

## Equality 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 and Diversity Unit: [EqualityandDiversityUnit@uwe.ac.uk](mailto:EqualityandDiversityUnit@uwe.ac.uk).

<b>Activity Title</b>	Transition to Colleges and School Phase 2
<b>Project Manager and Contact</b>	Angela Hall Meza (HR Business Partner – Implementation lead)

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

We are moving to a new structure of academic schools, each led by a Dean of School, with an infrastructure focused on supporting and delivering excellence in learning and teaching, research and enterprise. Our academic schools will each sit within a college, led by a Pro Vice-Chancellor Head of College, and supported by a college senior leadership team, who will connect colleges with each other, to professional services and the Directorate.

We are taking a phased approach over the coming months. Since September 2022 our existing subject areas have been clustered under the proposed three college structure. This will help us to give colleagues some stability during this period. The number of schools per college, and what they will be named, has been determined through engaging in open and transparent conversations with staff, students and other stakeholders.

As the different phases will be impacting on different groups of staff we will need to review the equality analysis on an ongoing basis to ensure that we are considering potential impacts throughout. Consideration will also be made to the fact that there will be direct and indirect impacts whereby an individual, or group of individuals may not be impacted directly by the change (i.e. role / reporting lines / location – all remain the same) the transition to a college structure will enhance the way in which we work which could potentially have an impact on individuals.

#### **College of Arts, Technology and Environment**

##### **PVC Head of College: Elena Marco**

- School of Architecture and Environment
- School of Engineering
- School of Computing and Creative Technologies

- School of Arts

### **College of Business and Law**

#### **PVC Head of College: Yvonne Beach**

- Bristol Business School
- Bristol Law School

### **College of Health, Science and Society**

#### **PVC Head of College: Marc Griffiths**

- School of Health and Social Wellbeing
- School of Applied Sciences
- School of Social Sciences
- School of Education and Childhood

The number of roles 'at risk' will remain minimal during this reorganisation, the roles impacted in this second phase will mostly be in J & I grade faculty and department leadership roles - staff impacted by the reorganisation have been identified in the scoping document, measures will be taken to support people in these roles as we work through the details of the change.

- Where possible, and where roles are broadly similar people will be aligned to and matched to posts. An internal selection process will need to happen where there are less roles available than people ringfenced, or where roles are significantly different to existing posts.
- We do not anticipate changes to shift patterns / working hours,
- We do not anticipate many, if any, redundancies.
- We do not anticipate changes to physical or virtual working environments,
- New roles will need to be evaluated to assess if there are any changes to grading in line with the evolution of the new job roles.
- We do not anticipate any negative impacts to the student experience,
- As with all change we anticipate that there will be elements of the change that might cause stress, a well-being action plan has been developed to support staff through the change process.

Consideration needs to be given to the potential impact on different groups of staff, these impacts need to be continuously reviewed as the change progresses, this will be done through engagement sessions with staff, during 1:1's and will be monitored via progress meetings during and after consultation.

This document considers the school design for the next phase of the transition to Colleges and Schools, we will review the assessment from phase 1 through the lens of the changing demographic as we expand our work to include the School Leadership roles, we anticipate that these roles will sit in I and J grade therefore the data we will be reviewing will be based on the changing group of impacted staff.

Each PVC Head of College will review this data in line with their colleges and add any pertinent comments or considerations in the boxes below.

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

We will be seeking to engage with key stakeholder groups including: EDI, Trade unions, Faculty representatives, staff networks and the Students Union. As the group of people who are impacted is a relatively small number of people (when compared to the whole college demographic) we will use high level data from the staff compendium so as to avoid identifying individuals in impacted groups.

**3. 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.

	<b>Possible Negative or Positive Impact on Groups<sup>i</sup></b> Include relevant data if possible.	<b>Action Planning:</b> how will you mitigate negative and maximise positive outcomes? <b>Please feed information from this action plan to your activity's own planning documents e.g. action plans, risk registers, benefits maps</b>				
		<b>Actions Required</b> Here are some <b>suggestions</b> from the E&D Unit – please go ahead and modify/add/delete to fit your context.	<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)	The transition from Faculties / Departments to Colleges and Schools is designed to instigate a cultural shift which will promote a more collegiate, collaborative working environment which will enhance both the student and staff journey. Whereas it is anticipated that this shift will have an overall positive effect in creating an improved working environment the actual process of change itself can have a negative impact on all staff. Staff who are not directly impacted may still be worried about the impact of	Make use of team meetings and one to ones and communicate about the change in a clear and timely way. Support will be provided to the main College contacts in order to ensure consistency in the messages to staff. A wellbeing action plan has been developed in order to support the impact of change on all groups, this should be reviewed and nuanced for each College/School to ensure particular consideration is given to any groups that may be particularly affected.	PVC Head of College Deans and Heads of School and the College Executive	Ongoing - To be reviewed through each phase	All staff impacted feel listened to, consulted with and have received responses to queries and concerns they have raised. All staff impacted feel they have received full support through the transition and there is a feeling of 'starting as we mean to continue' with regards to the ways of working.	

