

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.)

Integrated Services (Open Door Team)

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 Integrated Services Project Team will be implementing 'Open Door Teams' across the Universality Campuses. The Open Door Teams will co-locate different Professional Services at key locations on each campus to provide support to both students and academic colleagues.

The Open Door Teams will be able to provide where possible a one point of contact service to deal with queries from students which will improve the student experience and support academic colleagues to deliver outstanding learning experiences. This will build on the effective working relationships between professional services, academics and students.

There is a need to ensure our services are visible, accessible and fit for purpose and this will link into the Professional Services Space Programme.

Communication will be key to this project for both staff and students. Keeping them updated on changes and proving them with the opportunity to provide feedback on this project.

To provide cross functioning teams, which will build on knowledge and expertise through staff training and shadowing.

The project team has engaged Stakeholders from the beginning and will be linked into the wider Student Journey Programme.

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.

Location and size of the Open Door Teams. This needs to be considered and addressed as part of the wider project and linked into the wider Professional Services Space Programme.

If the location and support is not right for students and staff across the University this could cause a negative 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.

- Access to or participation in UWE Faculties or Professional Services?
Positive Impact: The implementation of new Open Door Teams across the University will be able to provide more support to both students and academics.

Potential Negative Impact: Locations and size of space for the new Open Door Teams have yet to be determined.
- Levels of representation across the UWE workforce?

 The proposed changes will not negatively impact levels of representation across the UWE workforce.
- Student experience, attainment or withdrawal?

Positive Impact: The student experience will be improved by having Open Door Teams in key locations around the University. They will be able to provide a seamless experience for the student which will improve attainment and reduce levels of withdrawal.

 By bringing together Professional Services a more diverse workforce will be visible.
- Staff experience?
Positive Impact: The implementation of new Open Door Teams across the University will be able to provide more support to academics.

Potential Negative Impact: Locations and size of space for the new Open Door Teams have yet to be determined.

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.)

Integrated Student Services (Open Door Team)

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

The Integrated Services Project Team will be implementing 'Open Door Teams' across the University Campuses. The Open Door Teams will co-locate different Professional Services at key locations on each campus to provide support to both students and academic colleagues.

By bringing together academics, professional services and students we can build a more effective working relationship. This will enhance the ways in which we work together, the spaces we use to ensure our services are visible, accessible and fit for purpose.

To build on current Best Practices used across the different services.

Please find an outline of the [Project Plan](#).

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

N/A

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

Project Sponsor: Jo Midgley
Integrated Services Project Manager: Caroline Ponting
Integrated Services Project Team – See Appendix A

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

An initial pilot will be carried out from the Information Point within Q Block for 6 months starting from January 2016.

Measures will be put in place to monitor the success of the pilot. Further details on how the project will be monitored can be found in Appendix B.

On successful completion of the pilot the implementation of further Open Door Teams will take place across all University Campuses. This will link in with the timings of the Professional

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 / Knot Known
Women and men	
Trans people	
Black and minority ethnic groups	
Disabled people	<p>Staff who have health concerns including anxiety and neurological issues may be impacted by the changes take placing. Additional support will be made available to staff where required to support them through the changes.</p> <p>Ensuring Reasonable Adjustments are in place for staff who require additional support, particularly when working in a 'Hot Desk' environment. For the pilot it has been agreed that the responsibility of moving any additional equipment will be arranged either by the individual or their line manager with the use of porters if required. Should the pilot become a permanent process then relevant line managers may wish to review how they provide support moving forward.</p> <p>This will take place through meeting with the individual and their line manager to discuss requirements and time scales of implementation.</p> <p>An issue had arisen with a photocopier being too high for some staff to use. This matter has now been resolved, by having the photocopier on a lower table for all staff to reach.</p>
Younger or older people	
People of different	

