**University Transformation Programme Equality Analysis**

**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](https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20Analysis%20Guidance%202019.docx) or contact the Equality, Diversity and Inclusivity Team: [edi@uwe.ac.uk](mailto:edi@uwe.ac.uk).

**Activity Title: University Transformation Programme**

**Project Manager and Contact: Rubi Akhtar and Gerry Scott**

Proposed activity (change, refresh, policy, process or practice) being analysed:

The university is going through a transformation programme. This transformation programme is now our main focus for change in 2024-2026. Our transformation is about our whole (enterprise) target operating model - organising ourselves to achieve our Strategy 2030 ambitions and build our resilience for the future. It’s about our academic and research quality and offer, it’s about our support for staff and students, and it’s about our reputation and standing as we strive to build a stronger future for UWE Bristol.

We will be taking a phased approach to the transformation, over the next eighteen to twenty four months. This is the overarching equality analysis for the programme. There will be more detailed and specific equality analysis at a local level where we have specific changes being proposed. The equality analysis will be reviewed on an ongoing basis.

The Transformation Programme is set to deliver the following objectives through an ongoing iterative process of delivering business value through enhancements to our operating model set against a challenging financial situation which necessitates an unprecedented pace of change.

Programme Vision:

UWE Bristol will be ‘Fit for the Future’, with the right people in the right place, doing the right work.

Overarching Goal: To transform the University’s operating model so we can become the best of our kind anywhere in the world, delivering outstanding learning, research, and a culture of enterprise, centred on the student experience, and supported by a diverse and capable workforce who are united by a shared purpose, vision, and values.

The cross-cutting objectives and measures for this programme are as follows:

|  |
| --- |
| **Objective** |
| **More financially sustainable**  Deliver a financially sustainable, affordable, and efficient business model that reduces our operating costs, maximises our income and delivers value for our stakeholders. |
| **Higher performing**  Create an inspirational and higher performing organisation, better designed to achieve, or exceed our targets and outperform agreed benchmarks. |
| **An improved culture aligned to our values**  Improve the lived experiences of students and staff and create a culture which makes UWE Bristol a more inspiring and fulfilling place to study and work. |
| **A stronger university**  Re-design the organisation so we are ready to respond to customer needs and future growth opportunities, fostering a more agile, confident, and resilient approach to navigate changes and uncertainties in our external environment. |

Project Definition:

The Transformation Programme will effect change across the whole organisation, reviewing how and where we organise our work, people and resources to deliver our core purpose.  We will assess the maturity level of our current state, its strengths and weaknesses, and where there are capability gaps to deliver our business model.  This requires us to undertake a thorough analysis of the functions that align to and support the delivery of our core purpose (professional, academic, technical and manual) enabling us to identify functional and capability overlaps, gaps and efficiencies to be gained, and areas to stop, maintain or enhance.  We will need to determine the nature of the work and the relative cost of delivering capabilities within current provisions.

This whole system approach to design, enables us to consider all component parts of our operations (structures, roles, processes, systems, governance, policies and data) to build a blueprint for our future operating model that is fit to deliver our business model and strategic goals.

Our people are our most important asset and understanding the composition of our workforce and the skills capabilities and capacity required to deliver our core purpose is key, now and in the future.  The Transformation Programme will assess the present and future workforce requirements against our underpinning employment conditions and practices to ensure these align to the future fit organisation we are shaping through this programme, ensuring solutions meet the needs of our diverse workforce and are financially and organisationally sustainable.

Underpinning this transformation programme is our digital transformation.  It is critical that we make rapid progress in the effective use of technologies, not only to drive efficiencies in our ways of working but to advance how our students and customers interact with us through contemporary digital channels and self-service tools.  In turn, ensuring that our workforce has the skills match to thrive in these digitalised environments.

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

In order to meaningfully listen and explore equalities impacts we have talked to staff network members and asked them how the transformation programme may potentially impact them. We met initially with the staff network Chairs and Co-ordinators and then facilitated online and face to face discussions with network members to surface how they think they may potentially be impacted.