	<p>decisions made in this stage of the change and the knock-on effects this could have.</p> <p>The change allows an opportunity for Colleges to consider how EDI is managed in the new structure; this could include attending the Inclusive Teaching and Learning training session, becoming part of the Award Gap Community of Practice, and managers promoting History Months to teams to learn more about different cultures.</p>	<p>Engagement with the different staff networks / TU's / Senior Diversity Champions and the students union in order to ensure full representation during the consultation phase.</p> <p>Regular communication and clear information with clear routes to contribute to the decision-making process.</p> <p>The responsibilities towards inclusive practice are clear in the Job Descriptions and relevant training (i.e. Inclusive Practice in Learning and Teaching) is provided (where required)</p> <p>Encouraging use of the Inclusive Practice Toolkit: <a href="https://intranet.uwe.ac.uk/tasks-guides/Collection/inclusive-curriculum-and-practice-toolkit">https://intranet.uwe.ac.uk/tasks-guides/Collection/inclusive-curriculum-and-practice-toolkit</a> as well as college specific initiatives to address awarding gaps, decolonisation of the curriculum etc.</p>				
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	<p>During phase 2 it is anticipated that there will be minimal recruitment activity – if there is some recruitment this could provide an opportunity to improve the representation of a characteristic, or characteristics, in the teams through recruitment.</p>	<p>Job descriptions to be reviewed to ensure diverse language used. Consideration should be given throughout the recruitment process to ensure that there are mitigations against impacts on any particular groups. Where roles are to be advertised externally the colleges may work with HR Resourcing to promote roles on external pages including Voscour or community boards.</p> <p>As well as using the inclusive resourcing toolkit: <a href="https://intranet.uwe.ac.uk/tasks-guides/Guide/inclusive-resourcing">https://intranet.uwe.ac.uk/tasks-guides/Guide/inclusive-resourcing</a></p>	<p>PVC Head of College Deans and Heads of School and the College Executive</p>	<p>Ongoing - To be reviewed through each phase</p>	<p>Recruitment activity should feel inclusive and positive, with appropriate representation and some successful appointments for roles that are underrepresented.</p>	
<p><b>Age</b> (older people, younger people)</p>	<p>Around a third of staff in the impacted groups are over the age of 54 (EDI statistics data). Older employees or employees that have been in roles for a long time could potentially be negatively impacted by the changes to</p>	<p>Have open and honest conversations with all staff for early identification of any skills gaps, and book/fund training. There will be individual consultations with all impacted staff and 1:1's</p>	<p>PVC Head of College Deans and Heads of School and the College Executive</p>	<p>Ongoing - To be reviewed through each phase</p>	<p>All staff impacted feel listened to, consulted with and have received responses to queries and concerns they have raised.</p>	

	<p>job roles, they may have different needs in relation to preparation / training to be ready for the changes in the roles and / or preparation for any recruitment processes.</p> <p>Some older employees who are closer to retirement may feel particularly unsettled by the change process.</p>	<p>available for staff not in scope but may want to discuss the changes with their people manager.</p> <p>Pay particular attention to ensuring that older staff feel supported and valued through 1:1s</p>			<p>All staff impacted feel they have received full support through the transition and there is a feeling of 'starting as we mean to continue' with regards to the ways of working. This does not vary by age</p>	
<p><b>Disability</b>, including mental health and non-visible disabilities</p>	<p>The proportion of staff who have declared disabilities varies between Colleges – it is between 5% and 8%.</p> <p>There are no anticipated changes to working hours, shift patterns, line management arrangements (other than at the most senior level) FTE, physical or virtual working environment, or grade/job role that would prompt an exploration of staff reasonable adjustments, or which might affect people who need to attend disability-related appointments.</p>	<p>Explore with impacted staff during 1:1's to ensure no assumptions have been made with regards to any needs for reasonable adjustments as not all disabilities are visible.</p> <p>As we work through the phases, if a disabled person will have a new manager, ask whether they would like information on any existing adjustments to be passed on to their new manager, and respect their wishes in a timely way.</p> <p>Use the change process to reaffirm our commitment</p>	<p>PVC Head of College Deans and Heads of School and the College Executive</p>	<p>Ongoing - To be reviewed through each phase</p>	<p>As above.</p>	

