

**The Equality Impact Assessment (EIA) Guidance and Glossary must be used when completing this form.**

Please complete the form below. Where the term 'item' is used in this document it includes policy, service, process, function, project and strategy.

## Section I: Screening

Part A: Item Details				
1	Department/School/Institute	School of Business & Management		
2	What is the type of the item undergoing assessment?	Policy <input type="checkbox"/>	Procedure <input type="checkbox"/> Function <input type="checkbox"/>	Service <input type="checkbox"/> Other <input checked="" type="checkbox"/> (Specify) Project
3	Name of item	Admin & IT Support Staff Restructure		
4	Reference Code (if any)	N/A		
5	Is the item existing, new or an amendment?	Existing <input type="checkbox"/>	Amendment <input type="checkbox"/>	New <input checked="" type="checkbox"/>
6	Aims and purpose of item: 'The new structure has been designed and promoted to meet the needs of the School and its abilities to meet its performance targets in an ever competing market place of higher professional standards' (Consultation Document).			

Part B: Screening			
1 Will the item impact directly or indirectly on any of the following impact groups:			
Students <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Visitors <input checked="" type="checkbox"/>	Suppliers <input checked="" type="checkbox"/>
Partners <input checked="" type="checkbox"/>	Others <input type="checkbox"/>		

## Part B: Screening

Please give details for choices made above and provide any evidence

**Students** – the increased support for students provided by the new structure will have a positive impact because SBM will be better placed to give professional advice as well as answering general queries related to their studies. Role such as the International Partnership Manager and Events Administrator will also have an impact in terms of publicising SBM, its profile and recruiting the next intake of students ensuring they are from diverse backgrounds.

**Staff** – the restructure will have a direct impact on those individuals who work as part of the current admin and IT support structure and whose jobs are being changed/deleted. It will also have an impact on the School's academic members of staff who will feel the results of the new structure when it is in place.

**Visitors** – there will be increased support for academic/research visitors provided by the dedicated Programme Administrators as well as being general improvements in the service delivery.

**Partners** – it is intended the post of International Partnership Manager will enable improved relations between Queen Mary and its partners, branding, marketing and profiling the School within an international market place.

**Suppliers** – an improvement in service delivery will ensure that relations with SBM's external suppliers will be more effective.

**2** Does or could the item have an adverse effect, directly or indirectly on members of an equality group – Disability, Gender, Race? (please give details)

The new structure will not have an adverse effect on students, partners, visitors or suppliers. Of the staff directly affected, two are male and seven are female. Eight do not have a disability and one is unknown. Five members of staff are white, two are black, one is Asian and one is unknown. Of those individuals whose posts are to be deleted, all four/five individuals are female, two of whom are black and two/three are white. Therefore, the new structure could have an adverse effect because all four/five people who may be at risk of redundancy are female, two of whom are black. However, there are several opportunities open to individuals i.e. promotion, training opportunities, redeployment, voluntary severance/exit packages. The College is in the process of implementing an enhanced severance package which is attractive and beneficial to the employee.

**3** Could the item have a significant positive impact on equality by reducing inequalities that already exist? (please give details)


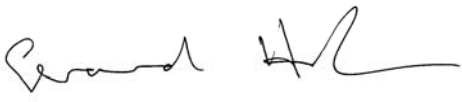
Depending on the need to externally recruit to vacant posts, the new structure could have a positive impact on equality by reducing pre-existing inequalities in those under-represented groups. Careful consideration will be given when advertising any vacant posts with this in mind.

**4** Should a full impact assessment be carried out? YES  NO

Please provide justification for answer to the above

A full impact assessment should be carried out because the new structure could have an adverse effect as shown in question 2.

