

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, Diversity and Inclusivity Team: edi@uwe.ac.uk.

Activity Title: Career Lounge Equality Analysis

Project Manager and Contact: Jo Clarkson

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

The Career Lounge in the Frenchay library was established in September 2024 and has been running for a year as a one-stop-shop for students to access UWE Careers support.

It's a space for students to access careers and employability support from Career PALs and career staff on a wide range of topics – finding work experience incl placements, writing CVs and covering letters as well as tackling the Career destination decision-making process. The Career Lounge houses 1-2-1 appointments, drop-ins, workshops and employer events as well as a range of other related initiatives, focussing on improving career planning confidence and outcomes for UWE students. The Career Lounge is also an informal working and learning space for students to work independently or collaborate with other students and staff.

For the start of academic year 24/25 we plan to make the Career Lounge even more student peer-led, creating new jobs for students as 'Student Careers Coaches.' It is therefore a good time to appraise the Careers Lounge offer from an EDI perspective as regrettably, there wasn't time to do this last academic year. The Careers Lounge will be run by approx. 12 student coaches, operationally managed by a Lounge Manager to be recruited summer 2024.

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

Examples include: External or Sector data/research, Staffing Statistics, Student or Staff Networks, specific stakeholders.

- Careers engagement data – infohub
- Student Coach data – information about protected characteristics
- C&E 2030 Strategic plan
- C&E EDI Data Dashboard - to understand which programme cohorts particularly need support from Careers.
- Graduate Outcomes Survey - to understand the 'under-performing' programmes in terms of grad-level role outcomes to support our service offer.
- UWE Access and Participation Plan re careers and employability.

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.

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

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

	Possible Positive Impact on Groups Include relevant data if possible	Possible Negative Impact on Groups Include relevant data if possible	Actions Required	Responsible Person	Target date	Success indicators	Progress to date
All (possible impacts affecting many groups)	<p>The fact there is a well-publicised careers space.</p> <p>There will be training for student career coaches on EDI principles and sensitivity.</p> <p>Intention of the space is to be actively inclusive as per Careers and Enterprise strategy and APP objectives.</p>	<p>Space may not meet all needs, be accessible or inviting to all groups.</p> <p>Lack of visual identity of the space and clear directions on what the space is for and who it’s for also. Not much content on the walls etc.</p> <p>You can often hear the student coaches say what they can’t do rather than</p>	<p>Conduct a space audit at the beginning of term to consider any accessibility needs or inaccessible furniture.</p> <p>Ensure there is signage to demonstrate what the space is for.</p> <p>Enhanced training for CVs etc.</p>	TBC - staff role responsibility changes in the Careers team	16 th September 2024	<p>Positive engagement take-up/data; students engaging in feedback surveys etc; positive feedback from cohort; Positive qualitative feedback from UWE community.</p>	<p>There has been 1 year of successfully piloting the career lounge with feedback from students to strengthen the service offer.</p>

		what they can do – need to be more empowered.					
Age (older people, younger people)	<p>The space has the intentional message that the space is for all students and that includes mature students.</p> <p>The student career coaches will be trained to be aware of cognitive bias and the needs of mature students.</p>	<p>For mature students it may feel like the space isn't for them if a majority of the messaging around the space is around 'starting' your career. They may also feel unwelcome if none of the student career coaches are mature students as their role is supposed to be peer-to-peer.</p> <p>Age of career coaches being much younger may make cohort feel excluded.</p> <p>The space lends itself towards young people, assuming that most are computer literate and able to understand taking photos of QR codes as well as the use of the workshop screens. There are no notes or details on how to access or use these resources.</p>	<p>Consult further with mature students about their needs re career lounge delivery.</p> <p>The SU hold meet-ups for mature students which may be another place to obtain feedback.</p> <p>Consideration of impacts in equality planning student coaching careers space.</p> <p>Create a 'code of conduct' for students and staff using the space?</p>	TBC – staff role responsibility changes in the Careers team	16 th September (Starting block) but also ongoing.	Positive engagement take-up/data; students engaging in feedback surveys etc; positive feedback from cohort; Good qualitative feedback from UWE community.	There has been 1 year of successfully piloting the career lounge with feedback from students to strengthen the service offer.