	<p>Disabled staff may find the change process more difficult if materials are not accessible or if meetings are held in inaccessible locations.</p> <p>There are relatively high levels of missing data about disability across all Colleges where disability status is not known.</p> <p>There may be an opportunity for staff to tell us about their disability status should they not have done previously or if it hasn't been updated in some time.</p> <p>People may become disabled at any point and may be disabled without having disclosed to UWE.</p>	<p>to providing appropriate reasonable adjustments for all (not just for staff who have already disclosed a disability). Care will be taken to ensure written communication is accessible (for example it is written in clear English and is readable through a screen reader). Meetings on campus will be held in accessible locations with reasonable adjustments offered. Meetings could also be held online if agreed by the individuals involved where the benefit to doing so outweighs any potential costs of not meeting in person.</p>				
<p><b>Women and men</b></p>	<p>The Gender balance varies from college to college. The impacted cohort in <b>CBL</b> is fairly balanced, <b>CATE</b> have 35% Female and 65% Male and</p>	<p>Embed Athena Swan and gender equality more generally into the creation of colleges. This will ensure there is attention paid to the culture and developing working practices.</p>	<p>PVC Head of College Deans and Heads of School and the</p>	<p>Ongoing - To be reviewed through each phase</p>	<p>As above.</p>	

	<p><b>CHSS</b> have 61% Female and 39% Male.</p> <p>Female employees may worry that new job descriptions or organisational structures do not recognise their roles and contributions fully. They may be concerned that new job descriptions place greater value on some skills or behaviours that are typically associated with men or male traits.</p> <p>We do not anticipate any changes to working hours, shift patterns or FTE that might affect people with caring responsibilities who are more likely to be women.</p> <p>Combining the gender and age data suggests that around 1/6th of affected staff could be in the approx. age and gender bracket to be experiencing symptoms of menopause, though not all women will be experiencing it, and not all will be experiencing</p>	<p>Job descriptions will be developed using a gender bias identification tool.</p> <p>Consultation and engagement of key female staff will ensure their skills and capabilities are recognised in the new structure.</p> <p>Have open and honest one to ones with all staff, and particularly women, about how they access their work and any adjustments that could be made. Explore options which retain and include diverse staff.</p> <p>Explore during 1:1's with impacted staff to ensure no assumptions have been made with regards to any impacts on women or men with caring responsibilities.</p> <p>signposting the menopause policy for all staff.</p> <p>Managers need to be equipped to check in with staff during 1:1's to ensure they are supported.</p>	<p>College Executive</p>			
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	significant symptoms, or want to raise this as part of the process.					
<b>Trans and non-binary people, including gender reassignment</b>	Trans and non-binary people in organisations may experience negative impact due to moving to a new team or having a new line manager. This group may be concerned about disclosing their trans status to a new manager and gaining the understanding of a new team. Trans and non-binary people can experience negative impact due to having a new line manager if arrangements for leave and other process related to transitions are not promptly put in place.	The change is an opportunity for <a href="#">staff training</a> and culture change reinforced by senior team. It is important for new managers to ensure they get to know new members of their team so that they feel comfortable in their new work environment and with their new colleagues.	PVC Head of College Deans and Heads of School	Ongoing - To be reviewed through each phase	As above.	
<b>Marriage and/or civil partnership</b>	There are no anticipated impacts for this group.					
<b>Pregnancy and/or maternity, including Adoption</b>	People who are on extended leave could experience negative impact due to uncertainty (not feeling in the communication loop) or change of line manager. As this transition will be phased over an extended	You must contact employees on maternity, adoption, paternity or shared parental leave if there are promotion, pay rise or other job opportunities, there is the possibility of a redundancy, or there is a re-	PVC Head of College Deans Heads of School	Ongoing - To be reviewed through each phase	As above.	

	<p>period this will need to be reviewed on an ongoing basis as maternity/pregnancy status' will change</p>	<p>organisation that might impact the employee's job. You may contact employees on maternity, adoption, paternity or shared parental leave to let them know about other sorts of changes, as part of a commitment to stay in general contact. The College / Schools may decide together to arrange a KIT (<a href="#">maternity</a> or <a href="#">adoptive</a> leave) or SPLIT (<a href="#">shared parental leave</a>) day so that relevant staff can hear more and have the opportunity to ask further questions.</p>				
<p><b>Race</b>, including ethnicity and citizenship</p>	<p>Each School will need to consider if there are any changes to line management or team structure that might inhibit Black, Asian employees, employees from other minority ethnicities in the UK or people or white people from countries other than the UK from being their authentic selves with respect to their culture, among their colleagues.</p>	<p>The change is an opportunity for <a href="#">staff training</a> and culture change reinforced by senior team.</p>	<p>PVC Head of College Deans and Heads of School</p>	<p>Ongoing - To be reviewed through each phase</p>	<p>As above.</p>	

