**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/_layouts/15/download.aspx?SourceUrl=https://docs.uwe.ac.uk/sites/equality-and-diversity/Documents/Equality%20analysis/Equality%20analysis%20guidance.docx) or contact the Equality, Diversity and Inclusivity Team: [edi@uwe.ac.uk](mailto:edi@uwe.ac.uk).

**Activity Title: Centre for Print Research (CFPR) – Change Management Proposal**

**Project Manager and Contact: Chris English – Director of Learning Resources**

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

There is a need to restructure the CFPR team – reducing FTE from 13.6 to 8.5 – due to UKRI funding coming to an end.

Post July 2023, there has been a significant drop in staff numbers due to fixed-term contracts ending in March 2023, with members moving onto new careers. To protect existing roles, these posts were not replaced. However, some contracts were extended to July 2024, to ensure we completed our obligations to the funder. It is recognised that the team needs reshaping to meet the current (reduced) business needs, with the aim to reduce staffing levels equivalent to pre UKRI funding (9.6FTE including centre director).

Future funding of CFPR activities will rely upon School/College budgets meeting the shortfall between external research funding and salary costs. An agreed funding envelope of ~£545k per annum has been agreed by the HoS and CATE Dean for Research. This represents a 35% reduction in pay costs in CFPR, ensuring the centre is sustainable for the future.

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| --- |
| A table with numbers and letters  Description automatically generated |
| Table 1 - Comparison AS-IS vs proposed structure – FTE and salary cost comparison at each organisational level. The reduction is proportionate at each level, whilst maintaining capability aligned to future business requirements.  prof = professor  ap = associate professor  srf = senior research fellow  rf = research fellow  ra = research associate  admin = administrator |

Staff will be measured using the following assessment metrics before assimilation into new roles.

Academic staff metrics for evaluation (draft):

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| --- | --- | --- |
| **Consideration** | **Evaluation Criteria** | **Contribution** |
| Future funding | * Bids underway - PI and CoI   + End date   + Staff costs included * Bids submitted but not yet reviewed by committee   + PI and CoI   + Submission date   + Decision date   + Staff costs included   + New/existing posts | 25% |
| Bidding (last 5 years) | * No. of bids * No. of successful bids   + PI and CoI * Income generated | 20% |
| Research outputs  (last 5 years) | * No. of papers – author/co-author * Quality of papers * Conference presentations and keynote lectures * Exhibition or artifact * REF contribution | 25% |
| Other income | * CPD, consultancy, contract research, other, internal income | 10% |
| Teaching commitments | * UG, PGT, PGR, dissertation support | 15% |
| University commitments | * Committees * other service eg mentoring * alignment to other research centres/groups | 5% |

APTC staff metrics for evaluation (draft):

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| --- | --- | --- |
| **Consideration** | **Evaluation Criteria** | **Contribution** |
| Unique skillset | * Facilities supported * Discipline expertise | 40% |
| Contribution to future funding/income | * Bids underway * Bids submitted but not yet reviewed by committee * Alignment to future CFPR research themes | 30% |
| Contribution to research outputs  (last 3 years – attributed contribution) | * No. of papers * Quality of papers * Conference presentations and keynote lectures * Exhibition or artifact | 15% |
| University commitments | * UG, PGT, PGR, dissertation support * Committees * other service eg mentoring * alignment to other research centres/groups | 15% |

A range of KPIs are regularly returned to Research England, these include: number of staff, research outputs, training and development, number of partnerships, bidding and income, case studies. The staff are familiar to reporting these metrics, therefore we propose using a similar metrics to evaluate staff suitability for the future-facing roles. Extra emphasis has been placed on skills and contribution for the professional services and technical team; in contrast to academic members where more emphasis is given to sustainability of the centre through income.

Prior to evaluation, affected staff will be consulted on the evaluation metrics listed below. Relevant feedback will be accounted for in the final evaluation criteria.

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

The future business requirements have been confirmed by consultation with the Centre Director, School of Arts HoS, and CATE Dean for Research. Technical staffing requirements have been confirmed with CATE Director of Learning Resources, to ensure equipment and safety can be maintained in support of practical research.

