**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** | Recovery Phase COVID 19 (place and people work strands) |
| **Project Manager and Contact** | Mark Webster |

|  |
| --- |
| **1. Proposed activity (change, refresh, policy, process or practice) being analysed** |
| Planning and implementing return to campus activities and development of ways of working for 2020/21 academic year (and beyond) that include a mix of on campus and from home working |

|  |
| --- |
| **2. What sources of information/data, or who have you identified to help explore potential equalities impacts?** |
| National data (including PHE report) and examples from other sectors responses to COVID-19 (education and health care specifically), Trade Union and Staff Network engagements |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **3. 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. | | | | | | |
|  | **Possible Negative or Positive Impact on Groupsi** Include relevant data if possible. | **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** | | | | |
| **Actions Required** | **Responsible Person** | **Target date** | **Success indicators** | **Progress to date** |
| **All** (possible impacts affecting many groups) | (a) A range of factors may increase an individual’s risk to COVID-19 and/or their concern about being physically on campus.  (b) A range of factors may lead to individuals finding working from home difficult and may lead to a desire to return to campus.  (c) Individuals may also feel less able or willing to disclose personal information relating to their potential risk from COVID-19 or from home working arrangements to their manager or the university.  (d) There may be low levels of trust that the university will adequately respond to differing needs during the recovery phase  (e) Opportunities for flexible working and changes to working practices may benefit individuals with a range of characteristics | (a) (b) A personal risk assessment (PRA) will be developed (in collaboration with Trade Unions and staff networks) which will enable individuals to identify their own levels of risk (from both being on campus and working from home) and be active participants in planning throughout the recovery phase.  (c) Managers will be supported (through guidance and communications) to have effective and sensitive conversations with their teams on an individual basis following the completion of the PRA  (c) HR will be able to provide confidential support if an individual does not feel able to talk to their manager about their individual circumstances  (d) A rapid review of our response to COVID-19 and our recovery plans relating to equalities will be undertaken focusing on the March lockdown period and informing the recovery phase and any subsequent lockdowns that are required. | Lizzie Johnson and Suzanne Carrie  HR  HR  Lizzie Johnson, Suzanne Carrie, Mark Webster | 1 August  (for all actions)  Ongoing  1 August  26 July | PRA is well used and supports colleagues to have proactive and effective conversations with their managers about their working pattern for 2020/21 |  |
| **Age** (older people, younger people) | Staff who are aged 70+ are classed as vulnerable by the government and are advised to stay at home.  Staff who are aged 50+ and who have other COVID-19 associated risk factors (particularly those who are from a BAME background, obesity, men, existing health conditions) may be at higher risk from COVID-19. | Staff who are 70+ should continue to follow government advice.  Age is included in the personal risk assessment as a risk factor | See “All” section relating to PRA |  |  |  |
| **Disability**, including mental health and non-visible disabilities | Staff who are considered at  increased risk due to health  conditions i.e. classed as clinically vulnerable or clinically extremely vulnerable.  Disabled staff who have access to adjustments to their workspaces, or whose disabilities have made working online difficult may find it easier to work from campus.  Staff may experience worsening mental health due to increased uncertainty and additional stresses created by COVID-19. | Staff who are classed as clinically vulnerable or clinically extremely vulnerable should continue to follow government advice.  Disabilities and health conditions is included in the personal risk assessment as a risk factor. The personal risk assessment enables staff to explore risks and concerns relating to being on campus and working from home and facilitates meaningful local resolution of issues.  There is an overall COVID-19 risk assessment that has identified measures for the management of psychological risks. There will be the development of a specific stress risk assessment  Regular communication will continue (this has been shown through pulse surveys to be effective in reducing uncertainty) | See “All” section relating to PRA  Alison Weeks  Alison Weeks  Jemma Griffiths and HR | 27th July  Ongoing  Ongoing |  |  |
| **Women and men** | Evidence from PHE advises that COVID-19 has a statistically greater effect on men – this risk is greatest when other risk factors are present.  Evidence suggests that women are more likely to face an increased burden from childcare, home schooling than men during this period. It is likely women will face greater caring responsibilities and greater uncertainty about their caring responsibilities.  Evidence suggests that domestic violence (including cohersive control) has increased significantly during lockdown. Women are statistically at greater risk of domestic violence but either gender could be at risk. | Sex and Gender will be included on the Personal Risk Assessment.  Additionally caring responsibilities will be included on the Personal Risk Assessment enabling both women and men to consider their own caring responsibilities.  Communications to managers will reinforce the importance of discussing pressures around caring responsibilities with individuals regularly.  Communications to staff of wellbeing resources including support relating to domestic violence. | See “All” section relating to PRA  Caring responsibilities will be added as an indirect risk on the PRA  Jemma Griffiths and HR  Jemma Griffiths | Ongoing  Ongoing |  |  |
| **Trans and non-binary people**, including gender reassignment | Trans and non-binary people may feel unable to discuss their personal situation in relation to caring or additional risk factors with their manager. | Personal Risk Assessments can be discussed confidentially with HR rather than with line managers when required.  PRAs to be standardised to ensure all staff can provide information relating to their personal situation | See “All” section part c  See “All” section relating to PRA |  |  |  |
| **Marriage** and/or **civil partnership** | n/a |  |  |  |  |  |
| **Pregnancy** and/or **maternity**, including Adoption | Staff who are considered at increased risk due to pregnancy are classed as vulnerable.  Staff who are pregnant may find working at home more difficult if they do not have appropriate equipment and work station at home.  Staff who are currently on maternity leave may feel unsure about their return to work. | Pregnancy is included on the Personal Risk Assessment.  Workplace risk assessment should be conducted repeatedly during pregnancy and when returning to work from maternity and reasonable adjustments put in place where possible in the campus and/or home environment. | See “All” section relating to PRA  Additional review dates included for pregnant staff on PRA |  |  |  |
| **Race**, including ethnicity and citizenship | PHE England’s report highlights a statistically greater impact on people from BAME backgrounds from COVID-19. This risk is greater when other risk factors are present.  Staff who are BAME may feel less able to discuss concerns or their concerns may be more likely to be minimised or overlooked (for example because of unconscious bias or lack of comfort in discussing race and ethnicity)  There is an increased risk of hate crime, particularly affecting East Asian and Chinese communities. | Ethnicity will be included on the Personal Risk Assessment.  All colleagues will be encouraged to communicate any direct or indirect race concerns to a member of their executive team, to HR or to the EDI team.  Communications will remind university staff and students of our zero tolerance approach to discrimination and harassment (Speak Up) – students will receive training on this during block 0 | See “All” section relating to PRA  All  Jemma Griffiths, Alyssa Willis, Block 0 Speak Up team |  |  |  |
| **Religion and/or belief**, including those without religion and/or belief | Prayer spaces will be opened in accordance with government guidance and the university COVID-19 secure workplace plan. Staff who observe religious practice during the working day may need access to these spaces (or other suitable spaces) to be able to work on campus. Social distancing practices may limit the availability of this space further.  Staff observing religious holidays may require annual leave or flexible working patterns. They may feel unable to ask for these if they compete with flexible working requirements due to extended days or different working patterns created by social distancing. | Spaces will operate as COVID-Secure spaces. Religious practices will be added to the PRA to understand requirements.  Communications to staff will also identify the ‘other suitable spaces’ where usual prayer spaces are not available due to the phased opening of the University’s campuses.  Annual leave or flexible working requests related to religious observance or holiday should be prioritised wherever possible in accordance with standard HR policy and practice. | See “All” section relation to PRA  Jemma Griffiths  All Managers |  |  |  |
| **Sexual orientation** | Lesbian, Gay or Bisexual staff may feel unable to discuss their personal situation in relation to caring or additional risk factors with their manager. | Personal Risk Assessments can be discussed confidentially with HR rather than with line managers when required.  PRAs to be standardised to ensure all staff can provide information relating to their personal situation | See “All” section part c  See “All” section relating to PRA |  |  |  |
| **Other specific groups**  Individuals with citizenship or family outside of the UK | Staff may wish/need to visit another country to visit or look after family. Quarantine rules or unexpected lockdowns could make it harder to return to campus after a trip. | Manager guidelines includes mitigations. These could include working from ‘home’ (including abroad or during quarantine) or taking additional annual leave or unpaid leave if quarantine is required and working from home is not possible. | HR | Ongoing |  |  |
| Individuals with caring responsibilities | Staff who are caring for individuals who are clinically or clinically extremely vulnerable may find working on campus more difficult.  Staff who are caring for children may need additional flexibility due to changes to school/nursery/ childcare provision. | Caring responsibilities will be included in the PRA | See “All” section relating to PRA |  |  |  |
| Socio-economic factors | Staff with low income may not have appropriate equipment or workstations for home working.  Staff from low income backgrounds may be more likely to use public transport which may increase their anxiety about returning to campus or may create additional barriers to work (i.e. due to timetable of buses etc). | The PRA will give staff space to describe barriers to them working from home/in the office and will enable the manager and individual to agree effective resolutions. If an individual does not have an appropriate workstation for home working, they would be prioritised where possible for working on campus. | See “All” section relating to PRA |  |  |  |