<p>Disability, including mental health and non-visible disabilities</p>	<p>Having student coaches and staff wearing their branded C&E hoodies is great for disabled students to ensure they are confident they are talking to the 'correct' and easily identifiable people.</p> <p>There are x2 student career coaches who identify as disabled.</p> <p>Library and hallway toilets are within an accessible distance.</p> <p>The front entrance is wide and accessible.</p> <p>Some with anxiety and autism identified having student coaches of a similar age as less intimidating, other found it more so.</p>	<p>A lack of wheelchair desks is limiting.</p> <p>The tall tables and chairs in the middle of the lounge are inaccessible for many reasons.</p> <p>The opportunities board being high on the wall may make it difficult to see for wheelchair users and others.</p> <p>Having to talk to a career coach and not having an interactive digital screen in the space may be difficult for students with anxiety and other ND conditions. However digital accessibility would also need to be considered.</p> <p>The lounge can become very crowded and noisy during large events which may be limiting for physically disabled students due to a physical lack of space and overwhelming for neurodiverse students.</p>	<p>Further consideration about furniture and experience of disabled students e.g. disabled students' focus group on careers provision.</p> <p>Consultation around digital technology and AI solutions.</p> <p>Specific training for student coaches around disability awareness/troubleshooting.</p> <p>Consideration of impacts in equality planning student coaching careers space.</p> <p>The lounge could have some time in the day dedicated to noise/light-sensitivity.</p> <p>Use of Joey pods for people with neurological conditions. Joey pods were invented by a</p>	<p>TBC – staff role responsibility changes in the Careers team</p>	<p>16th September (Starting block) but also ongoing.</p>	<p>Positive engagement take-up/data; students engaging in feedback surveys etc; positive feedback from cohort; Good qualitative feedback from UWE community.</p>	<p>There has been 1 year of successfully piloting the career lounge with feedback from students to strengthen the service offer.</p>
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		<p>The careers space lacks a clear distinction as it is attached to the library and includes people occupying the space for career meetings as well as working or studying which can be off-putting to some autistic people. The space is also not great for sensory sensitives due to the lighting and noise.</p> <p>Some found the 'open' nature of desks in the space intimidating and wanted more booth-like and enclosed desks.</p> <p>Employer events in the lounge might not be disability positive.</p>	<p>UWE alumnus! https://www.bbc.co.uk/news/uk-england-bristol-61782460</p>				
Women and men	<p>Having a diverse range of staff gender identities promotes inclusion in libraries and careers.</p> <p>Careers materials and service is consciously non-gendered.</p>	<p>Student coaches recruited are exclusively female which might affect engagement with other genders.</p> <p>Employer events in the career lounge might be more one gender than another.</p>	<p>Work to support recruitment of male coaches next year.</p> <p>Consideration of impacts in equality planning student coaching careers space.</p>	TBC – staff role responsibility changes in the Careers team	16 th September (Starting block) but also ongoing.	Positive engagement take-up/data; students engaging in feedback surveys etc; positive feedback from	There has been 1 year of successfully piloting the career lounge with feedback from students to strengthen the service offer.

						cohort; Good qualitative feedback from UWE community.	
Trans and non-binary people , including gender reassignment	Staff training around EDI and sensitivity to trans and non-binary students' experience.	Lack of trans and non-binary representation in the student career coach team.	Further investigation into how to make space more inclusive to trans and non-binary people – research, consultation. Consideration of impacts in equality planning student coaching careers space. Consultation with LGBTQ+ society.	TBC – staff role responsibility changes in the Careers team	16 th September (Starting block) but also ongoing.	Positive engagement take-up/data; students engaging in feedback surveys etc; positive feedback from cohort; Good qualitative feedback from UWE community.	There has been 1 year of successfully piloting the career lounge with feedback from students to strengthen the service offer.
Marriage and/or civil partnership	Intention of the space is to be actively inclusive as per Careers and Enterprise strategy	Married people may have responsibilities and commitments outside of their career, such as taking care of their partner and/or children, which may not be shared by their unmarried peers in a student career space.	Consideration of impacts in equality planning student coaching careers space.	TBC – staff role responsibility changes in the Careers team	16 th September (Starting block) but also ongoing.	Positive engagement take-up/data; students engaging in feedback surveys etc; positive feedback from cohort; Good	There has been 1 year of successfully piloting the career lounge with feedback from students to strengthen the service offer.

		<p>Married individuals may feel that they are in a different life stage compared to their unmarried peers, which can make them feel isolated or excluded from certain conversations or activities.</p> <p>Married people may have less time and flexibility to participate in networking events, extracurricular activities, and other career-building opportunities that may be more easily accessible to unmarried students.</p> <p>Some unmarried individuals may have a biased or stereotypical view of married people, assuming that they are not as committed to their career or their studies, which can lead to exclusion or isolation in a student career space.</p>				<p>qualitative feedback from UWE community.</p>	
<p>Pregnancy and/or maternity, including Adoption</p>	<p>Intention of the space is to be actively inclusive as per Careers and Enterprise strategy.</p>	<p>Uncomfortable seating for pregnant people in the space – chairs are not ergonomic.</p> <p>Student coach training – need to remember visibly</p>	<p>Consideration of impacts in equality planning student coaching careers space.</p>	<p>TBC – staff role responsibility changes in the Careers team</p>	<p>16th September (Starting block)</p>	<p>Positive engagement take-up/data; students engaging in feedback surveys etc;</p>	<p>There has been 1 year of successfully piloting the career lounge with feedback from students to</p>

