

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

**Activity Title: Unified Peer Coaching at UWE**

**Project Manager and Contact: Hannah Newmarch ([hannah2.newmarch@uwe.ac.uk](mailto:hannah2.newmarch@uwe.ac.uk))**

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

The University currently operates two separate peer support schemes — **Peer Assisted Learning (PAL)** and **Student Careers Coaches (SCC)** — each with different management structures and delivery approaches. This project aims to replace these parallel schemes for the start of the 2026/27 academic year with a **single, unified peer coaching model** that integrates academic, career, and wellbeing support. The unified model will provide a **holistic, student-led support framework** that is embedded within student communities, aligned with professional services, and scalable across the institution. The new model is intended to launch in the **2026/27 academic year**.

The University Transformation Programme brought PAL and SCC together and the project has reviewed both schemes, identifying best practice, and through this a consolidated service has been developed. This work is driven by the need to:

- Ensure **all students**, not only those in Foundation or Year 1, have access to peer coaching.
- Reduce administrative burden on managers, recruitment teams, and other stakeholders.
- Provide a **consistent, high-quality approach** to peer coaching across the university.
- Align peer support with institutional priorities around **continuation, completion, and student success**.
- Enable targeted support for **students and groups most in need**.

The following principles will shape the design, delivery, and ongoing management of the unified model:

- **Student-Centred** – Focused on student needs, outcomes, and lived experience.
- **Coherent & Clear** – One joined-up model rather than multiple disconnected schemes.

- **Evidence-Informed** – Guided by data, insight, and cost-effectiveness.
- **Efficient & Sustainable** – Makes best use of existing roles, expertise, and resources.
- **Inclusive & Accessible** – Designed to support a diverse student population equitably.
- **Developmental for Students** – Enhances skills, employability, and recognition opportunities for peer coaches.
- **Aligned with Institutional Strategy** – Supports core goals including continuation, completion, and student success.
- **Safe & Supported** – Includes clear escalation routes and strong integration with staff support services.

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

Current students (via Student project developer activity), current PAL Leaders, current Student Career Coaches, Coaching Service Manager, and managers of current schemes, previous reports and data regarding PAL and SCC. Careers team members (particularly those involved in Careers Lounge original assessment). EDI business Partner, Resourcing team.

### 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?

The purpose of the new Peer Coaching Model is to improve awareness and access to appropriate professional services as well as to academic staff where appropriate. The model works closely with Student Experience Coaches to provide information and guidance around areas to target, required support and approach.

- Student experience, attainment or withdrawal?

By ensuring wider access to peer coaching, the model aims to improve student experience, target at risk (from non-completion) students, support academic attainment (by continuing to embed academic peer support where appropriate)

- Staff experience, representation, or progression?

We will be recruiting students as Peer Coaches, they will be recruited via the TSU and will become staff members, holding a dual and unique role that will afford them unique insights into the student psyche as well as understanding more about the University from a staff perspective.

The impact assessment will be looked at from a variety of perspectives, including from a recruitment and onboarding perspective, and from the perspective of students experiencing the peer coaching.

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> Include relevant data if possible	<b>Possible Negative Impact on Groups</b> 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)	<b>The new Peer Coaching model is aligned with schools and the Graduate Futures Improvement Work to ensure that all students have access where required to Peer Coaching.</b>  <b>We aim to recruit from the whole of the student body, arising awareness via the SU, academic colleagues and previous networks</b>	PAL has been used heavily by some programmes, the new model moves away from programme specific academic peer support, so some students will not receive the same level of peer support.  PAL recruited 150 students on an annual basis, there are significantly fewer	Ensure peer support is aligned to school priorities for academic and personal support.  Data driven targeting of support and outreach will improve impact.  Code of Conduct – students are being recruited formally	Deans Learning and Teaching  Peer Coaching Manager  Student Career Coaching team leader  Head of Coaching Services  Peer Coach Project lead	Ongoing – for academic year 2026/27	Student feedback, participation rates, positive feedback from surveys etc.  Confidence measures from participants as to coaching impact  A comprehensive,	April 26  Peer support discussed with Deans L & T and priorities developed in partnership (for 26/27 academic year).