i A **positive outcome** or impact is where a person or people may experience an advantage or benefit as a result of the proposed change. This includes positive action to overcome a disadvantage, meet different needs or encourage participation. For example, increasing lighting in public spaces of campus, which increases personal safety, particularly for people from protected groups. A **negative outcome** or impact is where a person or people may experience a disadvantage compared with others, or compared with what was previously available, or planned. For example a new bus service is set up to help all students travel between campuses, but no drop kerbs or accessible buses are available. Bear in mind that some negative outcomes may be justified on the basis of a legal requirement or applicable exemption including use of positive action or where the outcome would conflict with other legislation, e.g. Health & Safety. If a negative outcome can not be mitigated due to a legal requirement, identify the legislation and considerations you have considered to reduce the negative impact and/or rationale for the decision.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4. Project Manager Next Steps** |  | Delete or complete as appropriate | | |
| 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)) | | | 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** | No |
| What measure / statistic / data will you use to check if the activity has had a positive, negative or neutral outcome? | Data on staff working in different settings (home, office etc) by protected characteristic and staff Pulse survey data will be reviewed in phases using the COVID-19 Equalities Rapid Review process | | | |
| When will you review this Equality Analysis? | October 2020 | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **5. EDI Review** | | | |
| EDI have reviewed this Equality Analysis and is satisfied that it is ready for formal consultation **YES** | | | |
| EDI representative | Suzanne Carrie | Date |  |

|  |  |
| --- | --- |
| **6. 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 |  |

|  |  |
| --- | --- |
| **7. 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 Diversity and Inclusivity  Team 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**](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.**