We asked the following questions:

* Is there anything that is concerning you about the transformation programme?
* How do you think the transformation programme will potentially impact you in a positive way?
* How do you think the transformation programme will potentially impact you in a negative way?
* Is there anything that the transformation programme needs to bear in mind?

We then used the responses to the facilitated discussions to add potential impacts for particular protected groups into the equality analysis.

This equality analysis is the overcharging one for the transformation programme. Further equality analysis will take place when we know what specific changes are being proposed. This will be done by the transformation programme workstream.

**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 Colleges or Professional Services?
* Student experience, attainment or withdrawal?
* Staff experience, representation, or progression?

**Action Planning**: how will you mitigate negative and maximise positive outcomes?

**Use the table below to explain why you have made that assessment and plan your response.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Possible Positive Impact on Groups Include relevant data if possible | Possible Negative Impact on Groups Include relevant data if possible | Actions Required | Responsible Person  Champion? | Target date | Success indicators | Progress to date |
| All (possible impacts affecting many groups) | Greater collaboration between teams and greater visibility of end-to-end processes will lead to higher engagement levels, job satisfaction and productivity  Digital enhancements create smoother processes and remove mundane activity from roles. | Digital enhancements are seen as a threat to roles and negatively impact morale.  The process of change may have a negative impact on different groupings as it can create a feeling of instability and uncertainty and impact wellbeing.  Concerns about the impact on pay gaps and progression.  Concerns that equality and diversity will fall off the agenda as there is an objective to deliver cost savings.  Pace of change means it can be hard to ensure inclusive decision making.  When we are engaging with stakeholders are we engaging with a wide group of people or just speaking to people who are in our trusted circle.  Lack of time to engage with the transformation programme may mean that some impacts may be missed. Lack of information about timelines and key milestones make it harder for staff to engage and therefore surface any impacts.  Much of the communications to date (end June 24) around the change has been vague not offering much in the way of concrete information. Worry that some may miss important information as they have “switched off”.  Concern that those that remain will be required to pick up additional work.  Burnout and stress may be more common as people try to prove their worth.  Transformation is leading to greater sickness absence as well as unfilled vacancies leading to greater workload for those that remain. | Provide clarity for people about where they can go/who they can contact (email) if they feel that they are not being treated fairly or are uncomfortable with the way something is proceeding.  We have developed a wellbeing action plan for the transformation programme. This will be reviewed as the programme develops.  All VCE champions to advocate for their network group and keep 2-way communications going.  Where opportunities arise as part of the transformation, ensure that they are fairly offered, distributed and ensure diversity of thought.  Could there be a mixed network advisory board that comes together to review decision making and thinking before things are implemented/reviewing options and ideas.  Keep having regular dialogue with the staff networks to ensure that we continuously capture impacts during the different phases of the transformation. | Transformation programme steering group and VCE Diversity Champions. | Ongoing – keep reviewing | Pulse surveys indicate that staff feel that they are being treated fairly and have the opportunity to be heard.  Feedback from staff networks is that staff feel listened to and feedback has made a difference.  Increase in staff satisfaction in their roles (pulse survey)  Reduction in staff sickness |  |
| Age (older people, younger people) | Older and younger people, depending on their circumstances may see severance as an opportunity.  Some older people closer to retirement may see the change process as an opportunity to leave. | Staff with longer service may feel particularly unsettled by the change process.  Older people may feel compelled/targeted for voluntary severance.  All communications and policy documents need careful consideration to ensure that older and younger people feel equally considered and have their needs for information met in an appropriate way.  Younger people may fear they may be targeted for severance if they are less experienced/on FT/precarious contracts.  Younger people may seek VS in greater numbers due to lesser feelings of loyalty to UWE.  Some older people may wish to take VS due to life stage choices and financial opportunity. This may leave the university open to a severe loss of experience all at once.  