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**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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) | Changes in line management can bring positive opportunities for both staff member and manager | Staff FTE reduction will likely lead to redundancies.  Change can lead to increased stress/anxiety  Changes to line management can lead to increased stress/anxiety. | Staff facing redundancy will be placed in the UWE redeployment pool.  All staff to be reminded of the support available through HoS and management team but also HR and EAP  As above | Shortlist + interview chair  Line Manager  Line Manager | TBC  TBC | Staff know where to get independent support  Staff feel supported and able to raise their concerns. |  |
| **Age** (older people, younger people) | Younger staff may feel greater ability to adapt to the proposed changes. | Older staff may feel unable to adapt to proposed changes, depending on alignment to future research themes. | Ensure all candidates are consulted on the assessment criteria and proposed future structure. | Chris English | TBC | Consultation sought and appropriate changes made (if necessary). |  |
| **Disability**, including mental health and non-visible disabilities | This staff group are likely to have existing adjustments pertaining to their current roles. These would need to be revisited in relation to any new or revised role. | 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.  Certain groups of disabled staff (i.e. blind, dyslexic) could experience problems accessing communications in various forms.  Managers must work closely with colleagues within the new facility to assess access and accessibility and ensure adjustments are anticipated and implemented  Change can lead to increased stress/anxiety. | Review reasonable adjustments already in place with individuals at 1-2-1 meetings to identify what support is required during the change process and in the new structure    Line managers to ensure all staff are briefed and kept up to date throughout the change process using forms of communication appropriate to their individual team member needs  UWE change management process will be followed. Staff will be signposted to EAP and MyndUp during the consultation, to support them through the change process.  See attached wellbeing action plan. | Line Manager & Chris English | TBC | Staff feel supported and able to raise their concerns. |  |
| **Women and men** |  | Many of the current staff are employed on fractional contracts – this supports child/caring responsibilities. | Although roles are costed at full-FTE, applicants will be able to state their preference to a fractional contract. | Interview + shortlist chair | TBC | Staff appointed according to their preference where possible to meet the business needs. |  |
| **Trans and non-binary people**, including gender reassignment |  | Trans and non-binary staff could experience anxiety stress or worry about changing line managers and / or moving to a new team where their reassignment status may not be respected. | Team members to be asked if they would like information on their gender identity to be passed to their new line manager and/or colleagues and respecting their wishes in a timely way | Line Manager |  | Staff feel supported and able to raise their concerns. |  |
| **Marriage** and/or **civil partnership** |  | No perceived additional impact beyond anyone else. |  |  |  |  |  |
| **Pregnancy** and/or **maternity**, including Adoption | There are currently no members of staff on maternity leave. | Change can lead to increased stress/anxiety | UWE change management process will be followed. Staff will be signposted to EAP and MyndUp during the consultation, to support them through the change process.  See attached wellbeing action plan. |  |  | Staff feel supported and able to raise their concerns. |  |
| **Race**, including ethnicity and citizenship | The change process may create an opportunity across the team for training and increased knowledge/awareness of barriers faced by people on the basis of their race or ethnicity. | Staff from this group could experience anxiety stress or worry about changing line managers and / or moving to a new team where their race, ethnicity and / or citizenship may not be respected. | Line managers to ensure all staff are briefed and kept up to date throughout the change process using forms of communication appropriate to their individual team member needs | Line Manager |  | Staff feel supported and able to raise their concerns. |  |
| **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.    Staff from different cultural backgrounds may have different communication norms. | Individual consultation with staff to ensure needs are met with these potential communication challenges in mind. | Line Manager |  | Staff feel supported and able to raise their concerns.  That adjustments are made where reasonable, effective and appropriate |  |
| **Sexual orientation** |  | LGBQT+ staff could experience anxiety stress or worry about changing line managers and / or moving to a new team where their sexual orientation may not be respected. | Individual consultation with staff to ensure needs are met with these potential challenges in mind. | Line Manager |  | Staff feel supported and able to raise their concerns. |  |
| **Other specific group** (e.g., International or Access) |  | Contracts coming to an end could affect visa applications. | Line manager to work through visa considerations with affected staff. | Line manager | Once consultation starts | Candidates visa unaffected by the change management process/timeline |  |

Project manager next steps

Does this Equality Analysis require consultation of 3 or 6 weeks ([chart to help you decide](https://uweacuk.sharepoint.com/sites/staff-intranet-equality-diversity-inclusivity/IntranetDocuments/Equality%20analysis/Equality%20relevance%20chart%20for%20equality%20analysis.docx?web=1)) **3 weeks**

**Unable to open chart link but this is a relatively small team and change will have limited impact outside of CFPR.**

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)  **No**

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

**Staff feedback in 1-2-1’s.**

When will you review this Equality Analysis? **Prior to opening consultation process.**

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.**