	<p>All Colleges / Schools are likely to be underrepresented, particularly in terms of Black, Asian, Minority Ethnic employees – the recruitment that will be required during the different phases of this change is an opportunity to address this through inclusive recruitment best practise</p>	<p>All Schools should engage with the resourcing department to ensure any vacancies are advertised in such a way as to encourage applications from candidates with diverse backgrounds and particularly state we welcome applications from Black, Asian and minority ethnic communities.</p> <p>.</p> <p>All recruitment panellists should have attended appropriate EDI training and recruitments panels should / wherever possible, have representation from Black, Asian, Minority Ethnic as well as diverse gender panels.</p> <p>It is important to be transparent with the individual asked to be part of the panel, why they</p>	<p>PVC Head of College</p> <p>Deans and Heads of School</p>	<p>Ongoing - To be reviewed</p>	<p>As above, plus Recruitment activity should feel inclusive and positive, with appropriate representation and some successful appointments for roles that are underrepresented. Advertising in more diverse media as well as working with consultants/recruitment agencies for senior roles will help to ensure that more applicants from Black, Asian and minority ethnic communities apply and are therefore successful.</p>	

		have been asked and to do so sensitively.				
<b>Religion and/or belief</b> , including those without religion and/or belief	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. Staff from different cultural backgrounds may have different communication norms.	Have open and honest one to ones with all staff, and particularly those with religions or beliefs about any adjustments that could be made to ensure their needs are met. Explore options which retain and include diverse staff.	PVC Head of College Deans and Heads of School	Ongoing - To be reviewed through each phase	As Above.	
<b>Sexual orientation</b>	As Departments transition to Schools each phase will have the possibility of lesbian, gay and bisexual staff in organisations experiencing negative impact due to moving to a new team or having a new line manager. This group may be concerned about disclosing their sexual orientation to a new manager and gaining the understanding of a new team.	The change is an opportunity for <a href="#">staff training</a> and culture change reinforced by senior team. It is important for new managers to ensure they get to know new members of their team so that they feel comfortable in their new work environment and with their new colleagues.	PVC Head of College Deans and Heads of School	Ongoing - To be reviewed through each phase	As Above.	

<sup>i</sup> A **positive outcome** or impact is where a person or people may experience an advantage or benefit as a result of the proposed change. This includes positive action to overcome a disadvantage, meet different needs or encourage participation. For example, increasing lighting in public spaces of campus, which increases personal safety,

particularly for people from protected groups. A **negative outcome** or impact is where a person or people may experience a disadvantage compared with others, or compared with what was previously available, or planned. For example a new bus service is set up to help all students travel between campuses, but no drop kerbs or accessible buses are available. Bear in mind that some negative outcomes may be justified on the basis of a legal requirement or applicable exemption including use of positive action or where the outcome would conflict with other legislation, e.g. Health & Safety. If a negative outcome can not be mitigated due to a legal requirement, identify the legislation and considerations you have considered to reduce the negative impact and/or rationale for the decision. More information on outcomes.

ii Please note that data may give a partial description of demographic profiles of relevant staff: open and honest team and one to one conversations are recommended to get a full picture of any support needed by teams and individuals during staff changes.

4. Project Manager Next Steps		Delete or complete as appropriate	
Does this Equality Analysis require consultation of 3 or 6 weeks (chart to help you decide <a href="#">here</a> )		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)		Yes	
What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome?	Staff / Union feedback on the success of the transition, feedback from relevant teams, stakeholder groups and from equality, diversity and inclusivity stakeholders. Staff turnover could be reviewed to ensure no group is particularly impacted,		
When will you review this Equality Analysis?	Monitoring will be conducted during weekly progress / support meetings with the College Executive		

5. Equality and Diversity Unit Review			
The Equality and Diversity Unit has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation			
Equality and Diversity Unit representative	AJohnson	Date	06.03.23

6. College/Service/ Departmental Sign off	
I am satisfied with the results from investigation, consultation and analysis. The progression of this EA 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.	
Head of College / Head of Department / Head of Service	Professor Marc Griffiths 
College / Department / Service	CHSS

Date	Tuesday, 07 March 2023
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**7. 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.

You said	We did

**Please forward an electronic copy to the E&D Unit by emailing [EqualityandDiversityUnit@uwe.ac.uk](mailto:EqualityandDiversityUnit@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.**