Older or younger people who are part time may feel more vulnerable as may feel their work could be distributed more easily.  Young people may take a view the UWE is not a place where they wish to develop their career as it is downsizing and not likely to be offering much in the way of opportunity at this time.  Young people will fear that development budgets will be cut and training opportunities will be lost.  Those who have joined more recently (and likely to be younger) may be more likely to leave due to the employment climate (negative impact on staff members and will challenge corporate scorecard metrics)  VS has a 2 year service requirement. Young people most likely to be unable to meet the threshold.  Younger people less likely to be more skilled and therefore less likely to be successful through the redeployment route.  Success in large organisations can rely on connections and relationships which take time to build. Young people less likely to possess these.  Concern that assumptions about young people having less to lose may impact judgement. Younger staff might have fewer opportunities for promotion if new roles require extensive experience. | Be clear about the support that is available. Not just financial as this may be less important than the support to find alternative roles.  Uncertainty is hard to deal with. The sooner information can be provided the better.  More specific equality analysis by workstream to identify if older or younger people have been adversely impacted by any changes.  Look at applications for VS and see if there are particularly high number of applications from older staff.  Offer all staff training and support with the recruitment and job application and interview process. | Transformation team and VCE Diversity Champion | Ongoing – keep reviewing | Staff feel that they have received information in a timely and consistent manner.  VS applications have been scrutinised in terms of age group and where this will have a particularly negative impact this has been mitigated for.  Staff feel they have had opportunities to develop through the Transformation programme. |  |
| Disability, including mental health and non-visible disabilities | Reshaping and revising work and how it is delivered provides an opportunity to consider how to make the work environment more inclusive.  The transformation programme could be a positive vehicle for change for example in embedding a process where reasonable adjustments are transferred seamlessly with an individual between roles.  Adoption of technology can ensure that we can reduce our campus footprint and use the space more effectively and spend less | Reshaping and revising work has the potential to fail to take account the additional needs of those with a disability.  Disabled staff may feel that any reasonable adjustments that they have in place may be disregarded if there is a change to their role, team alignment or line manager.  Possible cause of anxiety or worry for existing disabled staff who might be changing line manager. They may worry that their reasonable adjustments won’t be considered or that they may not experience the same level of support.  Reasonable adjustment to the change process may be required, for instance changes to selection process, more time given for selection tasks and possible interview support if applicable.  Neurodiverse staff may expend a lot of energy processing change information and may need additional support options signposted other than the line manager.  Need to allow for additional work associated with the need to update RA passports and how will these be managed for those whose role/line managers change. Will they be automatically picked up?  Availability of trained, professional support in situation where made redundant (pastoral, financial, emotional)  Will redeployment options be viable for any staff? Will there be assistance with regards to career coaching and help for applying for new roles for those in a “at risk” situation. Support for navigating interviews and advice.  Being able to maintain flexibility and defining what activities/meetings need to be in person.  For those who are unable to be flexible to work more hours/longer, this may be negative in a situation where staff are lost but workload does not reduce.  When using the words agility and resilience, focus more on activities and not staff/people.  Guard against “the more senior you are the more you have to be on campus” (Negatively impact)  Concern for overrepresentation of equalities groups in VS cohort.  Hotdesking can be problematic due to non universal desk set up and room facilities not always being suitable.  Acknowledgement of campus being potentially overwhelming for someone with mental health issues. Review fully if role can be undertaken from home.  Enable time and support for stress risk assessments to be completed.  Leaders may need understanding of and training in how to support disabled staff with RA needs.  Is part time working a possible solution for teams that need to reduce headcount?  Workload and sickness makes it hard for others to engage in events like journey mapping or VC Q&A. | Provide more clarity and communication on what is going to change.  