religion and beliefs	
Lesbian, gay, bisexual people	
Marriage and civil partnership	
Pregnancy and maternity	
All Groups	<p>No – The location will be designed for all.</p> <p>Yes - Within Q Block Information Point there is currently no space available to take any students if they wish to discuss anything confidential unless a Student Support Adviser Pod is available. – This matter has now been resolved. Confidential glass frosted pods are being put in place for Student Support Advisers. In addition we have arranged with the Faculty of FET that we can use some of their meeting rooms for impromptu meetings with students via their booking system.</p> <p>Yes – With the exception of Marriage & Civil Partnership, we can bring together professional services where there will hopefully be more flexibility available to staff to allow them to attend group meetings through the staff network.</p> <p>Not Known - Locations and size of space for the new Open Door Teams have yet to be determined.</p> <p>Decorating the space with inclusive posters, flags etc will help reinforce the message that support is available for all students and staff, and no topic is off-limits.</p> <p>Reports of the room being cold due to drafts coming through the windows including the smell of smoke, from people smoking outside near the windows has been raised with facilities and we are waiting on their investigation.</p> <p>Any line manager who identifies a member of their team to be working within the Open Door Team must be having a conversation with them to check if they have any additional requirements.</p>

The following information provides a breakdown of the UWE community by protected characteristics.

Characteristic:		Staff Population		Student Population	
		No. of Staff	Proportion of Total Staff Population	No new student enrolments in 2015/16	% new student enrolments in 2015/16
Gender	Female	2125	58%	4757	55%

Characteristic:		Staff Population		Student Population	
		No. of Staff	Proportion of Total Staff Population	No new student enrolments in 2015/16	% new student enrolments in 2015/16
	Male	1533	42%	3872	45%
Trans People	Yes	19	0.5%	No data held	
	No	2694	74%		
	Prefer not to say	69	1.9%		
	No data held	876	24%		
Ethnicity	White	3264	89%	6561	76%
	BME	277	7.6%	1938	22%
	Unknown	117	3.2%	127	1%
Disability	Disabled	228	6.2%	787	9%
	Not Disabled/Unknown	3430	94%	7839	91%
Age	Under 25	134	3.7%	Not categorized in this way	
	25-34	696	19%		
	35-44	973	27%		
	45-54	973	27%		
	55-64	782	21%		
	65+	100	2.7%		
	Under 21 on entry	n/a		4939	57%
	Over 21 on entry			3687	43%
Religion or Belief	Buddhist	34	0.9%	28	0.6%
	Christian	1013	28%	1106	25%
	Hindu	23	0.6%	26	0.6%
	Jewish	11	0.3%	7	0.2%
	Muslim	41	1.1%	198	4.5%
	Sikh	5	0.1%	28	0.6%
	Another religion/belief	102	2.8%	111	2.6%
	No religion/belief	1296	35%	2682	60.6%
	Not declared/prefer not to say	306	8.4%	240	5.4%
	No data held	827	23%		
Sexual Orientation	Bisexual	37	1.0%	60	1.4%
	Gay man	49	1.3%	38	0.9%
	Gay woman/Lesbian	46	1.3%	23	0.5%
	Heterosexual/Straight	2455	67%	3938	89%
	Other	18	0.5%	35	0.8%
	Not declared/prefer not to say	233	6.4%	175	4.0%
	No data held	820	22%	157	3.5%

(staff population data is from the December 2014 staff compendium, student population data is from Student Demographic enrolments dashboard in Business Intelligence portal and includes all new enrolments (e.g. full time, part time, international, home, EU fee status, all award types) Student religion and belief and sexual orientation data is from UCAS and only includes students who have applied through UCAS and been accepted onto UWE courses starting in September 2015.

[student demographics](#)

[staffing compendium](#)

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

Took part in the Equality Engagement Event at Bower Ashton on the 2nd December. Representatives from both staff and students took part.

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).

Once the individuals who are taking part in the pilot have been identified, then any support needs will be addressed on an individual basis when planning their change in desk and location for this period of time.

9. Please indicate the level of equality relevance:

High

Medium

Low

10. **Equality analysis sign off:**

Faculty Dean or Head of Service	Jo Midgley
Faculty / service	VCO
Date	23/3/16

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	On an individual basis, any information will be sought regarding support needs for the pilot period for staff relocating to this area for this set period of time.	Line manager/ co-ordinator of pilot project	As identified	To coincide with start date of the pilot.	All employees taking part in the pilot will be have any needs fully addressed during this time and feel supported.	Not yet identified individuals to take part in the pilot.
Consultation	Consultation with staff affected by the pilot has already started and is ongoing and there will be individual meetings with staff who will take part in the pilot itself.	Integrated Services Project Manager, local line managers, HR	Staff resource	Before the pilot starts in January	All staff affected feel involved and up to date.	Ongoing
Monitoring and review arrangements	The pilot will be carefully monitored and reviewed to ensure any learning from this pilot scheme will be fed into a more	Integrated Services Project Manager and Pilot scheme co-ordinator	Staff resource	Ongoing during the pilot	Useful data and employee feedback captured to allow a full review of the pilot to take	It will start when the pilot starts in January.

