being clear, balanced, and accessible to colleagues.

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.