Look at support university provides to students who are not on campus and share best practice (greater flexibility for disabled staff wishing to work remotely).  Ensure that meetings always have the option of being held online without the specific requirement to be on campus.  Ensure sufficient time is given to staff to process information and change and that information is provided in accessible forms.  Review ongoing appropriateness of any reasonable adjustments in any new contexts and reaffirm that wherever possible, any reasonable adjustments will be carried over into any new/changed roles as required.  More specific equality analysis by workstream to identify if older or younger people have been adversely impacted by any changes. | VCE Diversity Champion.  Transformation programme | Ongoing | Staff feel the university is an inclusive place to work. (pulse survey)  In the long term less RAs are needed as the environment/practices are more inclusive  Reduction in staff sickness |  |
| Women and men | There is an opportunity to embed our principles and actions from Athena Swan within the transformation programme so that gender equality work isn’t seen as separate to our core business. | Where there are disparities between women and men (numbers, pay, progression) we need to be mindful that any change process does not inadvertently exacerbate the problem through processes and culture.  Need to be mindful that the change process does not limit access to talent due to the restriction of flexibility as this could adversely impact women who are more likely to work flexibly/ part time due to caring responsibilities.  Women are less likely to apply for roles than men if they don’t meet all of the requirements of the person specification.  Women may feel less confident in their ability and experience that prevents them from applying for more senior roles. | Ensure that job descriptions focus more on behaviours and competencies rather than experience. Particularly at a senior level.  Coaching support available for women in particular to encourage them to apply for roles that they may not normally consider. | VCE Diversity Champion  Transformation Programme team | Ongoing | More women in senior roles  Reduced pay gap between women and men |  |
| Trans and non-binary people, including gender reassignment | The change is an opportunity for staff training and culture change reinforced by senior team.  Also, an opportunity to highlight UWE values of inclusivity and have discussions around pronouns with staff. | Trans and non-binary people can experience negative impact due to having a new line manager if pre-existing arrangements for leave and other processes related to transitions are not carried forward.  It can be a negative experience having to build trust and confidence in new managers and colleagues where there are changes of team for trans or transitioning staff. Need to consider how and when information is passed on in collaboration with staff member. | Ensure that if a trans or non-binary person will be in a new team or have a new line manager that their permission is sought before their gender identity is passed onto their new line manager or colleagues. | VCE Diversity Champion  Transformation Programme team | Staff feel UWE is an inclusive workplace (pulse survey) |  |  |
| Marriage and/or civil partnership |  | Staff may face significantly increased personal disruptions if their partner is also affected by the transformation programme. | Ensure effective signposting to support and promote the use of flexible working arrangements. |  | Staff feel effectively supported throughout the Transformation programme (pulse survey?) |  |  |
| Pregnancy and/or maternity, including Adoption | New legislation and guidance is designed to ensure that those who are pregnant, on maternity/adoption leaveand those in the early months following a period of maternity /adoption leave will not be disadvantaged. | Staff that are currently pregnant or on maternity leave may feel like they are more vulnerable to any changes to their role.  People who are on extended leave could experience negative impact due to uncertainty and not feeling like they know what is going on.  People who are on maternity leave may feel they have less communication/updates about the expected changes as they may not be able to attend VC Q&As or have easy access to weekly news and are potentially reliant on manager to communicate everything to them.  Pregnant staff and those on maternity leave might miss out on new opportunities through the Transformation programme.  Staff with childcare responsibilities may have specific working arrangements in place and will be worried that these will need to change if the role or line manager changes. Particularly worried about not being able to carry out a role part time. Additional worry for lone parents who may not have as much support with caring responsibilities. | Ensure that employees who are on maternity, paternity, adoption or shared parental leave are informed of any changes such as job opportunities, redundancy and reorganisation.  Ensure that employees who are on maternity, paternity, adoption or shared parental leave are regularly communicated with. This could be done for example as part of a KIT Day.  Communications with people managers to specifically mention staff that could be on maternity or extended leave and reminded of how best to support them. | Workstream leads |  |  |  |