	permanent arrangement.				place.	
Publication	Internal comms are working on a communications plan for the pilot. There has already been communication from Jo Midgley regarding the proposal of the pilot. There is a working project group with reps from across the University who are feeding back to their areas.	Integrated Services Project Manager, Internal comms and Pilot scheme co-ordinator	Staff resource	Ongoing before the pilot starts and to continue after the pilot finishes.	Staff across the University are aware of the pilot.	Already started
Other actions						

Please return form to the Equality and Diversity Unit

Appendix A – Integrated Project Team

- Caroline Ponting (Chair) – Academic Services
- Carol Horlick (Clerk) – Academic Services
- Tracey Davies – Academic Services
- Ellie Clark-Webster (Customer Liaison and Outreach Manager) for the Library Services
- Peter Rawlings - ACE
- Helen Millican - ACE
- Kerry Fey - Admissions
- Liza McCarron - IT Services - Bring in at a later date if required.
- Linda shears - Student Support Advisers (SPS)
- Richard Yates - Info Points (SPS)
- Lucy Scott - Student Journey
- Rob Ingram - Careers (SPS)
- Alyssa Willis - SPS Comms (SPS)
- Rachel Gill - Placement Support Co-Ordinator (SPS)
- Paul Bilotto Plus an Academic (FET)
- Sandra Tomkins plus an academic (FBL)
- Hilary Drew (FBL)
- Jenny Lloyd (FBL)
- Zainab Khan (FBL)
- Chris Moore (HAS - FR)
- Jan Richardson (HAS)
- Rachel Cowie - Academic Services
- Esther Williams – Academic Services
- Alex Palombi (AHP - HAS)
- Angela Vowles (Nursing & Midwifery - HAS)
- Amanda McLay - HR Business Partner
- Christian Scott – UNISON
- Nick de Viggiani (HAS)
- John Parkin (FET - MSC Transport Planning)
- Vicki Campbell - Disability Services
- Adrian Hull (FET -Senior Lecturer in Performing Arts and Programme Leader for Creative Music Technology)
- Eric Migliaccio (CETTS)
- Laura Reeves (CETTS)
- Keith Moores - Professional Services Programme (Strategic Office)

Appendix B

Open Door Team – measuring the impact

	Aim/objective	Source	Measurement tool	Next steps	Dates
1	Deliver a coherent and connected service	Project overview document	Weekly survey to staff	Draft survey	Weekly
			Weekly lesson log	Draft lesson log	Weekly
2	Reduce number of queries with multiple professional services staff involvement	Impact meeting 1	Manual sampling of 30 queries per month	SC meeting with HT 11/01/2016	Monthly
3	Increase number of queries dealt with in consultation with academic colleagues	Impact meeting 1	Manual counts	SC meeting with HT 11/01/2016	Monthly
4	Reduce resolution times for queries	Project overview document	Infohub	Complete	Monthly
5	Student satisfaction with experience of using ODT	Project overview document	Quick surveys with users Mystery shopping	Draft survey RY to investigate Mystery Shopping	TBC
6	Improved information flow between professional services and academics responsible for modules and programmes	Project overview document	Manual counts: Proactive contact from SAT/SAs to Academics Proactive contact from Academic to SAT/SAs Trial of FET academics using Infohub	SC meeting with HT 11/01/2016	Monthly
7	Improved sense of staff satisfaction within professional services and increased sense of integration with the academic teams delivering programmes	Project overview document	Focus groups and interviews	SC to draw up plans for pre- and post-launch data gathering	15 Jan 15 March 24 May Dates TBC
8	Improved academic satisfaction with	Impact meeting 1	Quick surveys and	Surveys drafted	15 Mar

	ODT		follow up focus groups		24 May Dates TBC
9	Improved handling of international student queries	Impact meeting 1	Infohub	SC following up on this issue	TBC