	n/a re Career Lounge being a kid's space.	<p>pregnant people may provoke assumptions about their career plans.</p> <p>Pregnancy and upcoming parenthood can be time-consuming and exhausting, leaving little time or energy for attending career events, workshops, or appointments.</p> <p>Pregnant people may have other children or family members to care for, making it difficult to find the time to focus on their own career development.</p>	More comfortable, ergonomic furniture to be considered in the Career Lounge.		but also ongoing.	positive feedback from cohort; Good qualitative feedback from UWE community.	strengthen the service offer.
Race , including ethnicity and citizenship	<p>A safe and welcoming environment.</p> <p>There is ethnicity diversity in the student career coaching team. We also have a blend of home and international students from a range of countries.</p>	<p>The space not being culturally inviting?</p> <p>Lack of diversity in Bristol and the UWE context might affect engagement and feeling that the Lounge isn't relevant to Black, Asian and ethnic minorities.</p>	<p>Consideration of impacts in equality planning student coaching careers space.</p> <p>Specific training e.g. Anti-racism as per new strategy.</p>	TBC – staff role responsibility changes in the Careers team	16 th September (Starting block) but also ongoing.	Positive engagement take-up/data; students engaging in feedback surveys etc; positive feedback from cohort; Good	There has been 1 year of successfully piloting the career lounge with feedback from students to strengthen the service offer.

	<p>The UWE Equity programme has a presence in the Career Lounge.</p> <p>There are interventions currently being planned to address the ethnicity awarding gap as per the new Access and Participation Plan.</p> <p>Job opportunities available from a diverse range of employers who promote inclusivity; and ensuring employers on campus are diverse where possible.</p> <p>Having opportunities which are open to those on visas or looking for visa sponsorship.</p> <p>Career Toolkit resources and photos are inclusive.</p>	<p>Cultural differences in the lounge might present barriers</p> <p>Unconscious bias of staff and student coaches could be harmful to students feeling supported and seen.</p> <p>Lack of targeted outreach re different groups.</p> <p>Cultural stereotyping in comms and resources and lack of cultural relevance – eg in certain career options.</p>	<p>Cultural competency training so staff know about unique challenges and barriers faced by ethnic minority students.</p> <p>Inclusive programming of events, workshops etc.</p> <p>Need for more culturally relevant organisations to work in partnership with UWE and have a presence in the lounge.</p>			<p>qualitative feedback from UWE community.</p>	
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<p>Religion and/or belief, including those without religion and/or belief</p>	<p>Intention of the space is to be actively inclusive as per Careers and Enterprise strategy</p>	<p>Possible instances of lack of religious sensitivity – eg Christmas and Easter celebrations overwhelming the visibility of other religious traditions.</p> <p>Lack of sensitivity around the impact of religious beliefs re certain career choices.</p>	<p>Consideration of impacts in equality planning student coaching careers space.</p> <p>Religious beliefs of certain students - access the EDI calendar which shows dates of religious holidays etc.</p>	<p>TBC – staff role responsibility changes in the Careers team</p>	<p>16th September (Starting block) but also ongoing.</p>	<p>Positive engagement take-up/data; students engaging in feedback surveys etc; positive feedback from cohort; Good qualitative feedback from UWE community.</p>	<p>There has been 1 year of successfully piloting the career lounge with feedback from students to strengthen the service offer.</p>
<p>Sexual orientation</p>	<p>Posting our pride month video on Instagram showed our allyship and was well engaged with. Having something similar in the space may be appreciated such as on the screens during pride month.</p>	<p>Lack of visibility of LGBTQ+ and prevalence of heteronormativity in communications.</p>	<p>Consideration of impacts in equality planning careers lounge space.</p> <p>Celebration of LGBTQ+ -friendly employers – eg during inclusivity week and Pride.</p>	<p>TBC – staff role responsibility changes in the Careers team</p>	<p>16th September (Starting block) but also ongoing.</p>	<p>Positive engagement take-up/data; students engaging in feedback surveys etc; positive feedback from cohort; Good qualitative feedback from UWE community.</p>	<p>There has been 1 year of successfully piloting the career lounge with feedback from students to strengthen the service offer.</p>