# Equalities Impact Assessment Form

Part C: Details of Assessor Completing Form			
1	Name	Elizabeth Goldsmith	2 Phone number 020 7882 7015
3	E-mail address	<a href="mailto:e.goldsmith@qmul.ac.uk">e.goldsmith@qmul.ac.uk</a>  <b>NB: This form has been completed by HR, reviewed, amended and agreed by GH and EG.</b>	
4	Signature:	5 Date of signature	01/02/10
			
6	Name of Head of Department:	7 Signature of Head of Department	
	Professor Gerard Hanlon		

Next Step:
<p>(i) If you need to carry out a full impact assessment, please read Section 2 of the guidance (page 7 following) and complete Section 2 of this form below.</p> <p>(ii) If you do <b>not</b> need to carry out a full impact assessment:</p> <ul style="list-style-type: none"> <li>• Are there any further steps you can take to promote equal opportunities and eliminate discrimination?</li> <li>• Arrange for the proper approval authority to “sign-off” a statement (usually Head of Department or Institute), supported by the evidence of this screening EIA that the policy isn’t “relevant to Equality &amp; Diversity” or does not have any negative impacts</li> <li>• Set a review date in three years’ time.</li> <li>• File the screening report and associated documentation and email a copy to the College’s Diversity Specialist, Bertille Calinaud at <a href="mailto:b.calinaud@qmul.ac.uk">b.calinaud@qmul.ac.uk</a></li> </ul>

## Section 2: Full Equalities Impact Assessment

### Full EIA

- 1** What data has been examined in order to form a judgement about the impact of the item on equalities groups? Are there any gaps in the available data?

Data examined in order to form a judgement about the impact of the new structure: organisation equality monitoring statistics on gender, race and disability.

Personal information on gender, race and disability in relation to those staff members directly affected.

Consultation document with the new structure.

Existing gaps in information are as a result of people choosing not to disclose.

- 2** What methods of consultation/involvement have been employed to ensure full information sharing and participation?

A Consultation document has been approved by the College's QMSE Committee (the Principal, Vice Principal and Chief Administrative Officer) and Staffing Policy Committee (SPC). The School currently has an Advisory Board which consists of External Assessors who have also been fully engaged in the planning and consultation process. All administrative support staff, academic staff, trade union representatives (UNISON, UCU) concerned have been fully consulted. Individual consultations/follow up meetings have taken place to explain the new structure, given the opportunity to raise any concerns and give feedback on the admin restructure. Everyone affected by the change in SBM has also been given a copy of the consultation document.

Further individual consultation/follow-up meetings have been and are being held in order to discuss the new structure in more detail including the effects on the person concerned. Every individual directly affected has been given the opportunity to provide feedback on the changes and has had the opportunity to bring their Union Representative where applicable to consultation meetings.

A group meeting was held with members of academic staff in order to explain the changes and obtain their views on the new structure.

## Full EIA

**3** What steps were taken to ensure that involvement in the engagement process was far-reaching?

Those members of staff directly affected have been fully consulted on the new structure and its implementation. All other staff in SBM have been consulted. Feedback from all SBM will be taken into consideration and a response provided where appropriate (either individually or collectively). It is acknowledged by SBM that all members of staff have valuable ideas and opinions that could provide insight and improvement to the new structure.

**4** What are the results of the consultation/involvement? How are these fed back into the process?

Those members of staff directly affected have had the opportunity to feedback individually during their consultation/follow-up meetings as well as by providing written submissions if they chose. Academic members of staff had an open meeting where they provided their comments on the proposed structure. SBM will take all comments into consideration and will feedback to all members of staff in an appropriate manner (either individually or collectively). Where applicable, SBM will make amendments to the proposals and communicate them to all relevant members of staff.

**5** Explain the likely **differential** impact (whether intended or unintended, positive or negative) of the item on individual service users.

The aim of the restructure is to create an admin and IT support structure that is fit for purpose. The new structure will result in increased support and efficiency for students, members of academic staff and the School as a whole, which will enable them to more effectively meet the College's strategic goals of knowledge creation and knowledge dissemination. This will in turn positively impact the experience felt by the current student body. Improved student support in the new structure will also mean that current and prospective students receive more effective support with their studies and any personal matters that may arise.

Improved service delivery and efficiency will also mean that visitors and suppliers will benefit from the new structure.

