

Equality analysis form (DRAFT 2 post EDF)

1. Name of the activity (strategy, policy or practice etc)

UWE wide portfolio review – particular analysis of proposed exit impacts

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

The new strategy has set the ambition that UWE will be the best University in the UK for professionally accredited and practice-oriented programmes. In parallel a portfolio review has been undertaken to ensure that subject areas meet all of the following:

- Strategic fit – professional/practice-based focus + partnership activity
- Performance targets eg. in top 2 quartiles of subject league tables, NSS, retention, tariff
- Breadth/Depth – has a range of programmes at UG, PG and research
- Financial viability targets

The entire portfolio has been reviewed against a set of common indicators. This shows that not all subject areas currently meet these criteria, As a result, UWE will:

1. **exit** from some subjects/programmes (subject to appropriate consultation)
2. **invest** and/or restructure some subjects/programmes
3. **support** specific subjects/programmes to improve

This analysis seeks to assess the equality impacts of programme exits proposed for September 13 on staff and student groups.

The programmes proposed for 2013 exit are all politics and international relations provision (UG and PG), education learning and development and **education and early childhood studies** (UG). Exit from Music therapy (PG) is proposed from 2014-2015 academic year.

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

n/a

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

DVC Resources and PVC Exec Deans

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

Implementation of portfolio review activities over time will ensure that all UWE programmes are operating in the top 2 quartiles of subject league tables. Demonstrating strategic fit , meeting performance standards, and be financially viable.

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		<p>Staff The education staff are highly feminised 73% female</p> <p>Staffing in Polictics and IR is male dominated 70% male</p> <p>Music therapy is gender balanced</p> <p>Overall the workforce is 53% female , 47% male</p> <p>Possible adverse affect on part time and maternity leavers in seeking redeployment opportunities and there are less part time roles available in the wider job market</p> <p>Students 92% female student base in education subjects impacted</p> <p>Closure of education programmes may have overall negative impact on faculty/UWE gender balance</p> <p>Politics students have 66% male students</p> <p>Music therapy is 66% female students</p> <p>Overall the student populations is 54% female and 46% male</p>	
Trans people		<p>No known trans staff in impacted areas</p> <p>Unknown student position</p> <p>Data in relation to overall UWE position is not available</p>	
Black and minority ethnic groups		<p>Staff Less than3% of the staff teaching on all of these programmes are from BME</p>	

		<p>backgrounds</p> <p>Overall current UWE staff position is 6.2% BME data is about to be refreshed</p> <p>Students 8% of education students are from BME backgrounds</p> <p>10% of the Politics and IR students are from BME backgrounds</p> <p>2% of the music therapy students are from a BME background.</p> <p>All these programmes are underrepresented from a BME perspective – UWE overall BME =17%</p>	
Disabled people		<p>Staff Less than 2% of the staff teaching on these programmes have confirmed that they are disabled.</p> <p>Less than UWE overall of 4.4%</p> <p>Unemployment amongst the disabled community is higher nationally than non disabled . More difficult for disabled staff to find opportunities to meet their needs.</p> <p>Students 8% of students on the impacted education programmes are disabled, 12% of politics and IR and 17% of student of music therapy are disabled.</p> <p>All these percentages are higher than UWE average which is currently 6%</p> <p>It may be necessary to have new staff to support the run off who may not be familiar with student needs and reasonable adjustments made.</p> <p>Smaller cohort MIGHT impact timetabling which could in turn impact on disabled student experience</p>	
Younger or older people		<p>Staff 70% of education staff are over 50</p>	