<p>UWE Cares students</p>	<p>A key focus is that the Careers Lounge is inviting to WP students.</p> <p>UWE Cares-focussed drop-ins have and will continue to take place in the Lounge.</p>	<p>UWE Cares students often have barriers to being able to undertake traditional forms of work experience.</p> <p>None of the Student Coaches are currently UWE Cares students.</p> <p>Mention of family support and networks which might be alienating to a UWE Cares student.</p>	<p>Inclusion of training around the needs of UWE Cares students and their lived experience.</p>	<p>TBC – staff role responsibility changes in the Careers team</p>	<p>16th September (Starting block) but also ongoing.</p>	<p>Positive engagement take-up/data; students engaging in feedback surveys etc; positive feedback from cohort; Good qualitative feedback from UWE community.</p>	<p>There has been 1 year of successfully piloting the career lounge with feedback from students to strengthen the service offer</p>
<p>International students</p>	<p>Intention of the space is to be actively inclusive as per Careers and Enterprise strategy.</p> <p>From the outside, going to the lounge, the digital screens are welcoming and mention the Careers Lounge – clear signage</p> <p>“Hello...careers ” on the Library desk is clear and welcoming</p>	<p>Main sign above the door going into the space says “Library” (although careers is mentioned next to the door) – might cause confusion?</p> <p>Seating at the entrance to the Careers Lounge could be signed or have instructions there – e.g. “wait here to see a member of the Careers & Enterprise team”, or alternatively, “Please wait</p>	<p>The “Opportunities” board has a number of A4 signs with QR codes, which students may scan to access resources.</p> <p>The sign for international students takes users to the Career Toolkit “Routes for international students” tile, not to opportunities. If I</p>	<p>TBC – staff role responsibility changes in the Careers team</p>	<p>16th September (Starting block) but also ongoing.</p>	<p>Positive engagement take-up/data; students engaging in feedback surveys etc; positive feedback from cohort; Good qualitative feedback from UWE community.</p>	<p>There has been 1 year of successfully piloting the career lounge with feedback from students to strengthen the service offer</p>

	<p>Clear signage on the walls. However... (see “cons”)</p> <p>Video screen by the Library welcome desk is helpful with “What’s on” programme</p>	<p>here, once you have let a member of the Careers & Enterprise team know that you are waiting to see them”</p> <p>If no student coaches are present, (busy, or out of hours), it may be unclear what to do – some form of guidance infographic might be helpful, so it is clear to all users what they need to do</p> <p>Everything is in English – not particularly welcoming for international students who are nervous and whose first language is not English – could consider having a larger “Welcome to the Careers Lounge” sign, with “Welcome” translated into many different languages in a word cloud, beneath it</p>	<p>was an international student, I might well expect this area to show me some jobs that I could apply for. A “wall of work” with actual opportunities for international students might be helpful.</p> <p>Many international students ask us about work visas. If we had an area of the wall labelled for international students and, within that, had an infographic explaining what to do in the Careers Lounge, examples of jobs for international students, case studies of some successful students, AND signposting to other relevant</p>				
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		<p>The main entrance sign refers to skills, confidence and navigating your career journey – these are aspects of the careers service that we understand and wish to convey. However, they may not resonate necessarily with an international student. They might think about words such as “CV”, “job” or “employer”. Might there be any other language we could use, which would be clearer for them?</p>	<p>services, such as the visa advisors and LCI ESOL services, that might be helpful</p> <p>Signage for different areas of the Lounge (such as the workshop area) would be helpful</p> <p>In the workshop area (and also in the proposed international students noticeboard area), it might be helpful to have a sign stating that workshops will be delivered in English. However, students can ask the facilitator to provide slides electronically afterwards, for them to refer back to. If there is any AI-powered subtitling app we could use to display on-screen</p>				
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			<p>what is being said during workshops, that might also be helpful?</p> <p>Handouts and material in the seating areas would be helpful – not only for those students who are waiting to see someone or to take part in an activity, but also for those who come along out of hours, as the space is somewhat unwelcoming when there is no one there and it isn't immediately clear how it might help people</p> <p>As we have some video screens, it would be great to have some videos playing (with subtitles), showing</p>				
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			<p>some of our successful international students. For example, we could use some of those from Lim Yong, Miguel and Sayda, on the following Career Toolkit page: https://xerte.uwe.ac.uk/play_7738#page_1 (perhaps we could also use some of these to create a poster in the “international students” area, with some speech bubbles and their “top tips” bullet-pointed within them?)</p> <p>Out of hours, signs on tables such as “reserved for C&E activities” and “ask me for careers support” need to be</p>				
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			removed, as they may confuse people				
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[Project manager next steps](#)

Does this Equality Analysis require consultation of 3 or 6 weeks ([chart to help you decide](#)) 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?

We will be conducting various feedback exercises including qualitative; also engagement data will be recorded via infohub.

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: SF

Date: 03/09/24

[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: Hannah Newmarch



Faculty/ Department/ Service:

Date: 10.10.24

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

Please forward an electronic copy to the EDI Team by emailing 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.

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