	<p><b>(used by PAL and SCC for recruitment)</b></p> <p><b>Coaches will be trained on EDI principles and sensitivity</b></p> <p>Peer coaches help break down the barriers between staff and students – talking to someone with similar experience is likely to be less intimidating.</p>	<p>opportunities under the newer model.</p> <p>Fewer peers for students to reach out to could impact on the extent to which they see themselves represented among the coaches and increases the opportunities for bias to influence marketing, in terms of the channels used and comms content, and assumptions made about different groups of students.</p> <p>Some coaching approaches may unintentionally prioritise behaviours such as assertiveness or self-promotion, which</p>	<p>through the TSU, with LDC support for training – ensure training includes appropriate EDI training - Anti-bias a feature of training.</p> <p>Regular reviews of demographics engaging</p> <p>For Year 2, ensure awareness raising workshops and shout outs around recruitment times.</p> <p>Ensure Peer Coach is included in the implementation plan for UWEs Strength-based approach to</p>	<p>HR and Resourcing teams</p> <p>Peer Coach management team, supported by Peer Coach project manager</p> <p>LDC</p>		<p>manageable training plan for all peer coaches</p>	<p>These may change.</p> <p>A list of areas to focus training on is in development, with best-practice learning from PAL, Student career coaching and the LDC</p>
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		may not feel equally accessible or safe for all individuals.	interactions with students  Peer Coaches will receive training on inclusive coaching approaches that recognise different communication styles and avoid reinforcing dominant (cultural, neurotypical, gender based etc. norms).				
<b>Age</b> (older people, younger people)	Recruitment aims to target whole of student body, the Peer Coach role is designed to develop skills and experience in coaching, this will likely appeal to mature students who may be looking at a career change, and	It may be difficult for mature students (perhaps with other responsibilities, such as families) to take on a role with a larger number of hours than were previously expected (PAL ≈ 1-2 hrs per week, new model ≈	Try to ensure a range of short shifts are available, as well as offering some flexible options (such as the targeted outreach work) from home	Peer Coach management team, supported by Peer Coach project manager	April 2026	Recruitment and service access from broad student group (data analysis)	

	<p>additional skills to offer a new employer. It should also appeal to younger students looking to develop new skills and experiences that are much sort after in the employment market.</p> <p>Ideally the role will appeal to a broad range of ages, previous experience would be great, but we are recruiting for potential and attitude as much as previous experience.</p>	<p>8-10), which may reduce the number of mature students that apply for the role.</p> <p>Younger students may not feel that they “qualify” for a role coaching their peers and be put off applying</p> <p>Mature students may not want to access peer support from someone who is much younger than them.</p>	<p>to improve flexibility</p> <p>Make it clear through recruitment that full training is required, that no experience of coaching is necessary</p> <p>Ensure coaches are well trained, ensure messaging about what peer coaching is to appeal to wide range of ages</p> <p>Ongoing monitoring is important – accessing the SU</p>	<p>Head of Coaching Services</p> <p>(support from Peer Coach project Lead)</p>			
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			meet-ups for mature students may be a place to obtain feedback				
<b>Disability,</b> including mental health and non-visible disabilities	<p>Recruitment aims to target whole student body, valuing diversity. By using a variety of inclusive methods of recruitment students with a disability should feel as able to apply and be successful in the role.</p> <p>Ideally the role will appeal to students with a disability, previous experience would be great, but we are recruiting for potential</p> <p>The Peer Coaches will be embedded where appropriate</p> <p>Outreach work and online activities may</p>	<p>The role requires good communication skills, as it will require talking to and working with a broad range of students, this may be challenging for some students, for example a student with anxiety may find the thought of outreach activity very challenging and be put off from applying.</p>	<p>Advertising and onboarding needs to be as inclusive and accessible as possible, highlighting the value of lived experience.</p> <p>Working with student networks to improve awareness of the opportunity,</p> <p>Offer some online/remote opportunities (if possible)</p>	<p>HR, with Student Career Coaching team Leader and PAL (Peer Coaching) Manager</p> <p>Head of Coaching services with Peer Coach management team, supported by Peer Coach project manager</p>		<p>Our final Peer coaching team is representative of the student body</p>	

