UNIVERSITY OF SUSSEX EQUALITY ANALYSIS FORM	
Name of Policy/Project/Activity Timetabling Framework 25-26	Is this New/Existing New
Assessment conducted by: Helen Basterra, Head of Student Administration	Date of Assessment: November 2024
School/Professional Services area: Student Administration/Academic Services/Division of Student Experience	

1. **Evidence considered**. What data or other information have you used to evaluate if this policy is likely to have a positive or an adverse impact upon protected groups when implemented?

It should be noted that this EIA has been completed against the draft of a new Timetabling Framework which is different to a new Policy. The document is a narrative description of existing operational processes that allow a service to be delivered. This should be born in mind since the EIA guidance and templates refer throughout to "policy".

1 – 360 Timetabling Review (2022)

2 - Desk based research into sector approach to the operation of timetabling services

3 – Early scoping work on the Timetabling Project, including detailed "as is" process mapping sessions with relevant staff

4 - Task and Finish Group to explore all of the above and draft the Framework

5 – Socialisation briefings with Schools (May 2024) and Faculties (Oct/Nov 2025) to surface further issues and concerns

6 – Briefings for representatives from all unions to surface further issues and concerns

2. Consultation. Have you consulted staff or student representatives including those from protected groups? What were their views?

Student representation was via meetings with the relevant elected officers in June 2024 and December 2025. Their concerns were focused on issues relating to the need for overall flexibility of the timetable to ensure students could juggle their commitments to their family responsibilities and their paid employment alongside their studies.

A member of staff from a protected group was on the Task and Finish Group and advocated strongly for necessary improvements to the way in which staff availability constraints were collected, approved, shared, and able to be accommodated. This work has commenced, separately to the Framework. It will be ongoing for some time whilst fit for purposes processes and systems are developed.

3. Promoting equality. Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?

The implementation of a formal Framework has been brought forward in part as a result of a number of concerns about equalities issues. Having a document that explains the full set of processes for all staff is the first step to greater transparency, enabling us to demonstrate that processes are applied consistently across all subjects and Faculties.

The Framework also provides a clear statement for students:

| 2.2.6 | All students are treated equally by this Framework, with no advantage or disadvantage built in based on the cohort to which they belong. |

4. Identifying the adverse impact of policies Has the analysis identified any evidence that the policy/project could lead to direct or indirect discrimination? If yes please reference the relevant issues in Annex A and describe the mitigations or changes proposed

These are referenced in Annex A.

5. Action What action is recommended as a result of this analysis?

- <mark>**Continue as planned**</mark> **– this is the recommendation**
- ~~Continue as planned with added mitigations~~
- ~~Change policy/project~~
- ~~Stop~~

6. Status of Equality Analysis

~~First Iteration~~

~~Second Iteration~~

<mark>Final</mark>

Post Implementation

7. Monitoring   How will you monitor the impact of the policy on protected groups?

The Framework will be an annual document, evaluated in the autumn after the timetabling cycle has concluded. This will ensure that necessary improvements or adjustments can be made in a timely manner ready for the following cycle.

The DSE timetabling team hold formal evaluation meetings every autumn with each main subject area to draw out issues and concerns and it is via these meetings, as well as issues communicated via senior leadership, that we will identify what will need to be changed.

Students feedback in two main ways; via the Student Experience Forum and via regular contact between elected officers and members of the Education and Student's Leadership Team.

Annex A – Issues identified in Equality Analysis

Record any issues identified in the analysis that could lead to discrimination of people based on the following protected characteristics (pc):

- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Issue Identified	PC affected	Assessment	Proposed Action/Timeline
Refer to information gathered (1) and consultation (2) and any relevant research findings	*Can be more than one if intersectional*	*Direct or Indirect Discrimination. If assessment shows this can be justified for academic or business reasons please explain.*	*If the issue cannot be fully justified, identify the action(s) to be taken*
Potential for staff and students with a physical disability, and therefore in need of accessible teaching spaces, to face additional barriers in having to repeatedly disclose and explain their disability to different University services/decision-making bodies.	Disability (with potential for crossover with other categories)	Currently, the University does not have systems and processes that allow this information to be available to multiple teams thus requiring a student to disclose more than once.	The Framework itself cannot resolve this issue. Disabled students are not disadvantaged by the Framework, but potentially by the process of getting their information to the right staff, at the right time. Long term work is required to assess the options for holding and sharing confidential information across teams, appropriately.
Potential for staff and students who are pregnant, and therefore in need of accessible teaching spaces, to face additional barriers in having to repeatedly disclose and explain their status to different University services/decision-making bodies.	Pregnancy and maternity	Currently, the University does not have systems and processes that allow this information to be available to multiple teams thus requiring a student to disclose more than once.	The Framework itself cannot resolve this issue. Pregnant people are not disadvantaged by the Framework, but potentially by the process of getting their information to the right staff, at the right time. Long term work is required to assess the options for holding and sharing confidential

			information across teams, appropriately.
Potential for staff or students wishing to adhere to religious holy days, festivals or other celebrations to have a timetable that clashes.	Religion or belief	We rely on individual people coming forward to request a change and where it is possible to accommodate that, the team do so. However, moving something for one person necessarily impacts on everyone else in that teaching group, and other groups that may also have to be moved and so the impact can be significant.	We have very low instances of these requests and so no further actions are proposed at this time.