

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)

As a consequence of the ongoing process to realign the activities within Bristol Business School, the management structures within the Dept of Business and Management (BAM) and the Dept of Accounting, Economics and Finance (AEF) are being reviewed. This review has been undertaken in order to ensure that the consequent structures will best meet market, student and other stakeholder needs, providing the most appropriate and efficient support for teaching, student support, research and knowledge exchange/ business engagement activities for the realigned Business School.

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.

The realignment is intended to improve the clarity of focus of particular roles to ensure that they align more closely with FBL strategic goals and priorities and that they do so without duplication across roles (an area identified as problematic currently). The roles themselves are intended to meet the needs of students (UG & PGT) and other stakeholders (UWE support services and external agencies) more strongly as well.

Because of the identities of the staff involved in these changes, the activity will be neither negative nor positive in respect of equality groups. However we've identified some potential impacts on students from equalities groups, and have listed some considerations for staff from equalities groups that we would be mindful of if appropriate.

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.

Women, men, transgendered people

No envisaged impact – although role changes, or changes in work patterns can be more difficult to accommodate in instances where staff – statistically more likely to be female staff - have caring responsibilities, no changes likely to cause impact in this regard are planned.

Transgendered people in organisations can experience negative impact due to moving to a new team, or having a new line manager or different tutor, but again, no line manager / student facing changes with the possibility of impact of this nature is foreseen.

Black and minority ethnic groups

No envisaged impact affecting e.g. disproportionately high BME unemployment rates, as no employment status changes are taking place. The pool of student- and stakeholder-facing staff will remain largely unchanged.

Disabled people

This staff group would be likely to have existing adjustments pertaining to current roles, and in any such case these would need to be revisited in relation to any new or revised roles, with a concomitant need to ensure appropriate disability contact and support structures maintained during realignment processes. Student support in this regard will need to be maintained.

Younger or older people

Different needs in relation to staff training, development and relevant support for new roles, and aspirations; no impact envisaged regarding students/ stakeholders due to nature of changes

People of different religion and beliefs

People with different faiths and beliefs can experience negative impact due to having a new line manager if arrangements for leave or for periods of fasting are not promptly put in place, but no line manager / student facing changes with the possibility of impact of this nature is foreseen.

Lesbian, gay and bisexual people

LGB people in organisations can experience negative impact due to moving to a new team, or having a new line manager or different tutor, but again, no line manager / student facing changes with the possibility of impact of this nature is foreseen.

Pregnancy and maternity

People who are on leave can experience negative impact due to uncertainty or change of line manager, but no line manager / student facing changes with the possibility of impact of this nature is foreseen.

Marriage and civil partnership

No envisaged impact

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.

YES

Because of the identities of the staff involved in these changes, the activity will be neither negative nor positive in respect of equality groups. However we've identified some potential impacts on students from equalities groups, and have listed some considerations for staff from equalities groups that we would be mindful of if appropriate.

Equality analysis screening sign off:

Faculty Dean or Head of Service	
Faculty / service	
Date	

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)

BBS Re-alignment 2015 as it pertains to Dept of Business and Management

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

The aim is to create clearer role definitions within the Business School and better ensure that those revised definitions align more closely with FBL strategic goals and do so without duplication across roles (an area currently identified as problematic). The net consequence should be that we meet the needs of our students and stakeholders more strongly too.

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

- 5 current roles are being phased out.
- 3 new roles are being introduced. Role definitions have been written for the new roles in line with the aim of achieving greater clarity and reduced duplication.
- Other existing roles will be subject to some partial redefinition.

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

The role redefinitions to be undertaken by members of the FBL Faculty Exec through a consultation process with staff and UCU representatives. The newly defined roles will be open for employment applications from FBL staff and the usual University processes of slotting and matching and ring-fencing those affected by the roles being phased out will be employed in advance of the roles becoming available for others outside the ring-

fence to submit applications.

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

3 measures will apply:

The extent to which Faculty priorities are being achieved

Positive reports from Faculty staff that role clarity is improved;

Positive reports from students and stakeholders that lines of responsibility are clearer and improved.

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		No envisaged impact; although role changes, or changes in work patterns can be more difficult to accommodate in instances where staff — statistically more likely to be female staff — have caring responsibilities, no changes likely to cause impact in this regard are planned.	
Trans people		Transgendered people in organisations can experience negative impact due to moving to a new team, or having a new line manager or different tutor, but again, no line manager / student facing changes with the possibility of impact of this nature is foreseen.	
Black and minority ethnic groups		No envisaged impact affecting e.g. disproportionately high BME unemployment rates, as no employment status changes are	

		taking place. The pool of student- and stakeholder-facing staff will remain largely unchanged.	
Disabled people		This staff group would be likely to have existing adjustments pertaining to current roles, and in any such case these would need to be revisited in relation to any new or revised roles, with a concomitant need to ensure appropriate disability contact and support structures maintained during realignment processes. Student support in this regard will need to be maintained.	
Younger or older people		Different needs in relation to staff training, development and relevant support for new roles, and aspirations; no impact envisaged regarding students/ stakeholders due to nature of changes	
People of different religion and beliefs		People with different faiths and beliefs can experience negative impact due to having a new line manager if arrangements for leave or for periods of fasting are not promptly put in place, but no line manager / student facing changes with the possibility of impact of this nature is foreseen.	
Lesbian, gay, bisexual people		LGB people in organisations can experience negative impact due to moving to a new team, or having a new line manager or different tutor, but again, no line manager / student facing changes with the possibility of impact of this nature is foreseen.	
Marriage and civil partnership		People who are on leave can experience negative impact due to uncertainty or change of line manager, but no line manager / student facing changes with the possibility of impact of this nature is foreseen.	
Pregnancy and		No envisaged impact	

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

We are aiming to publish the full equality analysis to the various networks/committees supported by the equality and diversity unit. If further discussion is required the Faculty HRBP is happy to take it to the next E&D network meeting. The Full EA will be available via the FBL SharePoint site and available to our union colleagues working with us.

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).

There are no perceived negative impacts. A communication plan outlining the process of consultation and implementation will be employed. In addition to the revised role definitions being made available to all staff, individual meetings with all staff affected by the change will be convened (including HR involvement).

9. Please indicate the level of equality relevance:

- High
- Medium
- Low

10. **Equality analysis sign off:**

Faculty Dean or Head of Service	
Faculty / service	
Date	

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:

Plan completed by:

Service / faculty:

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required						
Consultation						
Monitoring and review arrangements						
Publication						
Other actions						

Please return form to the Equality and Diversity Unit