

# 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)

Creation of FBL External Engagement Unit including replacement of the existing Professional and Executive Development Unit (PED).

The review is to ensure that we have a sustainable executive education model that contributes to the new Faculty strategy in the area of external engagement.

#### 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.

In line with the University's 2020 strategy, one of the key aims of the Faculty's new approach to external engagement is to ensure that all students benefit from programmes which are externally engaged. Delivering on the Faculty strategy also necessitates having clear and demonstrable links between research and external engagement activities for the benefit of staff.

One of the current contributors to the faculty's external engagement activity is the PED Unit which delivers the faculty's commercial income generation activity. The PED unit currently is separate from the core business of the Faculty (teaching, learning and research) and the staff within the unit are largely fixed term/consultant appointments. Thus, as part of developing a more integrated approach to external engagement, the current PED model needs revising to ensure future sustainability and to maximise opportunities to link the development and delivery of commercial work with core academic activity across the Faculty.

This proposal seeks to increase opportunities for students to gain some benefit from external engagement and to increase the opportunities for staff to be involved in developing and delivering commercial business activity. The external engagement unit aims to reduce reliance on external consultants to deliver commercial activity, create more permanent roles going forward rather than the current dependence on fixed term posts, embed external engagement activities within departments to enhance links to core business and create internal capacity to deliver on commercial and non-commercial external engagement activities. All of these aims are considered to be to the benefit of staff and students.

#### 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.

External engagement opportunities (e.g tendering for commercial work, delivering commercial

work, attending functions, networking) can sometimes take place on evenings and at weekends. This may impact on those who have caring responsibilities (statistically more likely to be females and can impact upon disabled people)

There is also a need for off-site working to enable external engagement and so this may impact on individuals with mobility issues.

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 – potentially.

There may be some opportunities for the groups to be impacted positively. By involving more staff in the external engagement activities, we would hope to see diversity within the team. Part of the rationale for enhancing external engagement within the faculty is to enrich the staff and student experience.

**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)

FBL review of professional and executive education (PED).

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

The objective is to re-focus the work of PED from solely focusing on generating external income to generating external income and linking this to the learning, teaching and research activities within the Faculty. The overall objective is to ensure that we have a hub that is focused on external engagement in its broadest sense.

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

The revised unit will focus on broader external engagement rather than just on generating commercial income.

The director will report to the deputy dean rather than the associate dean (research)  
The two alumni posts will report to the director rather than to the Faculty Business Manager.

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

The deputy dean will be accountable at executive team level. The director of the new unit will have strategic and operational responsibility for the unit activities.

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

The following KPIs will be used:

Commercial Income = £5 million per year

Research Income = £5 million per year

100% of Programmes contain practice-oriented experience /EE activity

In addition, we hope that the change impacts positively on staff experience and engagement. The staff engagement survey and the stress survey reveal less than positive results for the Faculty. The changes proposed will result in mostly permanent (rather than all fixed term/secondment as is currently) roles and so this should improve satisfaction. In addition, linking the new hub to the faculty strategy is important for people as it enables them to see clearly where they can contribute to the overall strategy. We hope that this also improved staff satisfaction.

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.

	<b>Yes</b>	<b>No</b>	<b>Not known</b>
<b>Women and men</b>		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. This may be an issue here although we won't know until we have appointed staff.	
<b>Trans people</b>		Transgendered people in organisations can experience negative impact due to moving to a new team, or having a new line manager. Some staff will have a new line manager in the new structure if they are appointed to the positions.	
<b>Black and minority ethnic groups</b>		No envisaged impact affecting e.g. disproportionately high BME unemployment rates. The one person in the scope of this change is not from a BME group,	
<b>Disabled people</b>		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. This group may be affected by the evening/weekend work and by the need for off-site working.	
<b>Younger or older people</b>		Different needs in relation to staff training, development and relevant support for new roles, and aspirations; older people are more likely to find evening and weekend work harder.	
<b>People of different religion and beliefs</b>		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. There will be some staff with a change to their line manager if they are appointed to the new roles.	
<b>Lesbian, gay, bisexual people</b>		LGB people in organisations can experience negative impact due to moving to a new team, or having a new line manager. Some changes to team are to be expected if candidates are successful in being appointed to the new roles.	
<b>Marriage and civil partnership</b>		People who are on leave can experience negative impact due to uncertainty or change of line manager. There is no impact on the member of staff affected foreseen.	
<b>Pregnancy and maternity</b>		People who are on leave can experience negative impact due to uncertainty or change of line manager. This group may be impacted by the evening/weekend	

		work.	
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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 will publish the full equality analysis as part of the consultation and so it will be considered by staff and teams across the Faculty. 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. In addition to the revised PED structure being made available to all staff, meetings with all staff affected by the change will be convened (including HR and Union involvement).

9. Please indicate the level of equality relevance:

- High
- Medium
- Low

10. **Equality analysis sign off:**

Faculty Dean or Head of Service	Donna Whitehead
Faculty / service	FBL
Date	24 <sup>th</sup> May 2016

**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: Review of PED

Plan completed by: Donna Whitehead

Service / faculty: FBL

Issues	Actions required	Responsible Person	Resources required	Target date	Success Indicators	What progress has been made?
<b>Information/data required</b>						
<b>Consultation</b>	3 week consultation to begin Thursday 2 <sup>nd</sup> June.	Fiona Jordan	None	2 <sup>nd</sup> June – 23 <sup>rd</sup> June	Analysis open for comment. Proposed new structure open for comment	Draft timeline in place
<b>Monitoring and review arrangements</b>						
<b>Publication</b>	To be included with the consultation launch	Fiona Jordan	None	2 <sup>nd</sup> June – 23 <sup>rd</sup> June	Analysis and proposed structure commented on	
<b>Other actions</b>						

Please return form to the Equality and Diversity Unit