		<p>30% of politics staff are under 35</p> <p>Music therapy too small a cohort to conclude that there is any significant age variation</p> <p>Average age of UWE employees is currently 45.</p> <p>Average UWE staff age in 47</p> <p>Students 77% of students on education programmes are under 21</p> <p>87% of Politics and IR are under 21</p> <p>Age data for music therapy is not available</p> <p>Older staff tend to find it more difficult to secure alternative employment at an equivalent level however EVSS options are more attractive to older staff due to likely longer service</p> <p>Severance not attractive to younger staff with less service</p>	
People of different religion and beliefs		<p>Staff The impacted staff almost exclusively fall into 3 categories Christian, no faith or unknown</p> <p>This data is very much typical of UWE overall with less than 5% of staff recorded as faiths other than Christian.</p> <p>Students Student data is not available</p> <p>Timetabling changes could impact adversely on religious observance for both staff and students</p>	
Lesbian, gay, bisexual people		<p>For staff the percentage of staff confirming that they are gay, lesbian or bi sexual is too small to report however redeployment to a new site or team and working with new colleagues may have an impact on LGB staff who may or may not be "OUT" in relation to current team</p>	

		No student data available	
Marriage and civil partnership		This review will seek not to treat staff in civil partnerships any differently from those who are married	N/A
Pregnancy and maternity		<p>Staff More difficult to secure redeployment and as such would need to be prioritised for redeployment</p> <p>Students– exit could be problematic as they may wish to delay programme completion and the programme may have closed before return.</p>	

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

Given the sensitivity of this topic to date only VCE Group and have been engaged in development of business case and EA at the time of academic board consideration.

Further consultation with equality groups, trades Unions and impacted staff to take place in later half of February 2013 before final decisions re exits are made and from March 2013 as part of the formal consultation in relation to programmes where the decision is made to close.

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).

We will provide a “for all” approach to providing support during the closure period ie all staff to have regular one to ones with line managers , regular communication from the PVC Exec dean etc
 If exit is final decision then EVSS will be made available.
 Careers advice to be provided to impacted staff
 Redeployment support provided
 Time will be provided to attend interviews
 Attention given the ensuring that reasonable adjustments are transferred to new posts.
 Comprehensive communications to all groups via different media- adjustments made to communications for different groups

9. Please indicate the level of equality relevance:

High X Medium Low

10. Equality analysis completed by:

Name	Debbie England (on behalf of VC)
Post title	Acting Director of HR
Faculty / service	HR
Date	February 2013 redraft 26 February 2013

Equality analysis - action plan

Appendix 1

Name of activity: Portfolio Review

Plan completed by:

Service / faculty: ACE and HLS

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
Information/data required	Determine options for individual impacted staff	PR (P and IR) MG for MT AF for education	Data on staff and student for proposed programme exits	TBA dependant on academic board recommendation and outcomes of formal consultation		
	Student data required to identify issues for students					
	Seek data to determine whether there is evidence of lower school achievement /lower entry tariff for any protected characteristic group.	DE	National data on school achievement by protected characteristic	March 2013		
	Compare the UWE entry tariff for our proposed closure programmes and local alternative provision	DE				
	Seek data to analysis mix of current applicants for these programmes to establish if there are likely	DE				

	to be detriments to any group					
Consultation	<p>Consultation on business case and EA required as part of formal consultation</p> <p>Ensure that staff mat leave /long term sick receive communications</p> <p>Ensure adjustments are made to timing and nature of communications to ensure that they are accessible to all</p>	<p>DE</p> <p>Line managers and HRBPs</p> <p>Line managers and HRBPs</p>		<p>Feb/March 2013</p> <p>From Feb and ongoing</p> <p>From Feb and ongoing</p>		
Monitoring and review arrangements	<p>Reviewed as part of project board</p> <p>Monitor take up on EVSS, redeployment</p>	<p>DVC</p> <p>DE</p>		<p>From Feb 13 and ongoing</p>		
Publication	After formal consultation	E and D unit		End March 2013		
Other actions	<p>Put careers support in place</p> <p>Identify redeployment opportunities</p>	<p>DE</p> <p>HRBPs</p>		<p>Dependant on final decisions made including timescales agreed</p>		

	<p>Check panel composition for redeployment interviews</p> <p>Ensure that managers of disabled staff and personal tutors of students impacted by these proposals take time to consider the impact on disabled staff and students in relation to reasonable adjustments</p>	<p>HRBP and resourcing team</p> <p>Line manager and personal tutors</p>				
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Please return form to the Equality and Diversity Unit