	<p>help some students with anxiety or autism for example to access a peer coach.</p> <p>Peer coaches help break down the barriers between staff and students – talking to someone with similar experience is likely to be less intimidating. Helpful for students</p>						
<b>Women and men</b>	<p>Having a diverse range of coach gender identities will promote inclusion.</p>	<p>Coaching type roles typically appeal to women more than men, this may mean that there is a greater number of applicants who are female.</p>	<p>Work to support recruitment of male coaches</p>	<p>Recruitment team, with Peer Coach management team, supported by Peer Coach project manager</p>			

<p><b>Trans and non-binary people, including gender reassignment</b></p>	<p>Peer coaching should standardise access making coaching more visible and embedded, this may positively impact Trans and Non-Binary colleagues, who can face barriers to informal networks.</p> <p>Coaches who are well trained and aware of the evolving landscape and inclusive practices, e.g. clarifying pronouns, confidentiality, caution around outing individuals, how to signpost to support re: transitioning and changing name/email in UWE systems should ensure a positive experience.</p> <p>Peer Coaching can provide a <b>safer space to</b></p>	<p>Risk of misgendering or identity invalidation.</p> <p>Reduced trust if confidentiality expectations are unclear: this can disproportionately affect Trans and Non-binary people if they fear disclosure of personal information (e.g. transition status, name/pronoun use) could be shared beyond the coaching relationship.</p>	<p>Inclusive coach training</p> <p>Ensure all Peer Coaches receive explicit training on:</p> <p>Gender identity, pronouns, and respectful language</p> <p>Boundaries, confidentiality, and consent</p> <p>How to respond appropriately if identity-related issues arise</p> <p>Choice and autonomy</p> <p>The ability to raise concerns or request rematching</p>	<p>Peer Coach management team, supported by Peer Coach project manager, as well as broach S&amp;CL Leadership Team</p>			
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	<p><b>discuss confidence, belonging, or career barriers</b>, which could disproportionately affect Trans and Non-binary students.</p>		<p>without justification</p> <p>Clear confidentiality standards</p> <p>Inclusive communications: Use inclusive language in all guidance and materials (e.g. avoiding gendered assumptions). Reinforce that Peer Coaching is a supportive development tool for all students.</p> <p>Monitoring and feedback</p> <p>Where data is collected, use anonymised feedback to</p>				
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			monitor whether Trans and Non-binary participants report different experiences or outcomes and act on this insight.				
<b>Marriage and/or civil partnership</b>		This group may be concerned by potential discrimination, depending on their gender and nature of relationship.	Training must take into account possible types of discrimination	LDC, with Peer Coach management team, supported by Peer Coach project manager			

<p><b>Pregnancy and/or maternity,</b> including Adoption</p>		<p>Face to face options may be inaccessible due to pregnancy or maternity</p>	<p>Online options and outreach</p>	<p>Peer Coach Management team</p>			
<p><b>Race,</b> including ethnicity and citizenship</p>		<p>Coaching approaches may reflect dominant cultural norms (e.g. assertiveness, self-promotion) i.e. many coaching models are built around ways of behaving that are rewarded in dominant professional cultures. These approaches may work well for people who already feel at home in those cultures, but may be less comfortable or</p>	<p>Cultural awareness and intercultural communication will be a key component of training and feedback gathered as part of evaluation</p>	<p>LDC, with Peer Coach management team, supported by Peer Coach project manager</p>			

		<p>effective for people from different cultural or social backgrounds.</p> <p>There is a risk that some students may lack cultural awareness or sensitivity, which could negatively affect the experiences of global majority students or reinforce stereotypes.</p>					
<b>Religion and/or belief</b> , including those without religion and/or belief		Religious holidays or periods may mean students are unable to attend sessions.	Careful planning and acknowledgement of this around sessions	Peer Coach Management team			
<b>Sexual orientation</b>	Well-designed Peer Coaching can reduce isolation and support belonging for LGBTQIA+ students, who may be	<p>1. Psychological safety concerns</p> <p>If coaches are not sufficiently trained in</p>	Mandatory inclusive practice training for Peer Coaches, including LGBTQIA+	LDC, PAL Manager, Head of Coaching Services, Student career			