| Race, including ethnicity and citizenship | Real opportunity to increase representation of staff from Black, Asian and Racially minoritised backgrounds. Particularly in the senior leadership roles. Will need to ensure that the transformation programme is working closely to deliver some of the objectives of the Anti-Racism Strategy.  The transformation programme is an opportunity to change the policies, systems and practices that cause systemic racial inequalities and barriers. | Staff from Black, Asian and racially minoritised backgrounds are more likely to be on temporary and fixed term contacts and may therefore feel more vulnerable to any university wide transformation programme.  Staff from Black, Asian and Racially minoritised backgrounds are more likely to be in less senior roles and at lower grades. If more staff are potentially made redundant in these roles then this will adversely impact staff from these backgrounds.  Staff from Black, Asian and Racially minoritised backgrounds are more likely to be on lower grades and therefore may feel more vulnerable to any redundancies.  We may lose more staff from Black, Asian and Racially minoritised backgrounds through the transformation programme which will then further impact the aims of the anti-racism strategy.  Staff from Black, Asian and Racially minoritised backgrounds are less likely to apply for more senior roles as they do not see people that look and represent them in current senior roles.  There is an over-representation of Black, Asian and racially minoritised staff who have grievances against them, which may make them feel particularly vulnerable/at risk of losing their jobs during the transformation programme. | Ensure that the transformation programme is working closely with the anti-racism strategy.  Conduct more local equality analysis by workstream and look at the impact upon staff from Black, Asian and Racially minoritised backgrounds.  Use the transformation programme as an opportunity to increase representation by ensuring that any vacancies are advertised in a way to encourage applications from candidates Black, Asian and Racially minoritised backgrounds.  Provide specialist support for staff from Black, Asian and Racially minoritised backgrounds e.g. Nilaari  Coaching support available for Staff from Black, Asian and Racially minoritised backgrounds in particular to encourage them to apply for roles that they may not normally consider. | VCE Diversity Champion  Transformation Programme team | Ongoing | More racially minoritised staff in senior roles  Increased Black, Asian and racially minoritised staff diversity |  |
| Religion and/or belief, 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.  Changes in work patterns, locations and ways of working in new teams might conflict with religious practices. | Ensure conversations with individuals to prioritise any adjustments that need to be made to ensure their needs are met. | VCE Diversity Champion  Transformation Programme team | Ongoing | Staff feel UWE is an inclusive workplace (pulse survey) |  |
| Sexual orientation |  | Possibility of LGBQ+ staff in organisations experiencing negative impact due to moving to a new line manager. This group may be concerned about disclosing their sexual orientation to a new manager and gaining the understanding and trust of a new manager and new team. | If an LGBQ+ person will have a new manager or team, ask whether they would like information about their sexual orientation to be passed on to their new colleagues, and respect their wishes in a timely way. | VCE Diversity Champion  Transformation Programme team | Ongoing |  |  |
| Other specific group (e.g., International or Access) |  |  |  |  |  |  |  |

**Please feed information from this action plan to your activity’s own planning documents e.g., action plans, risk registers, benefits maps**

Project manager next steps

Does this Equality Analysis require consultation of 3 or 6 weeks ([chart to help you decide](https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20Relevance%20Chart%20for%20Equality%20Analysis%202019.docx)):

6 weeks

Delete as appropriate.

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

Delete as appropriate.

What measure / statistic / data will you use to check if the activity has had a positive, negative, or neutral outcome?

When will you review this Equality Analysis? Enter date or project stage suitable to the proposal:

Equality, Diversity, and Inclusivity Team Review

The EDI Team has reviewed this Equality Analysis and is satisfied that it is ready for formal consultation

EDI representative:

Date:

Faculty/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.

Faculty Dean/ Head of Department/ Head of Service:

Faculty/ Department/ Service:

Date:

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. Please add additional rows to the table as

required.

|  |  |
| --- | --- |
| **You said** | **We did** |
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|  |  |
|  |  |

**Please forward an electronic copy to the EDI Team by emailing** [**edi@uwe.ac.uk**](mailto:edi@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.**