**6** Is the item directly or indirectly discriminatory?

No

**7** Are there any barriers that may inhibit access to the service or benefits of the item?

The following barriers may inhibit the benefits of the new structure:

Skill gaps – if those individuals matched to posts or chosen through a selection process are not fully trained and supported then the new structure may be of limited success and could result in problems such as poor service delivery, low morale, institution of performance management. Lack of engagement/buy in – if all members of staff in SBM do not engage in the process and fully support its aims and benefits to the new structure could be limited.

## Full EIA

### 8 Explain how the item is intended to increase equality of opportunity.

The new structure will provide equality of opportunity by publicising SBM more efficiently and effectively to prospective students through all of the new job roles: International Partnerships Manager, Programme Manager, group of Programme Administrators, Events Administrator and Office Receptionist.

The new structure will also provide an increase in equality of opportunity to members of staff and/or prospective members of staff because the new posts are set at the level appropriate for the needs of SBM and give current members of staff (mostly female) the opportunity to obtain a higher grade and level of work.

### 9 Explain how the item is likely to promote good relations between different groups.

Good relations between different groups will be promoted if SBM has a 'fit for purpose' structure because the admin and IT support will be better at aiding the achievement of SBM and QM goals. All members of staff working in and with SBM will be able to work well together because the structure will ensure everyone is doing what they should, where it is necessary. This will also mean that relations between staff and students will be promoted as they will feel better supported in all aspects of their life at QM.

### 10 How will the implementation of the item be monitored and by whom?

The new administrative restructure has had the approval of the College's QMSE Committee (the Principal, Vice Principal and Chief Administrative Officer) and Staffing Policy Committee (SPC). The School currently has an Advisory Board which consists of External Assessors from outside the College who have been fully consulted. The implementation of the new structure has been carried out by SBM senior management Professor Gerard Hanlon (Head of School) and Ms Elizabeth Goldsmith (Head of Administration) and the School's Management Committee with the support from the Human Resources Department, Ms Terri Patterson (HR Consultant) and Miss Roz Jowett (HR Advisor). All of these people listed above will continue to monitor the progress of the implementation as well as the success of the new structure once it is in place.

### 11 What can be done to improve the item in order to reduce or remove any adverse impact or effects identified?

As part of this new structure there has been an increase in the number of posts which could mean that the four/five individuals whose posts have been deleted may be appointed one of the new posts. SBM has sought to reduce this risk by offering training opportunities designed specifically for admin and IT support staff. Individuals will also be offered CV development and interview training in the event that they enter a competitive process as part of the restructure.

Any posts left unfilled will be advertised in publications specifically targeting those under-represented groups.

## 12 Complete Action Plan form below

- All new posts have to be formally approved through QMSE.
- Further meetings and written documentation with the administrative support team will be communicated.
- The School endeavours to provide support to its existing support staff by offering a bespoke training programme and the opportunity for promotion.
- Further meetings with the Advisory Board are scheduled over the next 12 months.
- The School is committed to abiding by the HR procedures and policies of the College and all relevant legislation.
- The School is dedicated to promoting inclusivity across all backgrounds of race, gender, disability, ethnicity, age, sexual orientation, religion, etc.

## Next Steps

- Arrange for the proper approval authority to “sign-off” the report.
- File the report and associated documentation and email a copy to the College’s Diversity Specialist, Bertille Calinaud, at [b.calinaud@qmul.ac.uk](mailto:b.calinaud@qmul.ac.uk)

# Equalities Impact Assessment Action Plan

Impact Identified	Action Identified	Timescale	Resources Required	Performance Indicators	Review Date
Reducing pre-existing inequalities	Advertising any vacant posts with the intention of recruiting those under-represented	3 months	Knowledge of appropriate publications, funding, admin	Numbers, types and quality of applicants. Successful candidates	6 months
Possible adverse effects on individuals with deleted posts	Training and support with the aim of helping these individuals improve their chances of selection in one of the new posts	2 - 3 months	Training with ESD, External Advisor and External Consultant. Time out of the office to prepare and attend the training	Success during the selection process	1 month