	<p>more likely to feel marginalised or under-represented in academic or professional spaces. A consistent, supportive coaching relationship can provide reassurance, encouragement, and validation.</p>	<p>LGBTQIA+ inclusion, students may:</p> <p>Feel unable to be open about their identity</p> <p>Experience unintended bias, assumptions, or microaggressions</p> <p>Avoid raising issues related to belonging, confidence, or discrimination</p> <p>This can reduce the effectiveness of coaching and discourage participation.</p> <p>2. Risk of heteronormative or cisnormative assumptions</p>	<p>awareness, respectful language, and understanding minority stress.</p> <p>Clear confidentiality boundaries, emphasising that coaching is a safe, non-invasive space.</p> <p>Student-led conversations, allowing individuals to decide what they share and what success looks like for them.</p> <p>Inclusive language and examples in all coaching materials, avoiding</p>	<p>coaching team leader</p>			
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		<p>Coaching approaches or materials that assume:</p> <p>Heterosexual relationships</p> <p>Binary gender identities</p> <p>Linear or “standard” life and career paths</p> <p>may unintentionally exclude or alienate LGBTQIA+ students.</p> <p>3. Confidentiality and trust risks</p> <p>If Peer Coaching becomes more formalised or linked to wider processes, LGBTQIA+ students may worry about:</p>	<p>heteronormative or gender-normative assumptions.</p> <p>Clear routes to opt out or request change (e.g. rematching) without requiring disclosure or justification.</p> <p>Feedback and monitoring, using anonymised data to identify whether LGBTQIA+ students report different experiences or outcomes.</p>				
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		<p>Disclosure of sexual orientation or gender identity</p> <p>Information being shared beyond the coaching relationship</p> <p>This can disproportionately impact students who are not “out” in all contexts.</p> <p>4. Disengagement due to dominant norms</p> <p>As with other groups, coaching that prioritises assertiveness, visibility, or self-promotion may feel particularly difficult for LGBTQIA+ students who have learned to manage risk by being</p>					
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		cautious or less visible in institutional settings.					
<b>Other specific group</b> (e.g., International or Access)	<p>Peer Coaching can provide:</p> <p>A consistent, supportive relationship</p> <p>A non-judgemental space for reflection</p> <p>Increased confidence and self-efficacy</p> <p>Peer Coaching - voluntary participation should:</p> <p>Empower students to set their own goals</p> <p>Allow them to engage at a pace that feels safe</p> <p>Reduce feelings of power imbalance</p>	<p>Commuter Students or Carers may find sessions inaccessible due to scheduling conflicts</p> <p>Students who have experienced trauma (e.g. bullying, discrimination, abuse, bereavement, violence, or systemic disadvantage) may be present across all equality groups.</p> <p>Trauma is often hidden or undisclosed, and its impact on engagement, confidence, trust, and communication can be significant. Poorly managed coaching conversations could re-trigger trauma</p>	<p>Timetable online and face to face sessions</p> <p>Review of training – is it trauma-informed – what are escalation protocols etc. Clear boundaries.</p> <p>Student-led engagement, non compulsory as standard</p>				

		responses., peer coaches could feel pressure to support beyond boundaries, may misread signals and make assumptions					
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### 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?

There will be ongoing feedback and monitoring – looking at uptake of the new Peer coaching model, students' confidence scores and longitudinal work to review continuation and completion rates. Every Peer Coaching session will have a pre and post survey looking at confidence measures. Peer Coaches will have regular observations.

When will you review this Equality Impact Analysis? Enter date or project stage suitable to the proposal:

Ongoing – the new Peer Coach model launches in the Autumn. Recruitment for the new Peer Coaches is in progress (April 2026), it will be possible to analyse post recruitment to review diversity of peer coaches post recruitment drive.

### 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: Xavier Baker

Date: 01/05/2026

### 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:

Faculty/ Department/ Service:

Date:

### 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. T 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

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.

